

**AN ANALYSIS OF STUDENTS' ENGLISH TEXT
TRANSLATION PROCEDURES AT MAN KOTA
PALANGKA RAYA**



**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
2020 M /1441 H**

**AN ANALYSIS OF STUDENTS' ENGLISH TEXT
TRANSLATION PROCEDURES AT MAN KOTA
PALANGKA RAYA**

THESIS

Presented to
State Islamic Institute of Palangka Raya
In partial fulfillment of the requirements
For the degree of *Sarjana* in English Language Education



By:

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MOTTO AND DEDICATION

بِأَنْفُسِهِمْ مَا يُغَيِّرُوا حَتَّىٰ بِقَوْمٍ مَا يُغَيِّرُ لَا اللَّهُ إِنَّ...

“Indeed, Allah will not change the condition of a people until they change what is in themselves...”

(QS. Ar-Ra'd [13]: 11)

This Thesis is dedicated to:

My beloved parents Mr. Marijan and Mrs. Giyarsih Armini, my brothers Mustaqim Wibowo; Mustafa Yuli Saputra and my sister-in-law Nurul Silvyani, for their valuable endless prayer, sacrifice, and support me all the time. All my beloved friends (TBI 2013) who have supported and helped me.



DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, with due acknowledgement, the work of any other person.
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Yours Faithfully,




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ABSTRACT

Susi Munawaroh. 2020. *An Analysis of Students' English Text Translation Procedures at MAN Kota Palangka Raya*. Unpublished Thesis. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor (I) Sabarun, M.Pd., (II) Zaitun Qamariah, M.Pd.

Keywords: *analytical exposition text, translation procedures, problem of English text translation.*

Translate texts from foreign language is the important thing, because by translation people have to get the information and knowledge as soon as possible instead of spending times to have acquisition of foreign language. By translating, it helps other person to understand about the meaning of text and also to get information from a foreign language without having difficulties in receiving it.

From that, the study was aimed to describe what procedures are applied and the dominant one in analytical exposition text translated; and to describe the problems of analytical exposition text translated faced by students of second grade first semester of a language major at MAN Kota Palangka Raya.

In this study, the researcher used descriptive qualitative research. The documentation and interview were applied to gather the data needed. The data was analyzed by several steps such as data collection, data reduction, data display and drawing conclusion. The subjects taken are based on purposive sampling, namely the students of second grade first semester of a language major at MAN Kota Palangka Raya on the Academic Year of 2019 - 2020.

The findings of this research showed that there are some procedures in translation, Vinay and Darbelnet theory about translation procedures is used in analytical exposition text translation. As the result of this research, from 5 students the more often procedure used in translated analytical exposition text is literal. The problems faced by students related to what happened to the text were the linguistic problems and the problem related to the processes was that students missed the context that needed to be paid attention in transferring the meaning from source text to the target text.

ABSTRAK

Susi Munawaroh. 2020. *Analisis Prosedur Menerjemahkan Teks Bahasa Inggris di MAN Kota Palangka Raya. Skripsi Tidak diterbitkan.* Jurusan Pendidikan Bahasa, Fakultas Taribiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing (I) Sabarun, M.Pd., (II) Zaitun Qamariah, M.Pd.

Kata Kunci: *teks analitikal eksposisi, proses menerjemahkan, masalah penerjemahkan teks Bahasa Inggris.*

Menerjemahkan teks dari bahasa asing merupakan hal yang penting, karena dengan menerjemahkan masyarakat mendapatkan informasi dan pengetahuan lebih cepat alih-alih menghabiskan waktu untuk mendapatkannya dalam bahasa asing. Dengan menerjemahkan, dapat membantu orang lain untuk memahami arti sebuah teks dan juga untuk mendapatkan informasi dari bahasa asing tanpa kesulitan menerima informasi tersebut.

Beranjak dari situlah penelitian ini bertujuan untuk menggambarkan prosedur-prosedur penerjemahan yang digunakan dan lebih dominan dalam menerjemahkan teks analitikal eksposisi, dan masalah-masalah yang dihadapi oleh siswa kelas dua jurusan Bahasa pada semester satu di MAN Kota Palangka Raya.

Jenis penelitian yang digunakan adalah penelitian kualitatif. Instrumen dalam pengambilan data yang digunakan adalah dokumentasi dan wawancara. Data dianalisis dengan beberapa fase yaitu pengumpulan data, data reduksi, penyajian data, dan penarikan simpulan. Subjek penelitian diambil berdasarkan purposive tehnik, yakni siswa kelas dua jurusan Bahasa pada semester satu di MAN Kota Palangka Raya tahun ajaran 2019-2020.

Hasil temuan menunjukkan bahwa terdapat prosedur penerjemahan, teori Vinay dan Darbelnet mengenai prosedur penerjemahan digunakan dalam menerjemahkan teks analitikal eksposisi. Hasil dari penelitian ini, dari 5 siswa prosedur yang paling sering digunakan dalam menerjemahkan teks analitikal eksposisi adalah literal. Masalah yang berkaitan dengan teks yang dihadapi siswa ketika menerjemahkan teks adalah aspek linguistik dan masalah yang berkaitan dengan proses adalah bahwa siswa tidak menyadari adanya konteks yang perlu diperhatikan ketika mentransfer makna dari teks sumber ke teks sasaran.

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Her appreciation is addressed to:

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Palangka Raya, 22nd June 2020

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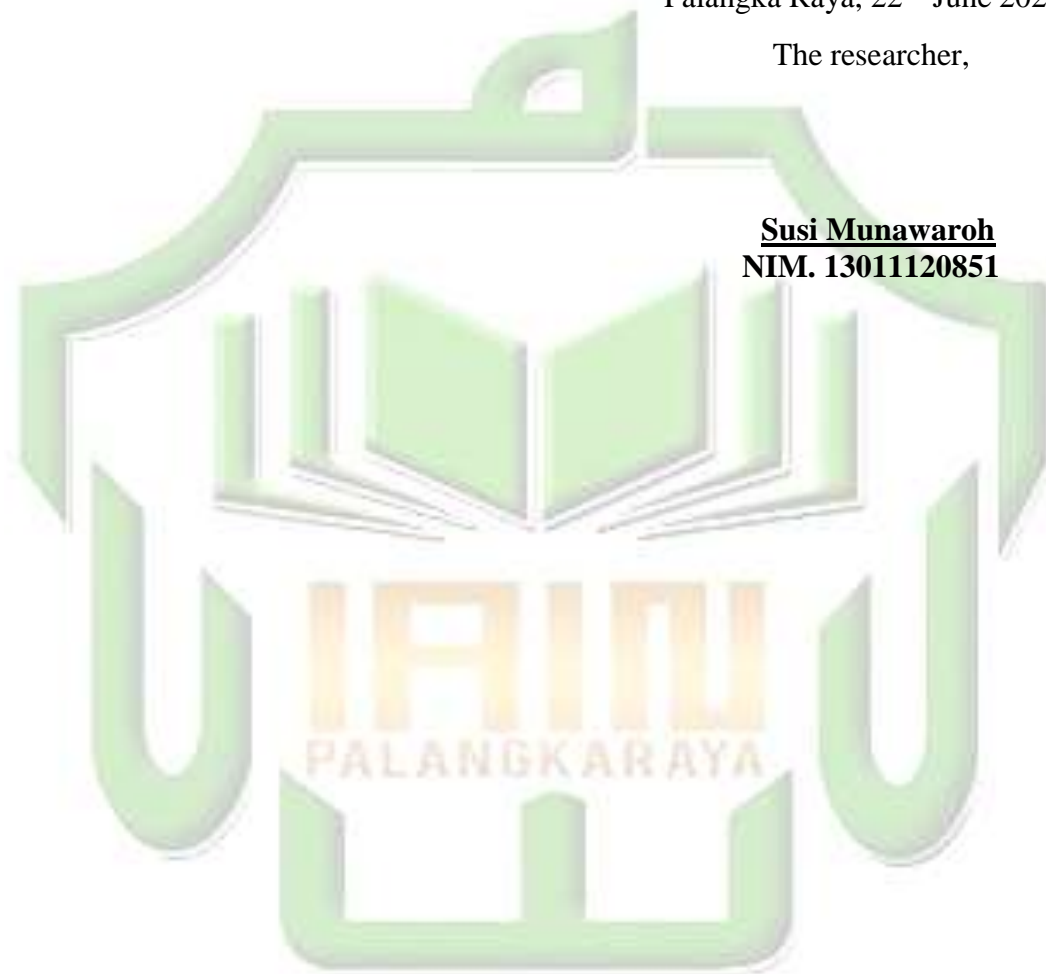
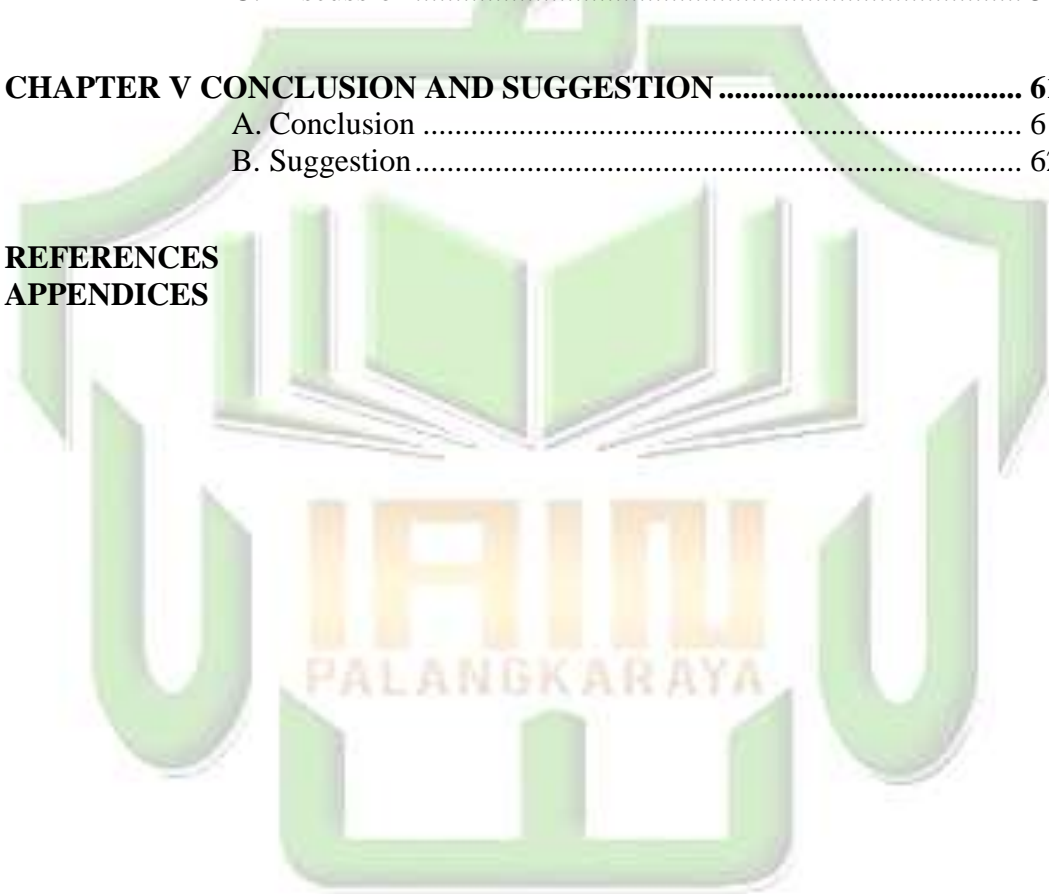


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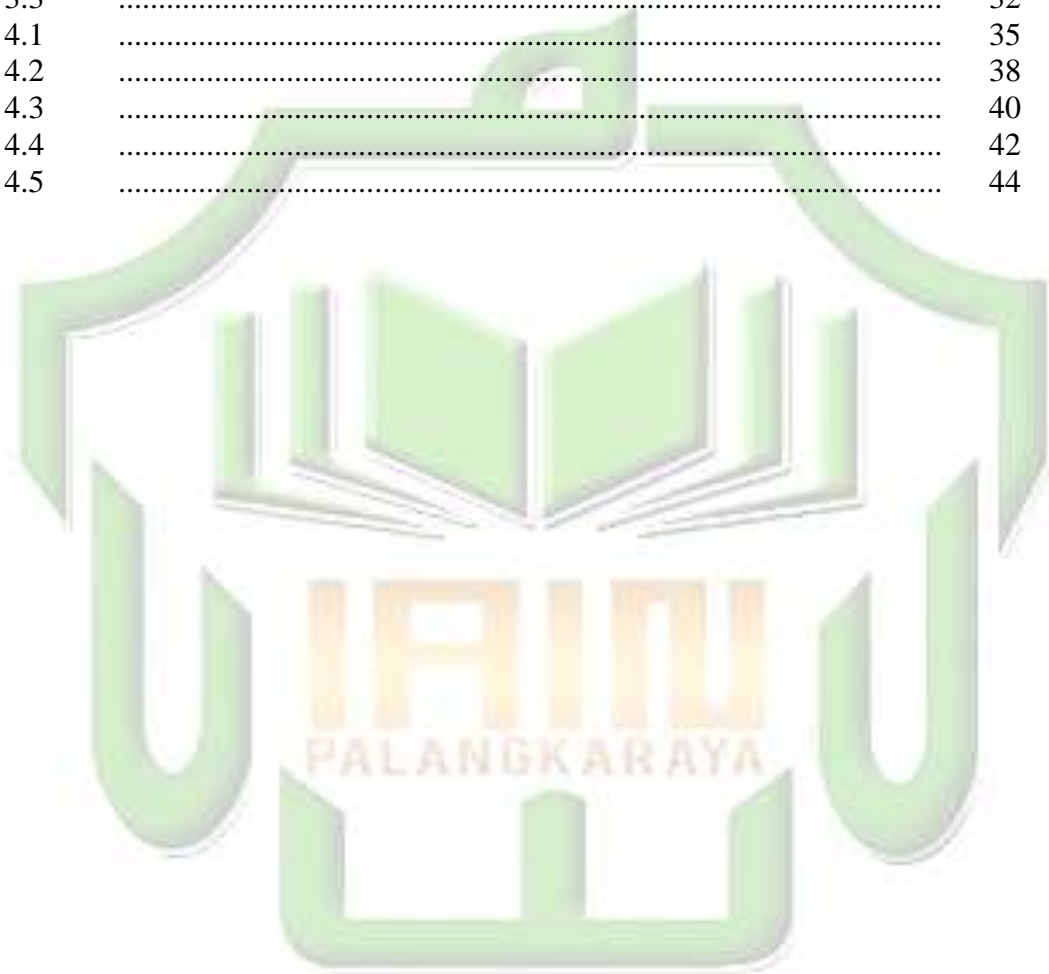
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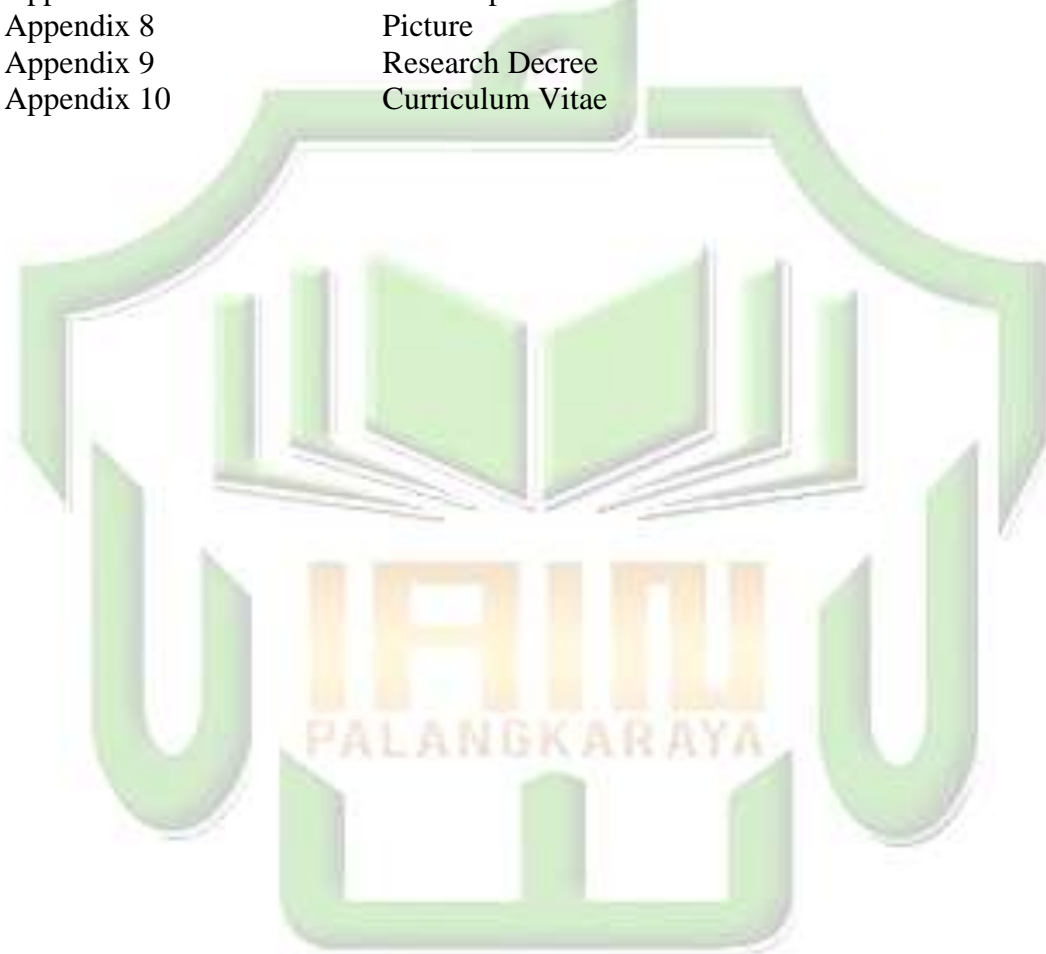
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LIST OF ABBREVIATIONS

- ST** : Source Text
TT : Target Text
SL : Source Language
TL : Target Language
MAN : Madrasah Aliyah Negeri



CHAPTER I

INTRODUCTION

The first chapter of this graduating paper is introduction. This chapter will explain about the background of the study, problems statement, and objectives of the study, benefits of the study, and limitation of the problem, clarification of the key term.

A. Background of Study

Allah SWT said in the Qur'an surah Ar-Rum ayah 22:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَالْوُجُوهِ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ ٢٢

“And among His signs are the creation of the heavens and the earth, and the diversity of your tongues and colors. In this there are clear signs indeed for those who are endowed with knowledge”. (Qs. Ar-Rum 30:22)

Tafser Ath-Thabari (2009:627), *“and the diversity of your tongues”* that mean, varied language that we use. *“In this there are clear signs indeed for those who are endowed with knowledge.”* Indeed, in the act of Allah there are lessons and evidences of truth to His creatures who think that no one denounces Allah for His actions re-create them in their form before they are died and destroyed.

Language as one of human's culture plays a very important role in all aspects of human life. It is main tool of communication used by human beings to communicate or to attract human beings in expressing his idea, emotion, and desire by using sound, gesture, and signals. It may be said that without language

there will be difficulties in conveying our feeling, desire, opinions, and attention to other people.

In the era of globalization, English is indispensable of people of different countries to communicate among themselves in English as International language. Because of English as an international language, so English has become essential subject in the school. It is also taught to the students in Indonesia from the primary up to the university level. For students, English is also indispensable to comprehend their materials which have been written in English. Learning English means learning the language skills.

In learning a language, there are four skills indeed listening, speaking, reading and writing. In addition, translation is a craft consisting in the attempt to replace a written message or statement in one language by the same message or statement in another language.

The ability to translate texts from foreign language is the important thing, because by translation people have to get the information and knowledge as soon as possible instead of spending times to have acquisition of foreign language. By translating, it helps other person to understand about the meaning of text and also to get information from a foreign language without having difficulties in receiving it.

Translating a text is obviously not simple. Especially for a non-English native, they will find some difficulties in translating a text. Translation becomes a problem for a non-English native because every language has its own rule and techniques which are used in translating a text. The Indonesian people who get

used to their mother tongue will also meet difficulty when doing translation. Most translations are influenced by the language of the original text from which they are translated. In this case there is a mixed system especially for Indonesian people's mind.

According to Gibova, as quoted by Kamil (2014:28), translating a text be it literary or non-literary there are certain categories to examine how the target text (TT) function in relation to the source text (ST). In addition, different genre of text has different treatment or procedures depending on the functions.

The goal of translation is to establish a relation of equivalence of intent between the source and target text (that both texts communicate the same message), while taking into account a number of constraints. These constraints include context, the grammar of languages, their writing conventions, their idioms and the like.

As the explanation before, we can write or translate something become a text. In English study, there are many kinds of text that used in writing in general. According to Pardiyone (2007), as quoted by Yessy and Sinambela (2018:9) there are various kinds of genre. They are narrative, descriptive, news item, spoof, analytical exposition, recount, report, procedure, hortatory exposition, anecdote, explanation, discussion. All of the texts above are different, meaning and context, if the readers do not analyze it carefully. They also must to know the generic structure, grammatical feature of the text. To understand the content of the text, the reader needs a process of translating the text grammatically. Thus, in this research the writer only discusses about Analytical Exposition text.

In this study, students translate English text to Indonesian text, especially an analytical exposition text. The analytical exposition text is written in English, so they should translate the text in Indonesia. There are some methods to translate a text. The methods are called procedure. “The procedure of translating are seven procedures of translating a text proposed by Vinay and Darbelnet namely; borrowing, calque, literal translation, transposition, modulation, equivalence and adaptation.” (Dewi, 2014:2)

Borrowing is the taking of words directly from one language into another without translation. Calque is a kind of borrowing whereby a language borrows an expression from another, but then translates literally each of its elements. Literal translation is word for word translation which follows closely the form of the SL. Transposition involves replacing one-word class with another without changing the meaning of the message. Modulation is a variation of the message, obtained by a change in the point of view. Equivalence is used to refer to cases where language describes the same situation by different stylistic or structural means. Adaption is used in those cases where the type of situation being referred to by SL message is unknown in the TL culture.

These procedures can be applied in certain text, such as authentic text (news text, narrative, legal documents, etc.) Translation procedures of bilingual authentic text in order to get description of as far as the translation has the same term equivalent, accurate, acceptable and readable. In addition, it can help the students to translate the text without “Google Translate” and they know kind of techniques which used by them.

Recently, students often used dictionary, guessing, moreover they use “Google Translate” in translating a text, especially an analytical exposition text. Indirectly, they use one of the techniques from borrowing, calque, literal translation, transposition, modulation, equivalence and adaptation, but they do not know what the procedure is.

The researcher assumed that students have ever done the procedure, but they have not known the procedure which is often used and find some difficulties in translation. Therefore, the writer was interested to analyze the kinds of technique students at MAN Kota Palangka Raya dominantly used and difficulties in translating analytical exposition text. MAN Kota Palangka Raya has several unique in additional ways such as the school accredited “A” and applies curriculum 2013, this school is only in Palangka Raya city Province of Central Kalimantan, the teachers had competence in their subjects, the elected students, and so on. The researcher speculated this research is useful to know the techniques used and difficulties by students in translating. Thus, the researcher interests to do a research entitled **“AN ANALYSIS OF STUDENTS’ ENGLISH TEXT TRANSLATION PROCEDURES AT MAN KOTA PALANGKA RAYA”**.

B. Problems of the Study

Concerning the observation above of this research that was to analyze procedures and difficulties the students in translating analytical exposition text, in this research, the problems were formulated as in follow:

1. What kinds of procedures are dominantly used by students of MAN Kota Palangka Raya in translating an analytical exposition text?
2. What are difficulties the students of MAN Kota Palangka Raya in translating an analytical exposition text?

C. Objectives of the Study

The objectives of this research were in the following.

1. To analyze the kinds procedures that students used in translating an analytical exposition text at MAN Kota Palangka Raya.
2. To find out the kinds difficulties in translating an analytical exposition text at MAN Kota Palangka Raya.

D. Limitation of the Study

Based on the purpose, this study was belonged to descriptive study. It was also conducted in high school accreditation "A" the exact at MAN Kota Palangka Raya especially at the first semester grade two language major, and the result of the finding only valid to the subjects themselves. The weaknesses of this study were that the limitation of previous study and supporting theory, and the next step after concluding the problems, the researcher only suggested and analyzed the solution based on the caused that predicted. Here the researcher needed future study that could be conducted by other researcher and continue it with different type of research.

E. Significances of the Key Terms

There are two kinds of significances, namely theoretical and practical significances. Theoretically, the result could be used as the reference for those who want to conduct a research in Translation specifically in Analytical Exposition Text. Practically, the study could help students find the easy way of translating especially in analytical exposition text. The study also could help the teachers to teach in a better way of teaching English by applying a new method when they know the problems caused in translation.

F. Definition of the Key Terms

To avoid any mistakes in interpreting the title of this research, it is regarded necessary to explain the term relating to it.

1. Translation

According to Larson (1998), as quoted by Dewi (2014:1) translation is transferring the meaning of the source language into receptor language. The form may change but the meaning which is being transferred must be constant. The meaning itself have to accurate, acceptable, grammatical and readable in the target language.

2. Process of Translation

Translation process can be a interpreted as a series of activities done by translators when transfer message from the source language (SL) into the target language (TL). Translation process can also be interpreted as a system of activities in translating.

3. Translation Procedures

According to Vinay and Darbelnet (1950), as quoted by Philipson (2014) looked at the process of translation. Their efforts culminated in what is considered their seminal work in the linguistic turn of translation studies, *Stylistique comparée du français et de l'anglais: méthode de traduction*, which around four decades later was translated into an English version, *Comparative stylistics of French and English: a methodology for translation*. The fact that it was still worth translating into English nearly half a century later shows you just how important it was. In the book, Vinay and Darbelnet posited that there were seven main processes, or procedures, at work during any given translation. In this study, researcher will analyze the seven procedures (borrowing, calque, literal translation, transposition, modulation, equivalence and adaption), precisely which one of the procedures is most used by students.

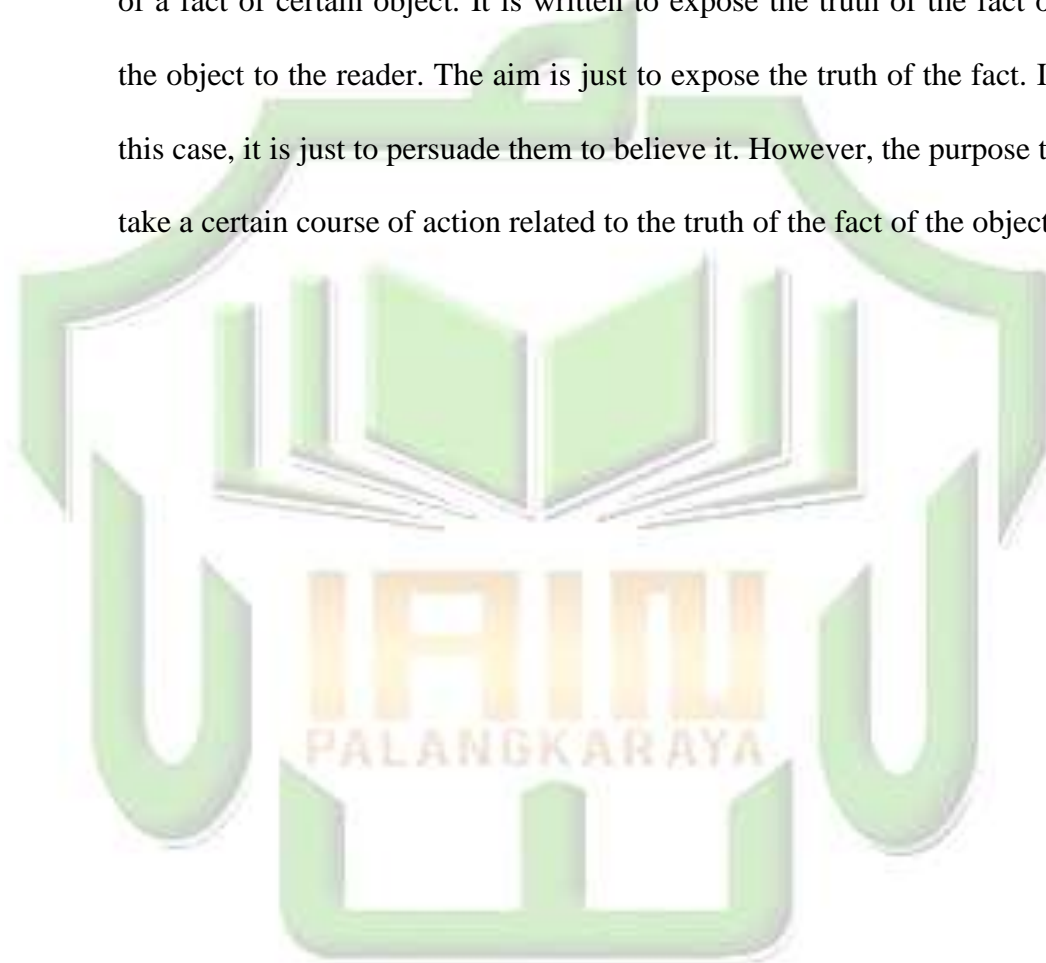
4. Difficulties

According to Brown, as quoted by Silviana (2008:2) “mistakes, misjudgments, miscalculations, and error foreman important aspect of learning in acquiring information.” Difficulties in translating is when someone who translates the text, but does not understand how to use adverb, verb, noun so that the sentences are not perfect. Difficulties are usually compared with impotence. In order to analyze the learner language in an appropriate perspective, it is crucial to make a distinction

between difficulties and impotence. In details, the two terms may be distinguished if they are viewed from the student's existing knowledge.

5. Analytical Exposition Text

According to Siahaan, as quoted by Yessy and Sinambela (2018:10) analytical exposition is an expository text. It is about the truth of a fact of certain object. It is written to expose the truth of the fact of the object to the reader. The aim is just to expose the truth of the fact. In this case, it is just to persuade them to believe it. However, the purpose to take a certain course of action related to the truth of the fact of the object.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provided some reviews of relevant theories and studies involving the definition of translation, process and procedures of translation, analytical exposition text, difficulties of translating.

A. Previous Study

Based on the searching process, it was found that the previous study about influence of translating analytical exposition text, because of the most analyzed is located in procedures and difficulties in translating narrative text. In this case, similar with my study, there are some researchers.

The first related study was conducted by Silviana (2008). The writer used descriptive qualitative to analyze the students' difficulties in translating narrative text at eleventh grade of SMK Hass Ashabulyamin Cianjur. Based on the information of processing theories and researcher's assumption of student difficulties were defined and clarified. The writer used the data surface strategy of taxonomy to analyze students' difficulties in translating, and then the researcher found and concluded the mistakes of students in using and writing the word that led to be considered as the difficulties of them in translating the narrative text.

The method included the materials, participant and procedures. The material were Narrative text, it is kind of discourse which has purpose to entertain the readers about past event. The participants were 20 samples from 30 populations. The kind of sampling technique was not mentioned.

The instruments were interview to the English language teacher and translation test to the students as the samples. The obtained data was gathered from the translation product that had been given to the students. The data was analyzed through some research techniques, namely scoring system and percentage of students' difficulties. In scoring system, there were reading the incorrect sentences or difficulties in sentences; marking on the incorrect sentences or difficulties sentences; analyzing the wrong sentences and classifying them based on the kinds and difficulties; and giving score 1 to each mistake; and drawing table to present the difficulties.

Then the next previous study was conducted by Melyani, Tanjung and Ernati (2014) the writer used descriptive statistics research study in analyzing the third-year students' ability in translating English narrative text into Indonesian at Bung Hatta University. Researchers analyzed the ability only based on the lexical equivalence and grammatical adjustment.

The theory of translation in general was explained shortly and clearly as researchers mentioned the translation is important in transferring meaning. They also mentioned some aspects of meaning in translating process such as lexical, grammatical, textual, situational and socio-cultural meaning. As researchers mentioned, the study focused on the analysis of lexical equivalence and grammatical adjustment.

The study was belonged to descriptive statistics. However, it seemed to be referring to quantitative research as the researchers applied Mean and Standard Deviation in analyzing data. They were taken by accidental sampling that the

samples got from who were accidentally in the classroom the researchers got there.

Based on the analysis, researchers concluded as researchers compared which one was lower, it was about vocabulary seemed to be in low ability. Thus the way of researchers suggested the students or the lecturers assert that ability in choosing the right equivalence in transferring meaning is very important.

The next was from Mugalih (2010) with the research entitled "*Translation Procedures Analysis of Indonesian-English Translation in Goenawan Mohamad's Poems*" He found that, the translator used some procedures of translation namely modulation, transposition, omission and addition. The blank verse translation method used by translator causes some different content. The translator did not do good rendering of the poem's music (rhyme), which break the beautifulness of the poems, but over all the translator had given his best work.

The next previous study was from Sari (2014) in her research "*Translation Procedures Applied in Subtitling English Idiom the Hobbit: An Unexpected Journey Movie into Indonesian*" applied Vinay and Darbelnet's theory in analyzing translation procedures of the subtitle. The result of the study showed that equivalence procedure is applied in 97, 01% of the data, adaptation procedure was applied in 2, 24% of the data, and literal translation procedure was applied in 0,75% of the data.

Furthermore, Ibrahim (2017) had conducted research about an investigation of translation difficulties which faced by Sudanese students in Dongola University. His research aims were to find out kind of students' difficulties in

translation, introducing pupils' difficulties in detail, and how to overcome the problems. The data were taken from Dongola University consisted of 30 students. Questionnaire was used to take the data of the study. He reported that Sudanese University students in College of Education in the second semester find students' difficulties in translating because of grammatical categories, linguistic level, lexical items, and some difference between source language with the target language.

According to all the previous studies, here the current researcher was interested to conduct the study of translation in which samples were taken from human, in other words, the problems were described based on their experiences in translating a certain language. Thus, senior high school students were being considered as the subjects of the study. In addition, there was a weakness, so this study was conducted in order to complete the previous studies. The differences with this study were in collecting data, samples and processing in research.

B. Definition Analysis

Analysis is a transcription of the ancient Greek ἀνάλυσις (analysis), "a breaking up" (from ana- "up, throughout" +lysis "a loosening"). It means the process of breaking a complex topic or substance into smaller parts to gain a better understanding of it.

C. Definition of Translation

From many sources, the definition of translation has similarities, differences and its main goal.

The word translation derives from the Latin word *translatio* (*trans-* “across” and *ferre* “to carry” or “to bring” (*-latio* in turn coming from *latus*, the past participle of *ferre*)). Thus *translatio* is "a carrying across" or "a bringing across": in this case, of a text from one language to another. However, the term translation means much more than ‘to transfer’, ‘to carry across’ and ‘to bring across’.

First of all, there are two different streams of translation, namely written translation and oral translation, though the latter is more commonly known as interpreting or interpretation. Also, the term translation can be used to refer to the general subject field, the product (the text that has been translated) or the process (the act of producing the translation, otherwise known as translating). (Hanif, 2017: 7)

According to Brislin, as quoted by Sari (2018: 10) stated that translation is the common word stating to the transfer of opinions and ideas from one language (source) to another (target), whether the language are in written or oral form whether the language have recognized orthographies or do not have such standardization or whether one or both language is based on symbols, as with symbol language of the oblivious. In this definition, it seems that Brislin gave a wide definition of the word “translation”. For him, translation means transferring opinions and ideas from one language to another language and the language can be in a spoken form which is named interpretation and in the written form which is generally named translation.

The next definition is taken from Larson (1998), as quoted by Dewi (2014:1) translation is transferring the meaning of the source language into

receptor language. The form may change but the meaning which is being transferred must be constant. The meaning itself has to be accurate, acceptable, grammatical and readable in the target language.

D. Process of Translation

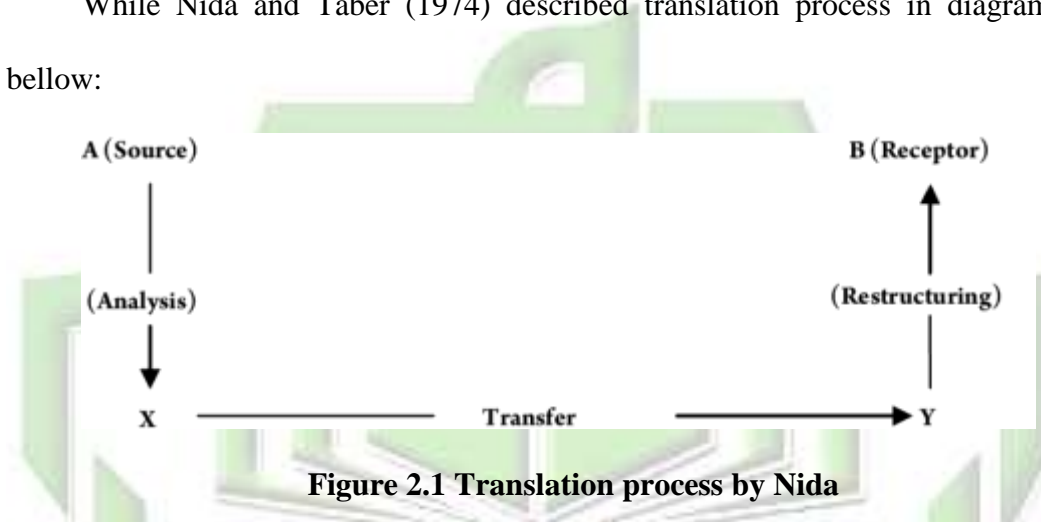
To translate a text, a translator needs some process. Haliday (1992) quoted by Hanif (2017:14) said that “in English we use the term “translation” to refer to the total process and relationship of equivalence between two languages; we then distinguish, within translation, between “translating” (written text) and “interpreting” (spoken text).” It is said that translation is a total process of either a spoken or written text. A clear boundary between a process and a product is given by Manfredi (2008) saying that as process, translation refers to the activity of turning a ST into a TT in another language. Here it means that translation as a process refers to the activity of a translator to transfer the meaning of the ST into the TT by turning the lexico-grammatical aspect of the ST which represent the logical meaning into the lexico-grammatical feature of the TT, and that of a product is the translated text.

Translation process refers to the stages of translating in which the translators proceed at translating something in practice in order to transfer the meaning of the SL into the TL. Some experts classified it to many kinds of process based on their understanding about it. According to Newmark (1981) as quoted by Novia (2010:10) confronted that there are three basic translation processes:

1. The interpretation and analysis of the SL text

2. The translation procedures, which may be direct, or on the basis of SL and TL corresponding syntactic, or through an underlying logical ‘inter language’
3. The reformulation of the text in relation to the writer’s intention, the readers’ expectation, the appropriate norms of the TL, etc.

While Nida and Taber (1974) described translation process in diagrams below:



The system of translation consists of a more elaborate procedure comprising three stages:

1. Analysis, in which the surface structure is analyzed in terms of the grammatical relationship and the meanings of the words and combination of words.
2. Transfer, in which the analyzed materials is transferred in the mind of the translator from language A to language B, and
3. Restructuring, in which the transferred material is restructured in order to make the final message fully acceptable in the receptor language.

Meanwhile, similar concept of translation is given by Larson (1984) stated that translation is concerned with the study of the lexicon, grammatical structure, communication situation, and cultural context of the SL text, which is analyzed in order to determine its meaning. The discovered meaning is then re-expressed or reconstructed using the lexicon and grammatical structure which are appropriate in the receptor language and its cultural context. (Reza, 2018:10) Larson simply presents the diagram of the translation process, as follows:

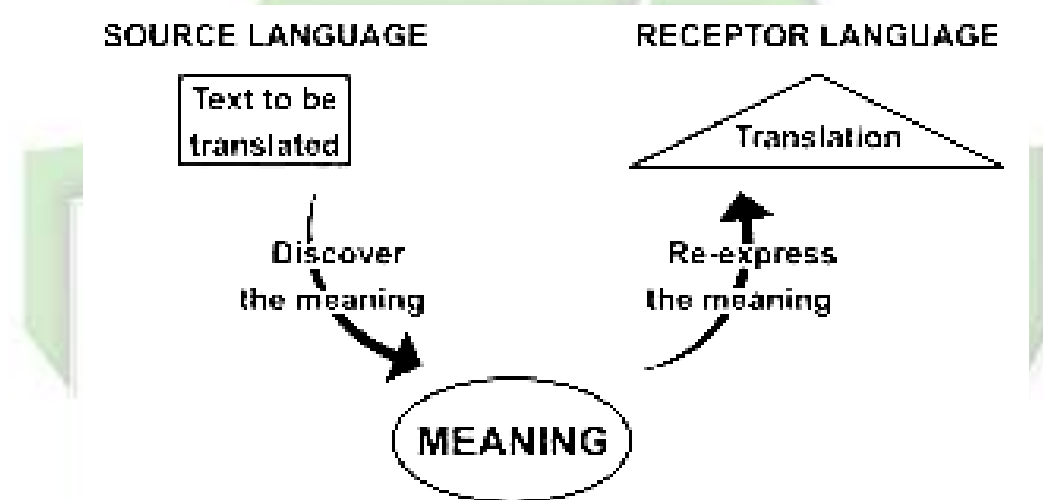


Figure 2.2 Translation process by Larson

Dealing the steps that must be done in the translation process, in order to make a good translation. The translator must understand more in each process of translation not only in the final product. Thus, translation is not an easy process because the translator must be careful and correct to produce a good translation with the best-meaning accuracy.

Further, before to translate a translator should be determine whom or what purposes the translation will be used. A good translator should be able to translate

a lot of text types through the correct method. In translation practice, the translator choose one method that suits to whom and for what purposes the translation.

Nababan (2008) as quoted by Astria (2017:12) classify translation into three main kinds namely,

a. Word to word translation

In this way, the translator translates the source language text into target language text by only looking at dictionary. Consequently, they often make wrong choice of word and their translation sound strange and unnatural for the reader. The format of word in sentence translation identical with the format of word in original sentence.

b. Free translation

Free translation is often not tied on searching equivalent of word sentence, but the searching of equivalent tends to occur at the level paragraph disource. Translator should be able to get the message in the source language at the level of the paragraph or disource as a whole and then transfer it and express it in the target language. It is difficult to do, especially by inexperienced translators. If there is any free translation, the translation like that generally limited at the level of phrases, clauses or sentences. Idiomatic expressions and provebs are often translated freely.

c. Literal translation

Literal translation is located between the word to word translation and free translation. Literal translation may be at first conducted like word to word translation, but then the translator adapt the format of word in the

target sentence. This type of translation usually applied if the structure of source language sentence is different from the structure of the target language.

Table 2.3 Examples translation method by Nababan (2008)

| English sentence | Word to word translation | Literal translation | Free translation |
|-------------------------------|---|--------------------------------------|-------------------------|
| His heart in the right place. | Kepunyaan hati adalah dalam benar tempat. | Hatinya berada di tempat yang benar. | Dia baik hati. |

E. Procedures in Translation

In doing a translation, the first thing to do is to figure out the procedures and translation. In Oxford, the definition of procedure is a series of actions conducted in a certain order or manner. From the definition; a translator should know that procedures in translating are a stage that we should be done when we are translating a language.

There are some technical devices (procedures) used to transfer the meaning of a text in the source language (SL) into a text of the target language (TL), there are some procedures involved in doing a translation.

Rachmadie, stated: “the procedures involve essentially adding structural or lexical elements to those present in the source language (SL) or subtracting from them; eliminating elements that are obligatory in the SL but unnecessary in the target language (TL) or with no counterpart there, and where disparity between the two media goes beyond language pattern, adapting the context of the message so that the TL text will come as close as possible to the intent of the SL text.”

Vinay and Darbelnet (1950) looked at the process of translation. Their efforts culminated in what is considered their seminal work in the linguistic turn of translation studies, *Stylistique comparée du français et de l'anglais : méthode de traduction*, which around four decades later was translated into an English version, *Comparative stylistics of French and English : a methodology for translation*. The fact that it was still worth translating into English nearly half a century later shows you just how important it was. Vinay and Darbelnet posited that there were seven main processes, or procedures, at work during any given translation. Those translation procedures are as follows:

1. Borrowing

Borrowing is to adopt SL text when the TL has no equivalent for the SL text. It is a case where a word or an expression is taken from the SL and used in the TL, but in a 'naturalized' form, that is, it is made to conform the rules of grammar or pronunciation of the TL. It is caused by cultural aspect, language and custom. Borrowing or usually called Loan translation is an adoption of a linguistic expression from one language into another, when no term exists for the new object, concept, or the state of affairs. For examples are the words *vitamin* and *formula* where still defend on its original form. (Asriyani, 2010:17)

2. Calque

A calque is a special kind of borrowing whereby a language borrows an expression from another, but then translates literally each of its elements. *Calque*, where the source language expression is literally transferred to the target

language, such as *pen name*, is translated into Indonesian as *nama pena*. *Pen* means *pena* and *name* means *nama*. (Hanif, 2017:20)

3. Literal Translation

Literal translation is the most important of the procedures. This is one-to-one structural and conceptual correspondence. It can include borrowing and word-for-word translation. This is a 'coincidental' procedure, used when the SL term is transparent or semantically motivated and is in standardized language. Based on Vinay and Darblenet, literal is the direct transfer of an SL text into a grammatically and idiomatically appropriate TL text in which the linguistic servitudes of the TL. For example 'President' is translated into 'Presiden'. (Asriyani, 2010:12)

4. Transposition

Transposition is a technique that changes a grammatical category in relation to the source language (from SL to TL). This technique same with shift (in category, structure and unit shift, such as changing singular to plural, position of adjective, changing the word class or part of speech), but without changing the meaning of the message. (Fitria, 2015:10)

According to Newmark, as quoted by Asriyani (2010:13), transposition consists of four types of grammatical changes, those are:

- a) Automatic transposition and offers the translator no choice. For example there are two types of it. First, the change from plural to singular, as 'a pair of shorts' translated into 'sebuah celana pendek'.

Second, in the position of the adjective, examples ‘beautiful dress’ translated into ‘gaun yang indah’ not ‘indah gaun’,

- b) Transposition which is required when an SL grammatical structure does not exist in the TL. For example:

SL : Kelas itu harus kamu ambil.

TL : You should take that class.

The translation above shows that the object (*kelas*) in SL is located forward. Although it is passive voice but this form is not exist in English language (TL).

5. Modulation

Modulation is a technique that changes the point of view in the TL in order to focus or cognitive category in relation to SL. It is variation of the form of the message, obtained by a change the point of view. It allows in expressing the same phenomenon in a different way. (Fitria, 2015:10)

According to Newmark, as quoted by Asriyani (2010:14) divided modulation into two types, as follows:

The first is obliged modulation; it is used when word, phrase or structure was not having equivalence meaning in TL. Example: the *Lessor* and *Lessee* in Bahasa do not have a real equivalence meaning. *Lessor* means *orang yang menyewakan* and *Lessee* means *orang yang menyewa*.

The second type is free modulation is must be done by considering to a non-linguistic aspect. It is conducted to make the clearer meaning or to make the TL text so natural and familiar. For example:

SL : I broke my leg.

TL : Kakiku patah.

‘I broke my leg’ is translated into ‘Kakiku patah’ not ‘Aku mematahkan kakiku’ where the translation is changed followed the point of view of SL.

6. Equivalence

Vinay and Dalbernet use this term to refer to the cases where language describes the same situation by the different stylistic or structural means. The classical example of equivalence is given by a reaction of an amateur who accidentally hits his finger with hammer: if he were French, his scream of pain would be transcribed as, *aie*, but he is English, and the expression would be interpreted as *ouch*, and if he were an Indonesian, he would say *aduh*. Another striking case of equivalences are the much onomatopoeia of animal sounds (Hanif, 2017:22), for example:

SL : *cock-a-doodle-do*

TL : *kukuruyuk*

7. Adaptation

Adaptation: use of a recognized equivalent between two situations. This is a matter of cultural equivalence. This is a process when the other does not suffice. In adaptation, the translator works on changing the content and the form of the SL in a way that comforts to the rules of the language and culture in the TL community. In general, this procedure is used as an effective way to deal with culturally-bound words/expressions, metaphors and images in translation. Based on Vinay and Darbelnet, adaptation is a situational

equivalence or the type of situation being referred to by the SL message is unknown in the TL culture. In such cases translators have to create a new situation that can be considered as being equivalent. For example: ‘first class’ translated into ‘kelas satu’ not ‘kelas pertama’. (Asriyani, 2010:16)

F. Definition of Translation Difficulties

When someone is translating word and sentence, it is inevitable that difficulties and mistake will occur. According Christiane Nord quoted by Pobocikova (2011:49) states that translation difficulties and translation problem are different. Translation problem is “an objective problem which every translator has to solve during a particular translation task”. Thus applies to every translator regardless of his level of competence and other factors influencing the process of translation (e.g. software or deadline). Such problems may arise from a specific source text (e.g. a pun), the nature of a translation task (pragmatic problems), the differences in a source language culture and a target language culture, and the structural differences between a source language and a target language (linguistic translation problems). On the other hand, translation difficulties are “translator specific”. They are subjective and connected with translator competence and his specific working conditions. Translation problems are constant and they do not disappear with time as the translator masters his craft, contrary to translation difficulties.

Ibrahim (2017:578) states translation problems can also be a result of the lack of equivalence at word level between two languages. The chief difficulties in

translating can be also lexical, not grammatical, i.e. words, collocations and fixed phrases or idioms. The following general difficulties in any translation are exactly identical in their phonological, morphological, lexical, syntactic, and semantic features. Translation problems can be divided to the major four problems:

1. Pragmatic translation, these arise from the particular transfer situation with its specific contrast of source language vs. target language recipients, source language medium.
2. Cultural translation, it is a result of differences in the culture specific habits, expectation, norms, and conventions verbal and other behavior.
3. Linguistic translation, the structural differences between two language in text sentence.
4. Text-specific translation, any problem arises and not classified as the previous one is classified text-specific translation.

According to Brown quoted by Erry Silviana (2000:1) mistakes, misjudgments, miscalculations and error foreman important aspect of learning in acquiring information. Difficulties in translating is when someone who translates the text, but does not understand how to use adverb, verb, noun so that the sentences are not perfect. Difficulties are usually compared with impotence. In order to analyze the learner language in an appropriate perspective, it is crucial to make a distinction between difficulties and impotence. In details, the two terms may be distinguished if they are viewed from the student's existing knowledge.

G. Analytical Exposition Text

According to Siahaan, as quoted by Yessy and Sinambela (2018:10) analytical exposition is an expository text. It is about the truth of a fact of certain object. It is written to expose the truth of the fact of the object to the reader. The aim is just to expose the truth of the fact. In this case, it is just to persuade them to believe it. However, the purpose to take a certain course of action related to the truth of the fact of the object.

According to Anderson as quoted by Septiana (2016:13) analytical exposition text have three components. They are constructing an exposition, language feature an exposition and generic structure which can be explained as follow;

1. Constructing an analysis

In constructing an analytical exposition text, there are three basic steps, the first step is called as an introductory statement that gives the author's point of view and previews the arguments that will follow in some texts, the opening statements may be attention grabbing. The second step is constructing a series of arguments that aim to convince the audience, pictures might also be used to help persuade the audience. The last one is constructing a conclusion that sums up the arguments and reinforces the author's point of view.

2. Language features of an analytical exposition text

The language features of analytical exposition consist of three kinds. First, the use of words that shows the author's attitude, or we

usually call it as modality. The second one is the use of words to express feeling or we usually call it as emotive words. The last one is the use of words to link cause and effect.

3. Generic structure of analytical exposition

The generic structure of analytical exposition consists of three main parts; thesis, arguments and reiteration. The first part is called as thesis. Thesis is used for introducing topic and indicates the writer's position. Besides, thesis is also used as the outline of the main argument, to be presented. The second part is called as argument. The use of arguments is to restate main argument outlined in preview. It consists of the elaboration, development, and support to each point of argument. The last one is reiteration. It is usually used for restating the writer's position and to conclude the whole argument. The picture below is the example.

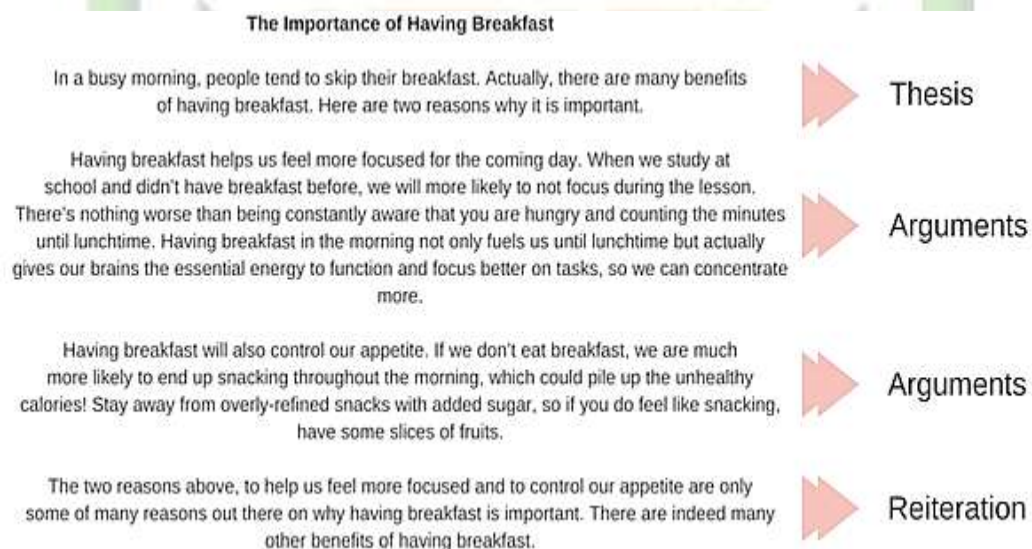


Figure 2.4 Example analytical exposition text

CHAPTER III

RESEARCH METHODOLOGY

This chapter described about research design, subject of the study, research instrument, data collection procedure and data analysis procedure.

A. Research Design

The researcher used descriptive qualitative. According Sugiyono (2014), as quoted by Astria (2017:18) stated that qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The researcher will use descriptive qualitative since it describes the students' procedures and difficulties in translating analytical exposition text from English into Indonesia. This is relevant to Creswell's (Akhsanah, 2019:22) statement, "descriptive studies are design for finding fact about actual phenomena through the process of collecting data, classifying data, analyzing and interpreting based on the analysis result."

Systematically, the researcher conducted this research by: first, compiling the data or theories supporting; books and other materials has topic related to this research. Second, analyzing the data obtain following by test, the students translate the analytical exposition text from English to Indonesia. The researcher analyzed the students' translation sheet sentence by sentence to find out the kind's procedures used by students. Then, the writer interviewed the students.

B. Subject of the Study

The subject of this research was referred to second grade students at MAN Kota Palangka Raya first semester of a language major on academic year 2019-2020. Based on Ary, et al. (2012, p. 426). The subjects were taken based on purposive sampling technique because everything about the group or site that might be relevant to the research problem cannot be observed by qualitative researchers.

In this study, the researcher chooses the subject by applying selection. For selecting the proper subjects, the researcher has taken 36 students as the subject because it was kind of saturation point. From 36 students, 5 students were interviewed from certain qualification related to third problem question-that was about the difficulties faced by them in translation. The considerations that make the subjects chosen are:

1. The subject figure out about grammar and learn deeply in language.
(based on their major)
2. The subject are in criteria acceptable to revisable translation product.
(based on the observation)

In addition, based on Patton (1998) as quoted in Creswell (2010:206)

“The standard used in choosing participants and sites is whether they are information rich.”

Table 3.1 Items specification of subject

| No | Name | Source Text | Target Text | Procedures |
|----|------|-------------|-------------|------------|
| 1. | ZA | | | |
| 2. | RMS | | | |

| | | | | |
|----|-----|--|--|--|
| 3. | RAH | | | |
| 4. | LM | | | |
| 5. | MBP | | | |

C. Source of Data

Data source is the subject where got the data. Researchers need to consider the sources on which to base and confirm their research and findings. The researcher have a choice between primary data and secondary data. In addition, the researcher can also use of both, which is termed triangulation or dual methodology. Triangulation is well known strategy to shore up the internal validity of a study. Triangulation is typically associated with research methods and designs.

However, there are several other variations on the term. Triangulation may be the use of multiple theories sources data, methods or investigators within the study of a single phenomenon. To get the validity of data analysis, the researcher used multiple theories. In this case, the researcher used Vinay and Darbelnet theory in analyzing data to find the procedures are applied and the dominant one in analytical exposition text translated; and more than one theory in analyzing difficulties faced by students. After got the data analysis, the researcher decided the conclusion whether students' translation procedures and difficulties in translating analytical exposition text.

The data that the researcher used in this study can be classified as follows:

1. Primary data

Data that has been collected from first hand experience is known as primary data (Ajayi, 2017, p.2). it means that primary data is the data

collected by the researcher themselves. The primary data in this research were taken from the students' translation test product.

2. Secondary data

Data collected from a source that has already been published in any form is called as secondary data (Johnston, 2014, p. 620). It means that the secondary data are data that already exists. In this research, the secondary data were from the interview which are related to the study.

D. Research Instrument

The main instrument used in qualitative is human instrument, that is, the researcher herself. Qualitative inquiry uses some methods such as interviewing, observation, and document analysis (Ary et al. 2010, p. 424).

According to this study, the first instrument was documentation. The term documents here refer to a wide range of written, physical, and materials. (Ary, et, al., 2010, p. 442). Related to the researcher, the documentation was considered as translation product of the students. The data needed in the documentation was the process of figurative language being translated.

The last was interview that considered as the last instruments to collect the overlooked data from the documentation. The researcher interviewed the students. Interviewing the students was in order to find out the difficulties and procedures that the students used in translation.

E. Data Collection Procedure

In this research, the researcher used two methods to collecting the data; documentation and interview.

a. Documentation

Documentation is “a method that used to find the data related by using book, transcript, newspaper, magazine, ancient, inscription, notes of a meeting, agenda, etc.” (Sari, 2018:44)

The term documents here refer to a wide range of written, physical, and visual materials, including what other authors may term artifacts (Ary, 2010:442). From that, the researcher pointed to the textbook as their handbook in writing guidance (Bahasa Inggris SMA/SMK/MAK Kelas XI, Kemendikbud, 2017).

The researcher gave the students analytical exposition text according their handbook. Students translated the text in English into Indonesia, in individual work. The data got from the students' translation sheet. To analyze the content of students' translation, the researcher collected the students' translation sheet in English class.

To qualify the students' translation product, researcher used Nord theory namely Sical III, there are three acceptable quality levels and one unacceptable. In short, among other criteria, a translation of superior quality (A rating) can contain maximum of six minor errors, a fully acceptable translation (B rating) may contain up to twelve minor translation or language errors (here the distinction of major/minor errors is applied on the language errors, too), a

revisable translation (C rating) can even present one major translation error together with as many as 18 minor ones but no major language error, and finally an unacceptable translation (D rating) contains too many errors to be effectively revised (meaning cost-effective revision). The scale is applicable on a standardized sample of a text with 400 words.

Table 3.3 Adjusted to the analyzed text

| No | Rating | Minor Error | Major Error | Qualification |
|----|----------|-------------------|-------------|------------------|
| 1. | Rating A | ≤ 6 (in max) | - | Superior quality |
| 2. | Rating B | $7 \leq 12$ | - | Acceptable |
| 3. | Rating C | > 18 | - | Revisable |
| 4. | Rating D | To many | | Unacceptable |

b. Interview

Interview is used to gather data from people about opinions, beliefs, and feelings about situations in their own words. It was used to help understand the experiences people have and the meaning they make of them rather than to test hypotheses. Interview may provide information that cannot be obtained through observation, or they can be used to verify observations (Ary, 2010:438).

In this study, the researcher interviewed the subject about their problems in translating analytical exposition text. The topic that related to the interview was about the process and problems faced by students.

In order to get the valid data, the researcher searched for an English analytical exposition text and commanded the students to translate the text into Indonesia. Next, the researcher interviewed the students about how their feelings, problems and experiences about translating analytical exposition text.

Table 3.2 Items specification of interview

| No | Topics | Number and specification of items |
|----|---|---|
| 1. | The procedures of translating the analytical exposition text. | The students using procedures in translating analytical exposition text (Borrowing, Calque, Literal Translation, Transposition, Modulation, Equivalence and Adaptation) to answer the guideline number 1 - 5. |
| 2. | The problems of translating the analytical exposition text. | The students relate and explain the problems in translating analytical exposition text, to answer the guideline number 6 - 8. |

F. Data Analysis Procedure

In analyzing the data, the researcher used qualitative data for analyzing technique. According to Miles and Huberman, as quoted by Sugiyono (2015:369) stated the method of data analysis called Interactive model. These techniques consist of data collection, data reduction, data display and data verification.

1. Data collecting is a cyclical and interactive process. Data collection in terms of data collection form of literature or existing data. While the data is collected circulate among these four steps continually in order to apprehend all of the information the required in the next steps of data analysis. In this research, the researcher collected the data from the students through interview and test.
2. Data reduction is a process of sorting and selecting the relevant data or not relevant data to the research conducted. Therefore, data reduction is a process of simplification and transformation data from the written form data through editing, segmenting and summarizing data.

3. Data display is to perform accessible, compact and organize information of the data. The researcher displayed the transcript result from the translation procedures that the students use in translation activity.
4. Data verification or conclusions presented the conclusions from the data which the research has collected. Thus, the researcher interpreted the content of data display analysis. With the result, through the data verification the researcher had the possibility to establish the conclusions and verified the translation procedures that the students used in translating activity.

G. Data Endorsement

Checking the validity of data in qualitative research is necessary to avoid invalid data. Testing the validity of the data in this research used triangulation techniques. According to Sutopo, as quoted by Hanifah (2016:39) stated that triangulation is “the most common way that is needed to develop the trustworthiness of the data in qualitative research”. Triangulation technique is the technique of testing the validity of the data by using something that out of the existing data or as a comparison of existing data. Triangulation is conducted and used to check the validity of data that consist of sources, methods and time. (Astria; 2017:19)

In this research, to testing the validity of the data, it consists of three kinds: triangulation sources, triangulation techniques and triangulation of time.

1. The triangulation sources are done by comparing and re-check the confidence level of information.

2. The triangulation technique is done by comparing the result of translation text with data form interviews, so the researcher can get the valid data in this research.
3. The triangulation of time is done by checking the interviews and translation text in a different time to produce valid data.



CHAPTER IV

FINDING DISCUSSION

This chapter deals with the description of research finding and discussion. The finding shows what procedure that students used in translating. Then the discussion presents the ideas of the researcher in interpreting findings. Before presenting the findings of the research, in this part the description of the location and data description related with English text translation procedures at the first semester grade two language major at MAN Kota Palangka Raya.

A. Finding Description

1. Student's translation method in their translating process

This research collected data from written test, the next step is to identify the translation procedures. The data identification is shown in the table below:

Table 4.1 Identification data 1st student

| No | Name | Source Text | Target Text | Procedures |
|------|------|--|--|----------------------------------|
| 1.a. | ZA | <p>Global warming is a phenomenon used to describe the gradual increase in the temperature of Earth's atmosphere and oceans. Global warming is not a new problem but lately people are acknowledging that we are facing a serious problem. Climate change is apparent everywhere. Failed crops, economic slowdown, and deforestation are among the several impacts of</p> | <p>Pemanasan global adalah sebuah fenomena yang digunakan untuk menggambarkan/men deskripsikan peningkatan bertahap pada suhu atmosfer bumi dan laut. Pemanasan global bukanlah sebuah masalah baru tetapi akhir-akhir ini/belakangan ini orang-orang mengakui bahwa kita sedang menghadapi sebuah masalah yang serius.</p> | <p><i>Literal Calque</i></p> |

| | | | |
|------|---|---|------------------------------|
| | global warming. | Perubahan iklim tampaknya ada di mana-mana. Gagal panen, perlambatan ekonomi dan penggundulan hutan adalah diantara beberapa dampak dari pemanasan global. | |
| 1.b. | First of all, there is irrefutable evidence that human activities have changed the atmosphere of our earth. | Pertama-tama, ada bukti yang tak terbantahkan bahwa aktivitas manusia itu telah mengubah suhu bumi kita. | <i>Transposition</i> |
| 1.c. | Since the time we have been industrializing, we started polluting our waters and air, and have been realizing greenhouse gases that contribute to global warming. | Sejak kita telah melakukan industrialisasi, kita mulai mencemari air dan udara kita dan telah menyadari bahwa gas-gas rumah kaca yang berkontribusi pada pemanasan global. | <i>Literal</i> |
| 1.d. | Secondly, according to research by the Greenpeace organization, there is evidence of extensive deforestation being carried out in Indonesia and other tropical countries around the world. These forests are used to grow crops like palm sugar, palm oil and coffee-the lifeline of Western society (Green-peace report, 2007). The impact of climate change is noticeable throughout Asia-Pacific, either during | Kedua, menurut penelitian oleh organisasi Greenpeace, ada bukti penggundul yang luas sedang dilakukan di Indonesia dan negara-negara tropis lainnya di sekeliling dunia. Hutan-hutan ini digunakan untuk menanam tanaman seperti gula aren, minyak kelapa sawit, dan kopi adalah garis/jalur kehidupan masyarakat barat. (laporan Green-peace, 2007). Dampak dari perubahan iklim yang | <i>Literal Transposition</i> |

| | | | | |
|------|--|--|---|----------------|
| | | <p>hot days or too much rain accompanied by wind and thunderstorm. This has started to affect the economy as well.</p> | <p>nyata sepanjang benua Asia hingga Samudra Pasifik, baik saat hari-hari yang panas maupun terlalu banyak/saat hujan deras yang disertai dengan angin dan hujan badai. Ini awal untuk memengaruhi perekonomian juga.</p> | |
| 1.e. | | <p>Furthermore, the shifting weather patterns have made it difficult for farmers to grow crops. A recent study has shown that due to unpredictable weather patterns, there has been lot of failed crops (Reuters, 2007).</p> | <p>Selanjutnya, pola cuaca yang berubah-ubah / pergeseran pola cuaca telah mempersulit petani untuk menanam tanaman. Penelitian baru-baru ini menunjukkan bahwa karena pola cuaca yang tidak terduga, ada banyak kegagalan panen. (Reuters, 2007)</p> | <i>Literal</i> |
| 1.f. | | <p>In conclusion, global warming is not a new problem nor are we solely responsible for it. But as the citizens of the world, we have to take every possible action to help overcome this issue. It is not only for us but for all the future generations to follow.</p> | <p>Kesimpulannya, pemanasan global bukanlah sebuah masalah baru dan kita tidak hanya bertanggung jawab untuk itu. Tetapi sebagai warga dunia, kita harus mengambil setiap/segala kemungkinan untuk membantu mengatasi isu/masalah ini. Ini tidak hanya untuk kita tetapi untuk semua generasi masa depan untuk mengikuti.</p> | <i>Literal</i> |

Table 4.2 Identification data 2nd student

| No | Name | Source Text | Target Text | Procedures |
|------|------|--|--|----------------------|
| 2.a. | RMS | Global warming is a phenomenon used to describe the gradual increase in the temperature of Earth's atmosphere and oceans. Global warming is not a new problem but lately people are acknowledging that we are facing a serious problem. Climate change is apparent everywhere. Failed crops, economic slowdown, and deforestation are among the several impacts of global warming. | Pemanasan global adalah fenomena yang menggambarkan peningkatan suhu atmosfer dan laut secara berangsur-angsur. Pemanasan global bukan masalah baru, namun baru-baru ini orang-orang menyadari bahwa kita sedang menghadapi masalah yang serius. Pergantian iklim dimana-mana. Gagal panen, kemerosotan ekonomi dan penebangan liar adalah beberapa dampak pengaruh dari pemanasan global. | Literal Calque |
| 2.b. | | First of all, there is irrefutable evidence that human activities have changed the atmosphere of our earth. | Pertama-tama, ada fakta yang tak terbantahkan bahwa aktifitas manusia sudah mengubah atmosfer bumi kita. | <i>Transposition</i> |
| 2.c. | | Since the time we have been industrializing, we started polluting our waters and air, and have been realizing greenhouse gases that contribute to global warming. | Sejak kita memulai industry, kita mulai mengotori air dan udara dan menyadari bahwa gas rumah kaca memperbesar pemanasan global. | <i>Literal</i> |

| | | | | |
|------|--|---|--|----------------|
| 2.d. | | <p>Secondly, according to research by the Greenpeace organization, there is evidence of extensive deforestation being carried out in Indonesia and other tropical countries around the world. These forests are used to grow crops like palm sugar, palm oil and coffee-the lifeline of Western society (Green-peace report, 2007). The impact of climate change is noticeable throughout Asia-Pacific, either during hot days or too much rain accompanied by wind and thunderstorm. This has started to affect the economy as well.</p> | <p>Kedua, menurut riset dari Green-peace terdapat bukti bahwa penebangan liar besar-besaran dilakukan di Indonesia dan negara-negara tropis di dunia. Hutan-hutan tersebut digunakan untuk menanam gula aren, minyak kelapa sawit, dan kopi sumber kebutuhan masyarakat barat (Green-peace, 2007). Dampak perubahan iklim dapat dirasakan diseluruh Asia-Pasifik, misalnya, hari yang panas atau terlalu banyak hujan disertai angin dan badai. Hal ini juga mempengaruhi masalah ekonomi.</p> | <i>Literal</i> |
| 2.e. | | <p>Furthermore, the shifting weather patterns have made it difficult for farmers to grow crops. A recent study has shown that due to unpredictable weather patterns, there has been lot of failed crops (Reuters, 2007).</p> | <p>Selanjutnya, pergantian musim yang tidak stabil juga membuat petani sulit untuk panen. Kajian baru-baru ini menunjukkan bahwa, dikarenakan pergantian musim yang tidak terprediksi, banyak terjadi gagal panen. (Reuters, 2007)</p> | <i>Literal</i> |
| 2.f. | | <p>In conclusion, global warming is not a new problem nor are we solely responsible for it. But as the citizens of the world, we have to take every possible</p> | <p>Kesimpulannya, pemanasan global bukan permasalahan baru dan kita juga tidak bertanggung jawab dengan itu. Tapi, sebagai</p> | <i>Literal</i> |

| | | | | |
|--|--|---|--|--|
| | | action to help overcome this issue. It is not only for us but for all the future generations to follow. | masyarakat kita harus mengambil langkah untuk isu ini. Bukan hanya untuk kita, tapi untuk seluruh generasi berikutnya untuk mencontoh. | |
|--|--|---|--|--|

Table 4.3 Identification data 3rd student

| No | Name | Source Text | Target Text | Procedures |
|------|------|---|--|-----------------------|
| 3.a. | MHG | <p>Global warming is a phenomenon used to describe the gradual increase in the temperature of Earth's atmosphere and oceans. Global warming is not a new problem but lately people are acknowledging that we are facing a serious problem. Climate change is apparent everywhere. Failed crops, economic slowdown, and deforestation are among the several impacts of global warming.</p> | <p>Pemanasan global adalah fenomena yang digunakan untuk menggambarkan peningkatan suhu secara bertahap atmosfer dan lautan bumi. Pemanasan global bukanlah masalah baru, tetapi akhir-akhir ini banyak orang mengakui bahwa kita menghadapi masalah serius. Perubahan iklim terlihat jelas dimana-mana. Tanaman gagal, perlambatan ekonomi dan deforestasi adalah beberapa dampak pemanasan global.</p> | <i>Literal Calque</i> |

| | | | | |
|------|--|---|--|----------------------|
| 3.b. | | <p>First of all, there is irrefutable evidence that human activities have changed the atmosphere of our earth. Since the time we have been industrializing, we started polluting our waters and air, and have been realizing greenhouse gases that contribute to global warming.</p> | <p>Pertama-tama, ada bukti yang tak terbantahkan bahwa aktifitas manusia telah mengubah atmosfer dari bumi kita, sejak saat kami melakukan industrialisasi. Kami mulai mencemari perairan dan udara dan telah menyadari gas rumah kaca yang berkontribusi terhadap pemanasan global.</p> | <i>Transposition</i> |
| 3.c. | | <p>Secondly, according to research by the Greenpeace organization, there is evidence of extensive deforestation being carried out in Indonesia and other tropical countries around the world. These forests are used to grow crops like palm sugar, palm oil and coffee - the lifeline of Western society (Green-peace report, 2007). The impact of climate change is noticeable throughout Asia-Pacific, either during hot days or too much rain accompanied by wind and thunderstorm. This has started to affect the economy as well.</p> | <p>Kedua, menurut penelitian oleh organisasi greenpeace ada bukti deforestasi yang luas sedang dilakukan di Indonesia dan negara tropis lainnya di dunia Asia Tenggara. Hutan-hutan ini digunakan untuk bercocok tanam seperti gula kelapa, minyak, kelapa sawit dan kopi – jalur kehidupan masyarakat barat. (green-peace report, 2007). Dampak perubahan iklim terlihat jelas diseluruh Asia-Pasifik, baik selama hari-hari panas atau terlalu banyak hujan disertai angin dan hujan badai. Ini sudah mulai mempengaruhi ekonomi juga.</p> | <i>Literal</i> |

| | | | |
|-----|---|--|----------------|
| 3.d | Furthermore, the shifting weather patterns have made it difficult for farmers to grow crops. A recent study has shown that due to unpredictable weather patterns, there has been lot of failed crops (Reuters, 2007). | Lebih jauh, pola cuaca yang berubah-ubah telah menyulitkan petani untuk menanam tanaman, sebuah studi baru-baru ini menunjukkan bahwa karena pola cuaca yang tidak terduga, ada banyak hal tanaman lading (Reuters, 2007). | <i>Literal</i> |
| 3.e | In conclusion, global warming is not a new problem nor are we solely responsible for it. But as the citizens of the world, we have to take every possible action to help overcome this issue. It is not only for us but for all the future generations to follow. | Kesimpulannya, pemanasan global bukan masalah baru dan kita tidak bertanggung jawab untuk itu, tetapi sebagai warga dunia kita harus mengambil setiap Tindakan yang mungkin untuk membantu mengatasinya. | <i>Literal</i> |

Table 4.4 Identification data 4th student

| No | Name | Source Text | Target Text | Procedures |
|------|------|---|---|---------------------------|
| 4.a. | FMH | Global warming is a phenomenon used to describe the gradual increase in the temperature of Earth's atmosphere and oceans. Global warming is not a new problem but lately people are acknowledging that we are facing a serious problem. Climate change is apparent everywhere. Failed crops, economic | Pemanasan global adalah fenomena yang digunakan untuk menjelaskan peningkatan bertahap suhu atmosfer dan samudera bumi. Pemanasan global bukanlah masalah baru tapi orang-orang menanggapinya itu adalah masalah serius. Perubahan iklim terlihat jelas dimana-mana. Gagal panen, | <i>Literal Calque</i> |

| | | | | |
|------|--|--|--|----------------------|
| | | slowdown, and deforestation are among the several impacts of global warming. | perlambatan ekonomi dan penggundulan hutan adalah beberapa dampak dari pemanasan global. | |
| 4.b. | | First of all, there is irrefutable evidence that human activities have changed the atmosphere of our earth. Since the time we have been industrializing, we started polluting our waters and air, and have been realizing greenhouse gases that contribute to global warming. | Pertama tama, ada bukti yang tak terbantahkan bahwa aktivitas manusia telah merubah atmosfer bumi kita. Sejak saat itu kita telah industrialisasi kita mulai mencemari air dan udara kita dan melepaskan gas-gas rumah kaca yang sudah berkontribusi ke pemanasan global. | <i>Transposition</i> |
| 4.c | | Secondly, according to research by the Greenpeace organization, there is evidence of extensive deforestation being carried out in Indonesia and other tropical countries around the world. These forests are used to grow crops like palm sugar, palm oil and coffee-the lifeline of Western society (Green-peace report, 2007). The impact of climate change is noticeable throughout Asia-Pacific, either during hot days or too much rain accompanied by wind and thunderstorm. This has started to affect the economy as well. | Kedua, berdasarkan pencarian organisasi greenpeace terdapat bukti bahwa penggundulan hutan yang luas sedang dilakukan di Indonesia dan tropis lain negara seluruh dunia. Hutan ini digunakan untuk pertumbuhan tanaman-tanaman seperti gula aren, kelapa sawit dan kopi masyarakat barat garis hidup (laporan Green-peace, 2007). Dampak perubahan iklim terlihat sepanjang Asia pasifik, antara selama hari yang panas atau terlalu banyak hujan bersamaan dengan angin dan petir. Ini sudah mulai mempengaruhi | <i>Literal</i> |

| | | | | |
|------|--|---|--|----------------|
| | | | ekonomi dengan baik. | |
| 4.d. | | Furthermore, the shifting weather patterns have made it difficult for farmers to grow crops. A recent study has shown that due to unpredictable weather patterns, there has been lot of failed crops (Reuters, 2007). | Lebih jauh lagi, perubahan pola cuaca membuat sulit para petani untuk menumbuhkan tanaman. Sebuah penelitian baru-baru ini telah menunjukkan sehubungan dengan pola cuaca yang tak terduga, terdapat banyak tanaman lading (Reuters, 2007). | <i>Literal</i> |
| 4.e. | | In conclusion, global warming is not a new problem nor are we solely responsible for it. But as the citizens of the world, we have to take every possible action to help overcome this issue. It is not only for us but for all the future generations to follow. | Kesimpulannya, pemanasan global bukanlah masalah baru kita tidak sepenuhnya bertanggung jawab untuk itu. Tapi sebagai warga dunia, kita harus mengambil Tindakan yang mungkin untuk membantu mengatasi isu ini. Bukan untuk kita tapi untuk masa depan generasi selanjutnya. | <i>Literal</i> |

Table 4.5 Identification data 5th student

| No | Name | Source Text | Target Text | Procedures |
|------|------|---|--|----------------|
| 5.a. | LS | Global warming is a phenomenon used to describe the gradual increase in the temperature of Earth's atmosphere and oceans. Global warming is not a new problem but lately people are | Peringatan globe adalah sebuah fenomena digunakan untuk menggambarkan peringatan bertahap didalam suhu dari atmosfer bumi dan lautan. Peringatan | <i>Literal</i> |

| | | | |
|------|--|---|----------------|
| | <p>acknowledging that we are facing a serious problem. Climate change is apparent everywhere. Failed crops, economic slowdown, and deforestation are among the several impacts of global warming.</p> | <p>globe bukanlah masalah baru tapi belakangan ini orang-orang mengakui itu bahwa kita sedang menghadapi masalah serius. Perubahan iklim terlihat jelas dimana-mana. Gagal panen, perlambatan ekonomi dan penggundulan hutan diantara beberapa dampak peringatan globe.</p> | |
| 5.b. | <p>First of all, there is irrefutable evidence that human activities have changed the atmosphere of our earth. Since the time we have been industrializing, we started polluting our waters and air, and have been realizing greenhouse gases that contribute to global warming.</p> | <p>Pertama-tama, ada yang tak terbantahkan bukti bahwa manusia kegiatan telah berubah atmosfer bumi kita. Sejak saat itu kami telah melakukan industrialisasi, kami mulai mencemari perairan kita dan air dan telah mewujudkan rumah kaca gas yang berkontribusi terhadap peringatan globe.</p> | <i>Literal</i> |

| | | | | |
|------|--|---|--|---------------------------------|
| 5.c. | | <p>Secondly, according to research by the Greenpeace organization, there is evidence of extensive deforestation being carried out in Indonesia and other tropical countries around the world. These forests are used to grow crops like palm sugar, palm oil and coffee-the lifeline of Western society (Greenpeace report, 2007). The impact of climate change is noticeable throughout Asia-Pacific, either during hot days or too much rain accompanied by wind and thunderstorm. This has started to affect the economy as well.</p> | <p>Kedua, menurut penelitian oleh organisasi greenpeace, ada bukti deforestasi yang ekstensif sedang dilakukan di Indonesia dan negara tropis lainnya di seluruh dunia. Hutan-hutan ini digunakan untuk menanam tanaman seperti gula aren, minyak kelapa sawit dan kopi – jalur kehidupan masyarakat barat (laporan perdamaian hijau, 2007). Dampak perubahan iklim terlihat di seluruh asia pasifik, baik saat hari-hari panas atau terlalu banyak hujan disertai angin dan badai. Ini sudah mempengaruhi ekonomi juga.</p> | <p><i>Literal Borrowing</i></p> |
| 5.d. | | <p>Furthermore, the shifting weather patterns have made it difficult for farmers to grow crops. A recent study has shown that due to unpredictable weather patterns, there has been lot of failed crops (Reuters, 2007).</p> | <p>Selanjutnya, pola cuaca yang berubah telah membuatnya sulit untuk petani untuk menanam tanaman. Sebuah penelitian terbaru telah menunjukkan itu karena pola cuaca yang tidak terduga, ada banyak bidang yang diajukan (Reuters, 2007).</p> | <p><i>Literal</i></p> |
| 5.e. | | <p>In conclusion, global warming is not a new problem nor are we solely responsible for it. But as the citizens of the world, we have to take every possible action to</p> | <p>Kesimpulannya, peringatan global bukan masalah baru kami juga tidak bertanggung jawab untuk itu. Tetapi sebagai warga dunia</p> | <p><i>Literal</i></p> |

| | | | |
|--|---|--|--|
| | help overcome this issue. It is not only for us but for all the future generations to follow. | kita harus mengambil setiap Tindakan yang mungkin untuk membantu mengatasi masalah ini. Itu bukan hanya untuk kita tetapi untuk semua generasi masa depan untuk mengikuti. | |
|--|---|--|--|

B. Result Findings

1. Result of Documentations

a. Borrowing

Borrowing is to adopt SL text when the TL has no equivalent for the SL text. It is a case where a word or an expression is taken from the SL and used in the TL, but in a 'naturalized' form, that is, it is made to conform the rules of grammar or pronunciation of the TL. It is caused by cultural aspect, language and custom. Borrowing or usually called Loan translation is an adoption of a linguistic expression from one language into another, when no term exists for the new object, concept, or the state of affairs. For examples are the words *vitamin* and *formula* where still defend on its original form. (Asriyani, 2010:17). The use of borrowing prosed are can be found in:

| | |
|------------|-------|
| Data no. | 5.c.. |
| Total data | 1 |

Example 1: Data no. 5.c.

| | | | |
|------|---|---|--------------------------|
| 5.c. | Secondly, according to research by the Greenpeace organization, there is evidence of extensive deforestation being carried out in Indonesia and other tropical countries around the world. | Kedua, menurut penelitian oleh organisasi greenpeace, ada bukti deforestasi yang ekstensif sedang dilakukan di Indonesia dan negara tropis lainnya di seluruh dunia. | <i>Literal Borrowing</i> |
|------|---|---|--------------------------|

From the data above, the writer found that the translation product points that the use of borrowing in the sentence. It is indicated by the borrowing word *deforestation* from the source language (English) to target language (Indonesia). Even though the writer finds that there is another word in Indonesia to point *deforestation*, that is penebangan hutan. The word *deforestation* originally comes from English. That is to say, the translator still used word *deforestation*.

b. Calque

A calque is a special kind of borrowing whereby a language borrows an expression from another, but then translates literally each of its elements. *Calque*, where the source language expression is literally transferred to the target language, such as *pen name*, is translated into Indonesian as *nama pena*. *Pen* means *pena* and *name* means *nama* (Hanif, 2017:20). The use of calque prosed are can be found in:

| | |
|------------|----------------------------|
| Data no. | 1.a., 2.a., 3.a. and 4.a.. |
| Total data | 4 |

Example 1: Data no. 1.a.

| | | | |
|------|--|---|------------------------------|
| 1.a. | <p>Global warming is a phenomenon used to describe the gradual increase in the temperature of Earth's atmosphere and oceans. Global warming is not a new problem but lately people are acknowledging that we are facing a serious problem. Climate change is apparent everywhere. Failed crops, economic slowdown, and deforestation are among the several impacts of global warming.</p> | <p>Pemanasan global adalah sebuah fenomena yang digunakan untuk menggambarkan/men deskripsikan peningkatan bertahap pada suhu atmosfer bumi dan laut. Pemanasan global bukanlah sebuah masalah baru tetapi akhir-akhir ini/belakangan ini orang-orang mengakui bahwa kita sedang menghadapi sebuah masalah yang serius. Perubahan iklim tampaknya ada di mana-mana. Gagal panen, perlambatan ekonomi dan penggundulan hutan adalah diantara beberapa dampak dari pemanasan global.</p> | <p><i>Literal Calque</i></p> |
|------|--|---|------------------------------|

From the data above, the writer found from the translation product to use *Calque*. It is indicated that there is a language borrows an expression from of another, but then translates literally each of its elements. It refers to structural calque whereby there is a partial borrowing that adjusted into target language-based pronunciation. It is particularly happened in phrase *economic slowdown* to *perlambatan ekonomi*. The structure is same, but the writing form is genuinely adjusted.

c. Literal Translation

Literal translation is the most important of the procedures. This is one-to-one structural and conceptual correspondence. It can include borrowing and word-for-word translation. This is a ‘coincidental’ procedure, used when the SL term is transparent or semantically motivated and is in standardized language. Based on Vinay and Darblenet, literal is the direct transfer of an SL text into a grammatically and idiomatically appropriate TL text in which the linguistic servitudes of the TL. For example, ‘President’ is translated into ‘Presiden’ (Asriyani, 2010:12). The use of literal translation prosed are can be found in:

| | |
|------------|--|
| Data no. | 1.a., 1.c., 1.d., 1.e., 1.f., 2.a., 2.c., 2.d., 2.e., 2.f., 3.a., 3.c., 3.d., 3.e., 4.a., 4.c., 4.d., 4.e., 5.a., 5.b., 5.c., 5.d. and 5.e.. |
| Total data | 23 |

Example 1: Data no. 2.d.

| | | | |
|------|---|--|----------------|
| 2.d. | The impact of climate change is noticeable throughout Asia-Pacific, either during hot days or too much rain accompanied by wind and thunderstorm. | Dampak perubahan iklim dapat dirasakan diseluruh Asia-Pasifik, misalnya, hari yang panas atau terlalu banyak hujan disertai angin dan badai. | <i>Literal</i> |
|------|---|--|----------------|

From the data above, the writer found that there is a usage of Literal translation in the sentence, especially in sentence *The impact of climate change is noticeable throughout Asia-Pacific* into *Dampak perubahan iklim*

dapat dirasakan diseluruh Asia-Pasifik. The syntactic form is same, in which consists subject, predicate related its order.

d. Transposition

Transposition is a technique that changes a grammatical category in relation to the source language (from SL to TL). This technique same with shift (in category, structure and unit shift, such as changing singular to plural, position of adjective, changing the word class or part of speech), but without changing the meaning of the message (Fitria, 2015:10). The use of transposition prosed are can be found in:

| | |
|------------|----------------------------------|
| Data no. | 1.b., 1.d., 2.b., 3.b. and 4.b.. |
| Total data | 5 |

Example 1: Data no. 1.d.

| | | | |
|------|--|---|----------------------|
| 1.d. | there is evidence of extensive deforestation being carried out in Indonesia and other tropical countries around the world | ada bukti penggundul yang luas sedang dilakukan di Indonesia dan negara-negara tropis lainnya di sekeliling dunia. | <i>Transposition</i> |
|------|--|---|----------------------|

From the data above, the writer found that there is a usage of transposition especially in word *being carried out* in source language (English) with its meaning as verb phrase. However, in the target language (Indonesia) it is changed into *sedang dilakukan* as a verb without any meaning changing from the source language into target language.

e. Modulation

The writer does not find any data related to the Equivalence procedure of translation.

f. Equivalence

The writer does not find any data related to the Equivalence procedure of translation.

g. Adaptation

The writer does not find any data related to the Adaptation procedure of translation.

2. Result of Interview

This result helped the researcher to dig deeper about the problems and the factors occurred in the process of translation focused on analytical exposition text. Thus it is very important to find out the consciousness, awareness and experience of the students related to the problems.

The selected text of the translation instruction was recognized by the student. It means that the student used to hear the issue or read the context by the researcher. In fact, he only used to hear it (the analytical exposition text) in the source language instead of both in source language and the target language.

The student told the researcher that the problem most occurred when the process of finding the correct words and sentence suit the target language. In other words, the student realized that in translating a text was not easy because there were some obstacles as companion. The student said, "...*kata-katanya banyak*

yang masih asing.”. Based on that, one of the obstacles was the equivalent word, that he was conscious that dictionary was not the only one tool in translation. He tried to search and found out some knowledge as guidance in translation such as paying attention the reader or readers’ expectation toward the translation product. The most important result of interview was the unconsciousness of the kind of the text.

The second student revealed that terms which in phrase by were translated literal, but she also confessed when she got trouble in understanding the meaning of the sentence in its source text, she looked for it by the internet, but mostly she used namely literal translation.

The third student told that he translated the terms literal, he separated the word and sentence, translated each word and sentence, then collected them together into paragraph. He confessed that the problem occurred when he translated the terms were the terms are unfamiliar word in English of them, he told that actually it was simple using literal or free translation, but he realized to make other people understand or reader understand the meaning of the text was difficult.

The fourth student, she translated the terms by finding out the meaning of the text their self in its source text, she changed the word or sentence that she thought it was too unfamiliar into the standard words or sentence, in other words she understood the meaning in word to word version first, and then translated the sentence into Indonesia. She also confessed that the problem occurred when she translated the words that she could understand the meaning. She could not translate the sentence if she had no idea what was the meaning of it.

The fifth student had similar way of translating the text as third student, namely literally translation, and he also had the same problem as previous students-that was, when he is used to hear the terms in Bahasa Indonesia, but in English. He had never heard the terms in English version.

According to all the students, most of them had similar problem-that was, the terms were never been heard in English as their own thought. It means they realized actually the words could not be translated in the same image because they knew that in Indonesia has its own ways to produce some meaning. that evoked by the images such as the comment, “... *banyak kosa kata-kosa kata kalo misalnya di Indonesiakan jadi agak aneh, jadi harus di sesuaikan juga sama pemakaian Bahasa Indonesia.*”.

Their ways in translating the text were similar to one to another, namely literal translation. The process in translation implicitly was revealed that the first thing they done was comprehended the meaning of the terms in its source text, because they thought without understand the meaning they could not re express the phrases into Indonesia. Unfortunately, in comprehending the text in its source text, there were some translation product showed the problems also happened in analyzing the text, it can be seen by the technique used by them that was the same namely literal translation. In this case, they tended to miss some the contextual situation occupied in each sentence.

Overall conclusion based on the result aforementioned, the processes of analytical exposition text translated by students included analyzing the source text, it can be seen when each of them in fact paid attention the difficulties of

certain word/sentence especially the contain, they realized that the contain had special attention in the way of translation, thus one of student said, “... *memahami dulu apa isinya gitu, kayak temanya, ceritanya apaa gitu baru di terjemahkan.*”;

The second phase was re-expressing the meaning, it also can be seen by after finding out the meaning, they started to transfer the meaning into different language, in this case it was Indonesia. That the most of them applied literal translation; the last phase was restructuring, the last process occurred when transferred the meaning in each word, then they grouped the words into sentence, that there was special concern about the result product, namely when students actually worried about how will the readers understand the product. For instance, when a student revealed that he simply translated the sentence of *the lifeline of Western society*, that is *jalur kehidupan masyarakat barat*, but he realized that native speaker might be not understand what is *jalur kehidupan masyarakat barat* as it comes in Indonesia culture, in this words showed that the revision and consideration happened along the mind of the students as the translator. Even though like that, most of them still translated the text based on their knowledge and the limitation of the tools, approach, strategies and the procedures of translating analytical exposition text.

C. Discussion

In this discussion the researcher analysis the kinds of translation procedures that used and difficulties by the five students of second grade students at MAN Kota Palangka Raya first semester of a language major year 2019-2020.

Based on the result findings, the students used Vinay and Darbelnet translation procedures theory. The first student applied calque procedure toward number 1.a.; literal procedure toward number 1.a., 1.c., 1.d., 1.e., and 1.f; transposition procedure toward number 1.b., and 1.d.. There are no data of borrowing, modulation, equivalent and adaptation from the data which are analyzed.

The second student applied calque procedure toward number 2.a.; literal procedure toward number 2.a., 2.c., 2.d., 2.e., and 2.f; transposition procedure toward number 2.b.. There are no data of borrowing, modulation, equivalent and adaptation from the data which are analyzed.

The third student applied calque procedure toward number 3.a.; literal procedure toward number 3.a., 3.c., 3.d., and 3.e.; transposition procedure toward number 3.b.. There are no data of borrowing, modulation, equivalent and adaptation from the data which are analyzed.

The fourth student applied calque procedure toward number 4.a.; literal procedure toward number 4.a., 4.c., 4.d., and 4.e.; transposition procedure toward number 4.b.. There are no data of borrowing, modulation, equivalent and adaptation from the data which are analyzed.

The last student applied borrowing procedure toward number 5.c; literal procedure toward number 5.a., 5.b., 5.c., 5.d., and 5.e.. There are no data of calque, transposition, modulation, equivalent and adaptation from the data which are analyzed.

From the finding data, the researcher acknowledges that there are 23 data of literal translation, 5 data of transposition, 4 data of calque, 1 data of borrowing. which are presented in the data finding to determine which translation procedure used in the various sentences in analytical exposition text. There are no data of modulation, equivalent and adaptation from the data which are analyzed.

It indicates, the dominant translation procedure used by the students is Literal translation whereby literal translation is to translate word or an expression word for word. In particular, the literal translation is appropriate to apply, however in the translation procedure, the variation of translation procedure should be able to maximize the quality of a translation product. There are some factors that influence on how a translation does predominantly applies one particular procedure. Especially, in this data Literal translation is a dominant used procedure which has reached 23 data on several translation as data by majority of the translator of the analytical exposition text.

The problems faced by students emerged that can be seen by the procedure that oriented to the source language and the approach seemed not pay attention to the syntactical format because the contextual situation in each sentence was missed by subjects. It can be seen by the result of interview that the problems are related to the explanation of some reasons of having mistaken in translation by

Ibrahim (Chapter II, p. 25). Hence the cognitive approach as the experts proposed by Brown quoted by Ery Silviana (Chapter II, p. 25) it as brings the text into a cognitive concept to make it more clearly understood as the way of translation the text.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

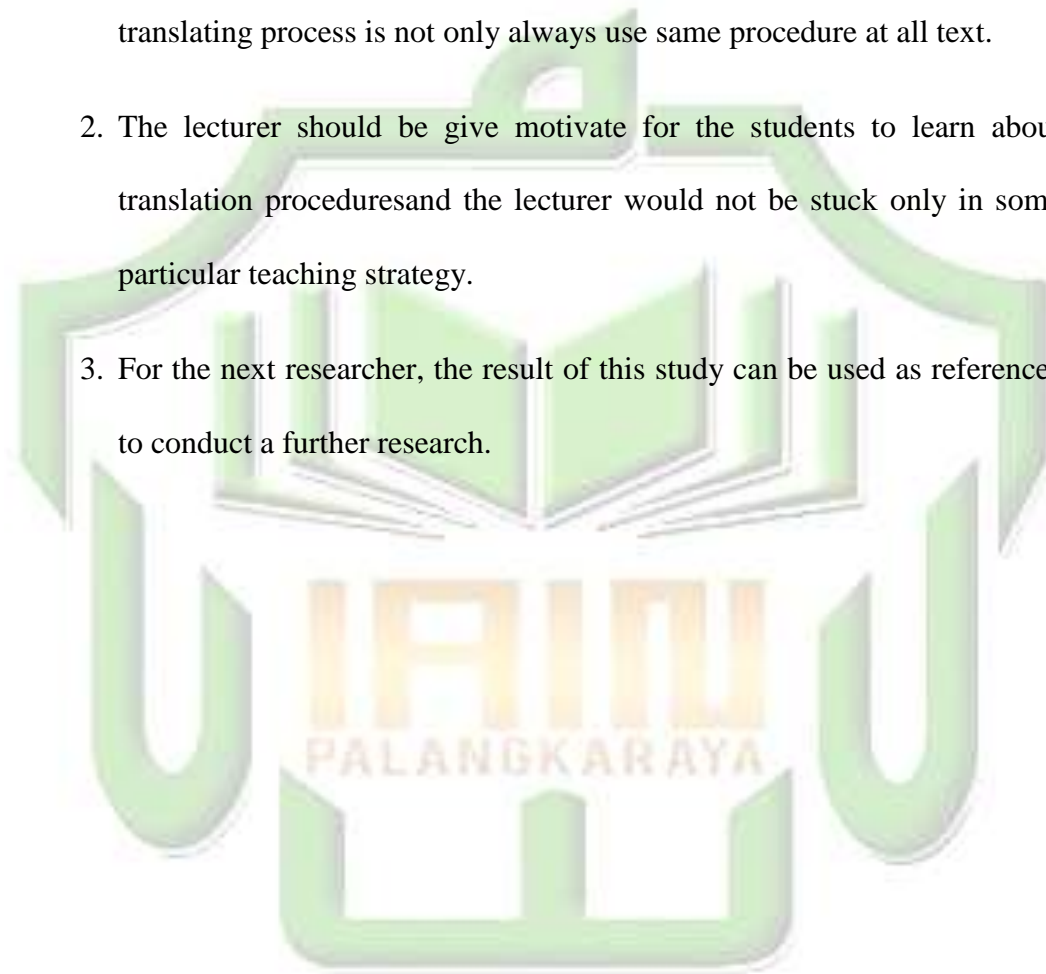
Relating the research findings and discussion in the previous chapter, the conclusions are presented in the following statements:

1. The students use some procedures in translating process. There are four translation procedures applied out of seven translation procedures by Vinay and Darbelnet. The four translation procedures are borrowing, calque, literal and transposition. From 5 students the more often procedure used in translated analytical exposition text is *Literal Translation*.
2. The problems occurred in the processes of translation, the presence of sentences which missed by the subjects at the first stage, in the other words, they did not realize or pay attention to the context of sentence either in analyzing text and the strategies being applied by students, and problems related what happened to the text namely the linguistic problems, the structural differences between source language and target language in text sentence, and the aesthetic literary problem such the replacement of image or keeping the image will make the readers misunderstand with the sense of image that is different between the source text and target text.

B. Suggestion

The result obtained from this research brings a series of following suggestions including:

1. The students should be learn about the translation procedures and strategies. by learn about the translation procedures they will find that translating process is not only always use same procedure at all text.
2. The lecturer should be give motivate for the students to learn about translation procedures and the lecturer would not be stuck only in some particular teaching strategy.
3. For the next researcher, the result of this study can be used as references to conduct a further research.



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