STUDENTS' DIFFICULTIES IN TRANSLATING ENGLISH TEXT INTO INDONESIAN AT THE ENGLISH DEPARTMENT OF JEMBER UNIVERSITY IN THE 2000/2001 ACADEMIC YEAR

THESIS

Presented as One of the Requirements to Obtain the S-1 Degree at the English Education Program of Teacher Training and Education Faculty of Jember University

By

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ENGLISH DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

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MOTTO

Keep your foot when walking
Keep your tounge when speaking

(Jos Daniel Parera)

DEDICATION

I dedicate this thesis to :

- My beloved father and mother *Supandi* and *Marsini.*
  What can I say? There is no enough place on this page to say my gratitude. I am trully grateful for your advice, your affection, your valuable prayers for my success and giving wisely and spiritual guidance to my life. I really love you more than I could say. May Allah SWT bless you.

- My parents in law *Suhardjito, Supingah* (in memoriam) and *Sri Rukmini* you give me spirit and inspiration.

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CONSULTANT APPROVAL

STUDENTS' DIFFICULTIES IN TRANSLATING ENGLISH TEXT INTO INDONESIAN AT THE ENGLISH DEPARTMENT OF JEMBER UNIVERSITY IN THE 2000/2001 ACADEMIC YEAR

Proposed to Fulfill One of the Requirements to Obtain S1 Degree at the English Education Program, Language and Arts Education Department, Teacher Training and Education Faculty, Jember University.

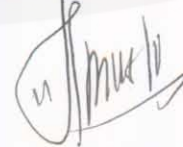|	
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Jember, Juni 2002

Marti

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ABSTRACT

Marti, Juni 2002, Students' Difficulties in Translating English Text into Indonesian at The English Department of Jember University in the 2000/2001 Academic Year.

Thesis, English Education Program, Language and Arts Education Department, Teacher Training and Education Faculty, Jember University.

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2. Dra. Musli Ariani, MApp.Ling.

Key words : The lexical and grammatical difficulties in translating English text into Indonesian.

Many texts and books of different fields are written in English. The way to understand the English books is by using translation. So, translation is the important aspect to understand the source language. The problem of this research was 'How far are the students' difficulties in translating English text into Indonesian at the English Department, Jember University in the 2000/2001 academic year ?'. The objective set up was to describe the students' difficulties in translating English text into Indonesian at the English Department Jember University in the 2000/2001 academic year. This was a descriptive research and used population research method. The respondents were the students of English Department, Faculty of Teacher Training and Education, Jember University who took translation class in the 2000/2001 academic year. The total number of the respondents was 53 students. The data consisted of supporting data and main data. The supporting data were obtained through interview, observation, and documentation whereas the main data were obtained from translation test. The data analysis method was percentage (%) formula. The indicators that were tested in translation test, namely, lexical equivalence, lexical adjustment, grammatical equivalence and grammatical adjustment. The results showed that, in general, the students translate the English text into Indonesian easily in lexical and grammatical equivalence, enough in lexical adjustment and difficult in grammatical adjustment. Finally, it is suggested to the translation lecturer to have the students translate English text into Indonesian by using grammatical adjustment and do more practices in translation to increase their translation skill. For other researcher should conduct a further research in translation especially the other kind of translation like contextual meaning or other kind of translation. Since this research was focused on certain class, it would be more strongly recommended if the research is also compared with the similar one at another class or university.

CHAPTER I
INTRODUCTION

1.1. Background of The Study

It must be admitted that English has a very important role in the world. Because of its position as International language, English is used in International forum. Most of people throughout the world use English for their communication. Therefore, English as a foreign language in Indonesia is important to be learned for the purpose of absorbing and developing science, technology, art and cultures and founding connection with other nations.

In communicating with other people from other country, someone should know the language used in the country . One of the ways to understand it is by using translation . Therefore, translation becomes a medium function to understand the language.

Catford (1969:20) defines that translation is the replacement of textual material in one language (SL) by equivalent textual material in another language. Moreover, Nida (1969:12) states that translation consists of reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning, and secondly in terms of style. From the above statements, it seems that translation emphasizes on the the thought and idea, it means that translation consists of transferring meaning of the source language into the receptor language.

Karnadidjaja et al (1986:4) state that translating English text into Indonesian is not easy, because the two languages have different system.. The different system of them causes some problems in the work of translation. The difference can be seen in the following examples : *She is a student* means *Dia (wanita) seorang siswa*. However *He is a student* also means *Dia (laki-laki) seorang siswa*. It can be understood that there is a difference between English and Indonesian. In Indonesian there is no different way to express gender. However, in English there is a different way to express different gender, functioning as

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subject, object, and possesive pronoun. So in translating English text into Indonesian a translator has to control the different system of the two languages

Since translation is important, it is also studied in University level, especially at the English Department. Many students have to face some practical works of translating text. The general objective of this subject is, to embody students the knowledge of translation theory and help them achieve the skill in translating text either in English or Indonesian. However, English Department students Faculty of Teacher Training and Education, Jember University. make many mistakes frequently in translating English text into Indonesian. They usually make mistakes in the case of presenting the message and the style of the source language, English into Indonesian.

Based on the description above, it is interesting to conduct research entitled **STUDENTS' DIFFICULTIES IN TRANSLATING ENGLISH TEXT INTO INDONESIAN AT THE ENGLISH DEPARTMENT OF JEMBER UNIVERSITY IN THE 2000/2001 ACADEMIC YEAR.**

1.2. Problems of Study

The research problems cover one general problem and two specific problems.

1.2.1. The General Problem

How far are the students' difficulties in translating English text into Indonesian at the English Department Jember University in the 2000/2001 academic year ?

1.2.2. The Specific Problems

1.2.2.a. How far are the students' difficulties in translating English text into Indonesian concerning with lexical problem at the English Department Jember University in the 2000/2001 academic year ?

1.2.2.b. How far are the students' difficulties in translating English text into Indonesian concerning with grammatical problems at the English Department Jember University in the 2000/2001 academic year ?

1.3. Operational Definition of The Variable

In this research there are three terms defined operationally as follows :

1.3.1. The students' difficulties in translating English text into Indonesian mean the problems of replacement of written messages from English language to the equivalent messages in the Indonesian language.

1.3.2. The students' difficulties in translating English text into Indonesian concerning lexical problem mean that the students' difficulties in translating English text into Indonesian lexically. In the other words, the lexical difficulties here mean the difficulties in translating English text into Indonesian concerning with the meaning of the word in the dictionary.

1.3.3. The students' difficulties in translating English text into Indonesian concerning with grammatical problems mean that the problem in translating English text into Indonesian grammatically. So, the grammatical difficulties means that the difficulties in translating English text into Indonesian concerning with grammar and structure of the sentence.

1.4. Objectives of The Study

This research objectives cover one general objective and two specific objectives.

1.4.1. General Objective

The general objective is to describe the students' difficulties in translating English text into Indonesian at the English Department Jember University in the 2000/2001 academic year.

1.4.2. Specific Objectives

The specific objectives in this research are :

1.4.2.a. To describe the students' difficulties in translating English text into Indonesian concerning with lexical problems at English Department of Jember University in the 2000/2001 academic year.

1.4.2.b. To describe the students' difficulties in translating English text into Indonesian concerning with grammatical problems at the English Department of Jember University in the 2000/2001 academic year

1.5. Significances of The Study

The research results will be significant for the following people :

1.5.1. The English Teacher

The research results will be useful as input for the English translation teacher dealing with translation teaching learning process. For example : if the students still make many mistakes in translating English text into Indonesian, the teacher should give more practical exercises to students. So, students will be familiar in translating text from source language into target language.

1.5.2. Other Researcher

As an input to other researchers who want to conduct research in the similar topics with different design. For example : an experimental research about giving feedback of translation test. This result of research can be used as consideration and references to do the next research.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter presents the theory of translation, kinds of translation, text material and the aspects of the difficulties in translating English text into Indonesian.

2.1. Theory of Translation

Translation is the replacement of textual material in one language (source language) by equivalent textual material in another language (target language) (Catford, 1985: 21). It means that translation is the replacement of meaning in source language into target language and it is not merely replacing the words to words from source language into target language. Meanwhile Nida (1969 : 12) states that translation consists of reproducing in the receptor language that closest natural equivalent of the source language message, first in the term of meaning and secondly in the term of style. It refers to transferring the message from source language into target language by considering the style of each language.

Those ideas suggest the term "equivalent" which refers to the same idea in the source language and target language. Besides, they also use the different terms such as replacement and reproducing. However both two words have the same meaning, namely transferring the meaning from source language into target language.

Moreover Newmark (1981:7) states that translation is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language. It means that translation is the replacement of message/statement in one language into another language. From all definitions above, it can be concluded that translation basically emphasizes on the matter of transferring or replacing idea, message and meaning equivalently from the source language into target language.

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2.2. Kinds of Translation

According to Larson (1984:15) there are two main kinds of translation, they are form based translation and meaning based translation.

2.2.1. Form Based Translation

This kind of translation is known as literal translation and it is usually good for the linguistic study of the source language to produce the linguistic features, but it has little communication value and sounds like nonsense (Fardhani A.E., 1997:9). If the two languages are related, the literal translation can often be understood, since the general grammatical form may be similar (Larson, 1984:15). It means that the literal translation can only be understood if there is similaritiy in their general grammatical form. For example :

1. Similar forms between English and Indonesian

    Indonesian : Saya butuh gula

    English : I need sugar

2. Different forms between English and Indonesian

    Indonesian : Siapa namamu ?

    English : Who name you ?   (Fardhani,A.E.,1997:9)

The first example shows that there is similarity in grammatical order and in the second example the grammatical form of the sentence is different. So, if it translates into target language directly, it has little communication value. From the examples above it can be said that form based translation can only be understood if there is similarity in their grammatical form.

2.2.2   Meaning Based Translation

Meaning Based Translations make every effort to communicate the meaning of the source language text in the natural forms of the receptor language, and such translations are called idiomatic translation (Larson, 1984:15). Idiomatic translation requires the translator to use the target language naturally both in the grammatical constructions and in the choice of lexical items. (Fardhani A.E., 1997:10). In other words, the translator does not stiffly maintain the source

language form in the receptor language. He only focus on how to get a cross the meaning in idiomatically, reasonably and acceptably to the receptor language. Therefore, there is no one to one relationship of words between the source language and the receptor language, if a translator does not make any adjustment. And may be he will find cases of some grammatical structures which can not be directly translated into the receptor language.

Example :

1. English : I like a leader who knows how to call the shots

    Idiomatic translation : Saya suka pemimpin yang bijak

2. English : When Jeff began to call the shots, everything got better

    Idiomatic translation : Saat Jeff yang memegang kontrol, segalanya menjadi beres.   (Curry Dean, 1996:31)

   From the examples above, it is known that in translating idiomatic translation, a translator does not translate the sentence based on the grammatical order between the source language and the target language, but he needs to adjust the meaning or the message of a sentence from source language into target language.

2.3 Text Material

   Translating a text ussualy as complex as process of text writing. This is basically due to the fact that a text is produced from a certain writing frame of reference. Webster (1961:1017) states that text is the printed or written work that can be in the form of index, note, poem, scripture and narrative.

   Larson (1984:391) states that text can be categorized into narrative, dialogue, and drama. Generally, each text has its own characteristics in which each different from the other. The differences of them can be seen from the form and the purpose of the writer. In narrative text, for example, the writer usually tells or gives information about the knowledge or experiences writtenly. It is usually written in the form of story telling.

   This study uses a narrative text entitle Climbing The Alpine. The narrative text is formed of paragraphs, and a paragraph consists of clauses, phrases, and

words. So in translating a narrative text a translator has to be able to analyze and break it up into its parts : words, phrases, clauses, sentences and paragraphs.

2.4. The Aspect of the Difficulties in Translating English Text into Indonesian.

In translating English text into Indonesian , a translator usually will deal with some practical problems in his works, such as a translator has to understand the text, analyze it or at least make some generalizations method. Realizing that translation is for the readers, a translation is normally written and intended for a target language readers. Rachmadi et. al (1996: 6.24) state that there are six characteristics of a good translator, the first, he must have complete understanding of the source language especially on the receptive level, the second he must have complete mastery of the target language both on the receptive and productive levels, the third he has at least the basic knowledge of the field or subject being translated, the fourth he has knowledge and understanding of the socio-cultural background of the language and text being translated, the fifth he has a language flexibility which means that he easily adapts himself to a different linguistics environment and the last he has a socio-cultural flexibility so that he is able to adapt himself into a different socio-cultural environment. While Newmark (1981:20) states that some considerations that have to be regarded by the translator are : firstly the translator must be aware of the intensiveness of the text, secondly he must be aware of the communicativeness of the text, and thirdly he must consider the readers and the setting of the text. This means that before doing translation a translator has to be faithful to the author, and not to keep the writer's style in order to simplify the understanding of the reader. He must consider the reader's education, age, social class, and the degree of the formality of the language of the reader.

Since translation is a replacement of the same meaning in a second language as communicated in the first language, it is commonly stated that one should translate ideas not words. Because language combine meaning differently, there will be many words which will not have an exact one words equivalent in

the receptor language (Larson:1984:55). So the translator will find difficulties if he does not know the grammatical and lexical in both source and the target language. Further explanation about lexical and grammatical problems will be discussed bellow :

2.4.1.Lexical Problems

It has been mentioned in the previous chapter that the aim of translation is to communicate clearly the meaning of the source language text into the target language text. The translator needs to be able to analyze the lexical items (words) of the source text in order to translate them. Generic vocabulary in one language will be quite different from that of another and there will be no exact equivalent (Larson 1984 :70). In this case it needs adjustment to get the same message from source language into the target language. For clearer about lexical equivalent and adjustment will be discussed as follows :

2.4.1.a. Lexical Equivalent

Lexical Equivalence is the equivalence of the closest meaning between the source language and the target language of a word used in context (Fardhani A.E.,1997:45). The notion that translation involves merely replacing words in one language with words in another is probably the most common held by general public (Rachmadi et. al, 1996:22).It means that a translator usually translate the words from the source language into the target language directly. For examples :

English	Indonesian	
table	meja	
dog	anjing	
rich	kaya	
drink	minum	(Rachmadi et.al, 1996:22).

Moreover, Rachmadi says that if translation were merely the replacement of words, the appropriate procedure would be consult is a bilingual dictionary. Such a dictionary would contain a list of source language words with a corresponding list of target language words like the examples above. So, anyone

who has studied English, will surely aware that the process of replacing words from source language into the target language does not mean merely replacing the meaning in isolation. For example, the word 'run', indeed it has a lexical meaning 'berlari' in dictionary. But when that word exists in the sentence 'Her nose runs'. The word "run" here does not mean berlari anymore.(Fardhani A.E.,1997:46). So the best way to know English equivalent of Indonesian words would through context.

For example :

- The farmers grow rice in the field

- The price of rice reaches Rp 2.500/kg.

- The popular food of Indonesian people is rice.   (Widyamartaya, 1989:37)

The meaning of words 'rice' in three sentences above is determined by specific context in which it is used, being 'padi', 'beras', and 'nasi' respectively.

2.4.1.b. Lexical Adjustment

In preceding discussion, the translator is constantly looking for lexical equivalents between the source language and the receptor language through the context. And it is sometimes not easy. The fact that if the source language has a different culture with the target language automatically make it difficult to find lexical equivalents. The lexicon of the two language will not match. This mismatch according to Larson (1984:153) will make it necesarry for the translator to make many adjustment in the process of translation. Fardhani A.E. (1997:2) states that in order to keep the meaning unchanged a translator makes adjustments for the new text.

Based on those ideas, it can be concluded that lexical adjusment is the term used in setting dowm right words of the languages and it is needed in processing of translation, realizing that there will be many words which will not have exact on words equivalent in the receptor language.

In lexical item, figurative sense and figurative of speech will almost always need adjustment. (Larson, 1984:111) Figurative sense is categorized into three, they are :

1. **metonymy,** that is the use of words in involving association. For example, in English it is correct to say *"the cattle is boilling"*. However, a cattle can not boil. In the special collocation with boiling eater, but rather refers to the water which is in the cattle, so it can not be translated : *"Panci itu mendidih"*, but it should be translated *"Air itu mendidih"*

2. **synecdoche,** it is a kind of figurative sense based on part-whole relationship. One specific is said but the whole is intended. For example in the Lord's prayer it says *" Give us the day our daily bread"*. One specific member, bread of the class food is substituted for food. The prayer is really talking about food, not just bread, which is one part of the whole class of food. So it should be translated *"Berilah kepada kami makanan untuk hari ini"*, instead of saying *" Berilah kepada kami roti untuk hari ini"*

3. **idiom**, this is an expression of at least two words which can not be understood litterally and which function as unit semantically. For example, in idiom *"you are pulling my leg"*, it can not be translated into *" kamu sedang menarik kakiku"*, but it should be translated *"kamu bohong"*.

Logically, a word in English has no precise equivalent in Indonesian, so the other way is that the translator has to make adjustment by finding synonym and by borrowing of those source language words as Larson's suggestion (1984:70). For further explanation it will be discussed one by one bellow.

a. **Synonym**

Generally synonym can be said a word which is similar in meaning. However, there are very few exact synonyms. Even words which are very similar in meaning will probably not have exactly the same usage in sentence and paragraph structure (Larson, 1989:73). For example the word *police officer, policeman,* and *cop.* All refer to the same thing that means *polisi,* but *cop* is much less formal than *police officer.* Sometimes the receptor language may have more words to choose than from source language do. Other example, the word *house* can be meant *rumah, gedung,* or *gubug*

b. Borrowing

The term borrowing is used when target language has no equivalent for the source language words (Larson, 1989:75). While Pinchuck in Rachmadi (1996:1.35) says that many types of borrowing are made from one language to another and this procedure often used when the target language has no equivalent for the source language units is to adopt them without change but sometimes with spelling or pronunciation adjustments. Those ideas describe that if there is no exact equivalent meaning in the target language, a translator can use the source language words.

For example :

1. I like *hamburger*   = saya senang *hamburger*
2. Rock Hudson died of *aids* = Rock Hudson meninggal karena *aids*
3. We need *microfilm*   = Kami memerlukan *mikrofilm*

(Rachmadi et.al, 1996:1.12)

2.4.2. Grammatical Problems

Ways of finding adequate lexical equivalent and identifying the meaning components of lexical items of a language have been discussed. However translation is much more than finding words equivalent. The source text structure must be abandoned for the natural receptor language structure without significant loss or change of meaning. And, to turn now to grammatical problems. Bellow it will be discussed about grammatical equivalent and adjustment.

2.4.2.a. Grammatical Equivalent

Every language usually has its own system. In translating English text into Indonesian, the grammatical equivalent could be in the rank of word for word, phrase for phrase, or sentence for sentence (Rachmadi et.al., 1996:1.44). So in translating English words, phrases, or sentences into Indonesian a translator must consider the grammatical equivalent in order to attain faithfulness and readability. It is important to point out that there are similarities as well as differences

between English and Indonesian pattern, when similarities exist, translation would be easy and the equivalency of both language will be possible. For example:

1. I need sugar : Saya butuh gula
   1 2   3   1   2   3

2. Does she play tennis ? : Apakah dia bermain tenis ?
    1   2   3   4   1   2   3   4

(Fardhani A. E., 1997:44)

In the examples above there is similarity between English pattern and Indonesian equivalent, namely :

Number 1 : Subject + Predicate + Object

Number 2 : Aux + Subject + Predicate + Object

On the other hand when differences occur translation could be difficult, for example :

1. Bob can not play tennis : Bob tidak dapat bermain tennis
    1   2   3   4   5   1   3   2   4   5

2. John is a succesfull businessman : John seorang usahawan yang sukses
    1 2 3   4   5   1   3   5   4

(Rachmadi et.al.,1996:1.44).

From those example above, the English pattterns of the sentences are somewhat different from the Indonesian structure equivalent. The first sentence the order of auxilary and negation is reserved, and the second sentence not only the order of adjective and noun is reserved but some parts are also dropped or added in the process of translation.

2.4.2.b. Grammatical Adjustment

In doing translation, a translator will be faced to a complicated problem, if there is no similarity in grammatical order. This is understood to mean that there are cases in the source language that may not be directly translated to the receptor language because of the grammatical differences in the two languages themselves that may impede understanding (Karnadidjaja, 1986:12). Moreover, Fardhani A.E (1997:2) states that adjustments made in translation for the target language

because of the grammatical differences in the two languages. It is for the reason that adjustment must be made or if not the translation would be dull and uninteresting.

Moreover Fardhani (1997:43) adds that in translating a text, a translator should always study the text as a whole before he begins to translate it. After obtaining the general idea of the text, he can break it up into its parts and begin to translate by analyzing its parts into words, phrases, clauses, or sentences. Newmark (1981:11) in Approach to Translation states that when there are more similarities in some of the components, facilitation in translation will available, but when differences spread elsewhere, it is forced to make adjustment. So from these ideas, it is clear that grammatical adjustment is necessary in translation. There are many linguistics components of language grammar for adjustment, but only some of them are brought into the discussion in this topic. The components cover :

a. attributive

b. indefinite article

c. tenses

d. transposition

For further explanation it will be discussed one by one bellow.

a. Attributives

Attributive is a word that placed before noun and the function ia as modifier of noun. (Mario Pei et.al., 1974:65). While Guralnik David (1962:48) says that attributive is expressing a quality meant to apply to a following substantive.

For example :

Black cat   = kucing hitam

Black is an attributive.

From the example above, it shows that there is a different position of attributives and nouns from English and Indonesian. In English modifiers are placed before

noun meanwhile in Indonesian it placed after noun. In English is known with MD rule, while in Indonesian follows DM rule.

b. **Indefinite Article**

Articles are words normally place before noun. (Akhlis, 1993:87). Acoording to Syah Djalinus et.al. (1977:28) there are two kinds of articles, they are : indefinite article and definite article. In this study, the discussion only focus on indefinite article.

There is no plural form of the indefinite article (Allsop Jake, 1982:34). It means that indefinite article refers to singular thing. The indefinite article a/an can be used when an unidentified specimen is introduced. (Krohn Robert, 1971:54). Examples : a man, a hat, a university, a European, an aplle, an island, an uncle, an egg, an hour.   (Thomson,1986:15).

c. **Tenses**

Tenses is the form taken by a word to indicate the time (also continuance oe completeness) of an action (Smith et.al., 1991:796). Generally, English has both time adverbs and tenses, on the other hand, Indonesian has only the time adverbs but not the tenses.

Examples :

1. He is driving the car now

   (Dia sekarang mengendarai mobil)

2. He drove the car in busy traffic yesterday

   (Dia kemarin mengendarai mobil di jalan ramai)

                                                   (Fardhani A.E., 1997:49)

From the above examples, it is seen that Indonesian has no tenses and verbal concord like in English, so there is no verb changing in Indonesian. It is not necessary to add *"telah"* that refers to the past and *"sedang"* in present time, because it's implicitly known from the context.

d. Transposition

When the type of source language is different from the target language, transposition can be done in order to attain the same sense or meaning and to avoid the sense awkward. Fardhani A.E. (1997:28) explains that transposition involves a grammatical structure replacement / grammatical adjustment from source language with one of the different type in the target language to achieve the same effect. Further Rachmadi et.al. (1996:1.36) says that transposition involves replacing a grammatical structure in the source language with one of a different type in the target language in order to achieve the same effect. From those ideas, it can be said that in transposition, the structure and forms of a sentence often to be changed in order to get the equivalent meaning in the target language.

For examples :

1. You should know that module writing takes time

    (Perlu diketahui bahwa menulis modul itu memakan waktu)

3. I would have come if I had known

    (Sayang, saya tidak tahu maka tak datang)

    (Rachmadi et.al., 1996:1.36)

CHAPTER III
RESEARCH METHOD

Research method is a way of thinking and behaving which has been well prepared to conduct research and to achieve the objective of the research (Kartono,1990:200). Furthermore, Arikunto (1992:17) says that research method is the way to conduct a research from the beginning up to the end. It can be concluded that research method is used to conduct the research in order to achieve the objective of the research from the beginning up to the end. In this research, the research methods covered : area determination method, respondent determination method, data collection method and data analysis method.

3.1. Area Determination Method

Research area is the location where the research takes place. In this research, the research area is determined by using purposive method. It follows Hadi (1990:82) who says that purposive method is used to determine the research area to achieve a certain goal. Therefore English Department, Faculty of Teacher Training and Education, Jember University was choosen as the research area. This institution was selected as the research area because the researcher has known the situation and the condition. In addition translation subject is taught there.

3.2. Respondent Determination Method

Arikunto (1993:120) states that the purpose of respondent determination method is to determine the subjects that will be examined in the research. Moreover, she says that there are two kinds of research: population and sample research. If the subjects are less than 100, we can take all of them. However, if the subjects are more than 100, we can take 10% up to 15%, or 20% up to 25% or more as the sample.

In this study, the researcher took all the subject to be the research respondents. Because the amount of respondents were less than 100; therefore, this research called population research. The respondents of this research are the

English Department students, Faculty of Teacher Training and Education Jember University who take translation class.

3.3. Data Collection Method

This study used some different methods of collecting data in order to fulfill the required data. Concerning with data collection method, there are some methods used by the researcher, they are : test, interview, observation, and documentation

a. Test

Furchan (1982:256) defines that test is a set of stimuli which is given to someone in order to get answer that is used to determine the score. While Arikunto (1993:138) gives the definition of test as a set of questions or exercises or other instrument used to mesaure the skill, aptitude, knowledge and intelligence of an individual or a group. From those two ideas, it can be concluded that test is a measurement instrument in question and direction forms due to the testee to get the response. Based on the response will be determined the score in quantitative form. So it can be said that the data obtained from test is quantitative data.

The test was not tried out, because it is assumed that the tests have been valid. The test used was ability test which measures what has been taught and learnt in a period of time. It means that, the respondents (English Department students who takes translation class) are asked to translate an English narrative text entitled Climbing The Alpine. The four indicators tested were lexical equivalent, lexical adjustment, grammatical equivalent and grammatical adjustment. The total problems of each indicator can be seen on appendix 4. The amount of the problems of each indicator was different, because the score of each indicator was parallel with the total score. So, this was not influence the test score. The test was done in 90 minutes. The result of the test will be scored by using the formula

$$\% = \ n/N \ \ X \ 100\% \ \text{(Muhamad Ali, 1987:184)}.$$

Where :

%　　= the percentage of each component

n　　= the students' difficulties/mistakes of each component

N　　= the total number of problems in each component

From the result of their work, it can be found about the students' difficulties in translating English text into Indonesian.

b. Interview

Interview, as a method in collecting data in this research, is used to get the supporting data. Concerning with this method, Tuckman (1972:187) defines interview as a manner to get data about person by asking them rather than watching them. Furthermore, it can be said that interview is the process of getting information by asking some questions from the informants.

There are three kinds of interview methods. They are unguided, guided and free guided interview. In unguided interview, an interviewer does not use a set of questions. He may ask everything as long as they are in accordance with the data that will be obtained. In guided interview, the interviewer used a list of questions while free guided interview is the combination between the first and the second techniques.

In this study, free guided interview was used in order that the data gained can be controllable and not too broad. This free guided interview was used to get the supporting data about the way of teaching learning process of translation and the position of translation subject in English Department, Faculty of Teacher Training and Education, Jember University.

c. Observation

Observation in this research is used to get the supporting data. Hadi (1990:136) states that observation is the activity to observe and make notes systematically about phenomenon being investigated. There are two kinds of observation, they are nonsystematic and systematic observation. Nonsystematic observation is conducted without having any instruments while systematic

observation is conducted by providing a guidance of observation instrument which consist of a list of events that will be observed (Arikunto, 1993:146).

In this research, the non systematic observation was used to observe the students' activity in doing the test given by the researcher.

d. Documentation

Documentation is a method used to get the data from the document file. This method is called data resources in the paper form. Arikunto (1985:131) states that in using documentation the researcher investigate the written matters such as books, magazines, documents, daily notes, etc.

In this study, documentation was used as a method to get the information about the amount of students who take translation class, the students' name and the syllabus used in teaching translation.

3.4. Data Analysis Method

Data analysis method is a way of analyzing the data obtained, so that research conclusion can be drawn. There are two kinds of data analysis method, they are statistical and non statistical analysis method. The first is done when the data is about the quantitative data and the latter is about the qualitative one. In this study is statistical analysis method was used to analyse the primary data gained from the test. Then the test is classified according to the classification on each component. The component included lexical equivalent, lexical adjustment, grammatical equivalent and grammatical adjustment. The data analysis then done by percentage. The formula used to calculate the data is :

$$\% = n/N \times 100 \quad (\text{Muhammad Ali, 1987:184})$$

where : $\%$ = the percentage of each component

n = the students' difficulties of each component

N = the total number of problems in each component

In order to decide the students' ability or achievement, the writer classified the scores of the students' test based on certain category. The category listed as follows:

- If the student gets the score 80 - 100, it means that he has the difficulties 0% - 20%
- If the student gets the score 67 - 79, it means that he has the difficulties 21% - 30%
- If the student gets the score 57 - 66, it means that he has the difficulties 31% - 40%
- If the student gets the score 40 - 56, it means that he has the difficulties 41% - 60%
- If the student gets the score 0 - 39, it means that he has the difficulties 61% - 100%.

Table 1 :

The Category of Difficulties Level :

Level of Difficulties (%)	Category	Score
0 - 20	Very low	A
21 - 30	Low	B
31 - 40	Enough	C
41 - 60	High	D
61 - 100	Very high	E

CHAPTER IV
RESULT OF THE RESEARCH

This chapter presents the result of the research which had been conducted to English Department students of Faculty of Teacher Training and Education, Jember University. The results of interview, observation and documentation were the supporting data. The main data was collected by using translation test.

4.1. Supporting Data

4.1.1. The Results of Interview

Based on the results of interview, it was found that in teaching learning process, the lecturer used two ways communication in English. Especially in translation class, the way of teaching was carried out by emphasizing on doing the exercises in order to improve the students' skill in translation. The steps of the teaching process, firstly the lecturer explained the materials briefly and then he asked the students to do the exercises. After the students had finished doing the exercises, they discussed their work in class. Furthermore, the materials taken from some sources such as the students' text books and other lecturer collection, such as various articles taken from magazines, newspapers, journals, and advertisements. In English Department, there were two kinds of translation class, namely, translation I and translation II. The position of the subject is as compulsory subject.

4.1.2. The Results of Observation

Based o the results of observation, it was found that in doing the test the students translated the test from English into Indonesian individually. In the process of doing the test, the students might not ask everything concerning with the test given. They were just permitted to ask about the instruction of the test.

4.1.3. The Results of Documentation

The documentation results covered the amount of students who took translation class, the students' name and the syllabus used in translation. The amount of students who took translation class were 53 students. The name of the students can be seen in appendix 5. The syllabus of translation class can be seen in appendix 7.

4.2. The Data Obtained from the Test

Test was one of the instruments used in this research. It was used to get the main data from the respondents. The researcher consulted the translation test to the translation lecturer of English Department, Faculty of Teacher Training and Education Jember University before giving it to the respondents. It was done in order to check the property of the level of the respondents' ability. The respondents translated a test from English into Indonesian within 90 minutes. The title of the test was Climbing the Alpine.

This study used a quantitative statistical method to analyze the percentage of the translation difficulties. The difficulties were classified based on the classification of difficulties as stated on appendix 4 page 21 chapter III. The percentage of translation difficulties were calculated using the formula stated on page 20 chapter III.

The following table is the data obtained from the test.

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Table 2 :

The Students' Difficulties on Each Component of Lexical and Grammatical Problems

NR	Lexical Equivalent			Lexical Adjustment			Grammatical Equivalent			Grammatical Adjustment		
	n1	N1	Diff.(%)	n2	N2	Diff.(%)	n3	N3	Diff.(%)	n4	N4	Diff.(%)
1	2	3	4	5	6	7	8	9	10	11	12	13
1	2	10	20%	3	9	33%	3	9	33%	6	13	46%
2	4	10	40%	4	9	44%	3	9	33%	6	13	46%
3	3	10	30%	4	9	44%	4	9	44%	6	13	46%
4	4	10	40%	5	9	55%	4	9	44%	5	13	38%
5	1	10	10%	4	9	44%	3	9	33%	5	13	38%
6	1	10	10%	4	9	44%	2	9	22%	6	13	46%
7	2	10	20%	3	9	33%	3	9	33%	6	13	46%
8	2	10	20%	3	9	33%	3	9	33%	7	13	53%
9	1	10	10%	3	9	33%	3	9	33%	5	13	38%
10	3	10	30%	5	9	55%	3	9	33%	6	13	46%
11	2	10	20%	3	9	33%	2	9	22%	4	13	30%
12	4	10	40%	4	9	44%	1	9	11%	7	13	53%
13	5	10	50%	4	9	44%	4	9	44%	7	13	53%
14	3	10	30%	4	9	44%	5	9	55%	6	13	46%
15	2	10	20%	4	9	44%	4	9	44%	6	13	46%
16	1	10	10%	3	9	33%	2	9	22%	5	13	38%
17	3	10	30%	3	9	33%	4	9	44%	7	13	53%
18	2	10	20%	4	9	44%	2	9	22%	8	13	61%
19	4	10	40%	4	9	44%	3	9	33%	7	13	53%
20	4	10	40%	3	9	33%	3	9	33%	7	13	53%
21	2	10	20%	3	9	33%	3	9	33%	6	13	46%
22	2	10	20%	3	9	33%	3	9	33%	5	13	38%
23	5	10	50%	4	9	44%	2	9	22%	6	13	46%
24	3	10	30%	2	9	22%	2	9	22%	7	13	53%
25	2	10	20%	2	9	22%	2	9	22%	4	13	30%
26	2	10	20%	3	9	33%	3	9	33%	5	13	38%
27	2	10	20%	5	9	55%	4	9	44%	6	13	46%
28	3	10	30%	4	9	44%	4	9	44%	7	13	53%
29	2	10	20%	4	9	44%	1	9	11%	7	13	53%
30	1	10	10%	2	9	22%	2	9	22%	7	13	53%
31	2	10	20%	2	9	22%	2	9	22%	4	13	30%
32	2	10	20%	3	9	33%	3	9	33%	8	13	61%
33	2	10	20%	2	9	22%	2	9	22%	3	13	23%
34	2	10	20%	3	9	33%	3	9	33%	6	13	46%
35	3	10	30%	3	9	33%	2	9	22%	5	13	38%
36	3	10	30%	3	9	33%	2	9	22%	7	13	53%
37	2	10	20%	2	9	22%	2	9	22%	7	13	53%
38	2	10	20%	3	9	33%	3	9	33%	8	13	61%
39	4	10	40%	2	9	22%	2	9	22%	6	13	46%
40	3	10	30%	2	9	22%	1	9	11%	7	13	53%
41	3	10	30%	1	9	11%	2	9	22%	7	13	53%
42	3	10	30%	2	9	22%	4	9	44%	7	13	53%
43	1	10	10%	3	9	33%	2	9	22%	5	13	38%

44	2	10	20%	2	9	22%	2	9	22%	5	13	38%
45	1	10	10%	3	9	33%	2	9	22%	8	13	61%
46	1	10	10%	3	9	33%	2	9	22%	7	13	53%
47	2	10	20%	3	9	33%	1	9	11%	5	13	38%
48	4	10	40%	4	9	44%	3	9	33%	7	13	53%
49	4	10	40%	3	9	33%	2	9	22%	7	13	53%
50	5	10	50%	4	9	44%	2	9	22%	6	13	46%
51	1	10	10%	5	9	55%	4	9	44%	6	13	46%
52	4	10	40%	5	9	55%	4	9	44%	7	13	53%
53	2	10	20%	3	9	33%	2	9	22%	7	13	53%

Note :

NR   = The number of respondents

n_1 = The amount of mistakes of lexical equivalent

n_2 = The amount of mistakes of lexical adjustment

n_3 = The amount of mistakes of grammatical equivalent

n_4 = The amount of mistakes of grammatical adjustment

N_1 = The total problems of lexical equivalent

N_2 = The total problems of lexical adjustment

N_3 = The total problems of grammatical equivalent

N_4 = The total problems of grammatical adjustment

4.3. Classifying the Respondents' Mistakes on Each Sub Variables Based on the Category of Difficulty Level

Based on the data analysis, it was known the level of difficulties faced by each respondent and then the results were categorized based on the table 1 on page 21 in chapter III. And the results are as follows.

Table 3 :

The Classification of the Difficulty Level of Each Respondent

| NR | LEXICAL PROBLEMS | | | | GRAMMATICAL PROBLEMS | | | |
| | Lex.Equivalent | | Lex. Adjustment | | Gram.Equivalent | | Gram. Adjustment | |
	Diff. %	Cat.	Diff. %	Cat	Diff. %	Cat	Diff. %	Cat
1	2	3	4	5	6	7	8	9
NR1	20%	very low	33%	Enough	33%	Enough	46%	High
NR2	40%	Enough	44%	High	33%	Enough	46%	High
NR3	30%	Low	44%	High	44%	High	46%	High
NR4	40%	enough	55%	High	44%	High	38%	Enough
NR5	10%	very low	44%	High	33%	enough	38%	Enough
NR6	10%	Very low	44%	High	22%	Low	46%	High
NR7	20%	Very low	33%	Enough	33%	Enough	46%	High
NR8	20%	very low	33%	Enough	33%	Enough	53%	High
NR9	10%	very low	33%	Enough	33%	Enough	38%	Enough
NR10	30%	Low	55%	High	33%	Enough	46%	High
NR11	20%	very low	33%	Enough	22%	Low	30%	High
NR12	40%	Enough	44%	High	11%	very low	53%	High
NR13	50%	High	44%	High	44%	High	53%	High
NR14	30%	Low	44%	High	55%	High	46%	High
NR15	20%	very low	44%	High	44%	High	46%	High
NR16	10%	very low	33%	Enough	22%	Low	38%	enough
NR17	30%	Low	33%	Enough	44%	High	53%	high
NR18	20%	very low	44%	High	22%	Low	61%	very high
NR19	40%	Enough	44%	High	33%	enough	53%	difficult
NR20	40%	Enough	33%	Enough	33%	enough	53%	high
NR21	20%	very low	33%	Enough	33%	enough	46%	High
NR22	20%	very low	33%	Enough	33%	enough	38%	enough
NR23	50%	High	44%	High	22%	Low	46%	High
NR24	30%	Low	22%	Low	22%	Low	53%	High
NR25	20%	very low	22%	Low	22%	Low	30%	Low
NR26	20%	very low	33%	Enough	33%	enough	38%	enough
NR27	20%	very low	55%	High	44%	High	46%	High
NR28	30%	Low	44%	High	44%	High	53%	High
NR29	20%	very low	44%	High	11%	very low	53%	High
NR30	10%	very low	22%	Low	22%	Low	53%	high
NR31	20%	very low	22%	Low	22%	Low	30%	Low
NR32	20%	Very low	33%	Enough	33%	enough	61%	very high
NR33	20%	very low	22%	Low	22%	Low	23%	Low
NR34	20%	very low	33%	Enough	33%	enough	46%	High
NR35	30%	Low	33%	Enough	22%	Low	38%	Enough
NR36	30%	Low	33%	Enough	22%	Low	53%	High

NR37	20%	very low	22%	Low	22%	Low	53%	High
NR38	20%	very low	33%	Enough	33%	enough	61%	very high
NR39	40%	Enough	22%	Low	22%	Low	46%	High
NR40	30%	Low	22%	Low	11%	very low	53%	High
NR41	30%	Low	11%	very low	22%	Low	53%	High
NR42	30%	Low	22%	Low	44%	High	53%	High
NR43	10%	very low	33%	Enough	22%	Low	38%	Enough
NR44	20%	very low	22%	Low	22%	Low	38%	Enough
NR45	10%	Very low	33%	Enough	22%	Low	61%	very high
NR46	10%	very low	33%	Enough	22%	Low	53%	High
NR47	20%	very low	33%	Enough	11%	very low	38%	enough
NR48	40%	Enough	44%	High	33%	Enough	53%	High
NR49	40%	Enough	33%	enough	44%	High	53%	High
NR50	50%	High	44%	High	22%	Low	46%	High
NR51	10%	very low	55%	High	44%	High	46%	High
NR52	40%	Enough	55%	High	44%	High	53%	High
NR53	20%	very low	33%	enough	22%	Low	53%	High
Total	1350%		1892%		1573%		2487%	
Mean	25%		35%		29%		46%	

Based on the table above, it can be drawn that the mean of difficulty level of lexical equivalent is 25 %, lexical adjustment is 35 %, grammatical equivalent is 29%, and grammatical adjustment is 46%. The recapitulation of the table can be seen as follows:

Table 4 :

The Summary of the Difficulty Level of Sub Variables :

Sub Variables		The Level of Diff. (%)	Category
1. Lexical Problems	1.1. Lexical Equivalent	25	Low
	1.2. Lexical Adjustment	35	Enough
2.Grammatical Problems	2.1. Grammatical Equivalent	29	Low
	2.2. Grammatical Adjustment	46	High

Based on the table above the students' difficulties in translating English text into Indonesian can be determined as follows.

Generally, the students' difficulties in translating English text into Indonesian was enough. It can be seen from the four sub variables that had been tested, there was just one sub variable categorized difficult, that is in grammatical adjustment. It means that the students had practiced well in translating English text into Indonesian. The next, the students' difficulties in translating English text into Indonesian concerning with lexical problems were categorized easy for lexical equivalent, because it lay in the range 21 – 30 % and it was enough for lexical adjustment, because it lay in the range 31 – 40 %. Or in other words, the difficulty level of lexical equivalent was low and the difficulty level of lexical adjustment was enough. The last, the students' difficulties in translating English text into Indonesian concerning with grammatical problems were categorized as enough. Based on the description obtained from the statistical analysis, the difficulty level of grammatical equivalent was 29%. It means that it was categorized as easy, because it lay in the range 21 – 30%. On the other hand, the students got difficult in grammatical adjustment, because the mean of difficulty level was 46% and it lay in the range 41 - 60%. It means that the difficulty level of grammatical adjustment was high. Finally, it could be said that the students' difficulty level in translating English text into Indonesian concerning with grammatical problems was categorized enough.

4.4. Discussion

This discussion will explain about the results of data analysis of the four sub variables related to the theory that has been discussed in the preceeded chapter.

Based on the results of data analysis, it was found that the students' ability in translating English text into Indonesian concerning with lexical equivalent was good. There were a few mistakes that was done by the students in this sub variable. Most of the students could translate the problems of lexical equivalents well. It was showed that the students have comprehended the theory of lexical

equivalent. In doing the problems of lexical equivalent, they had not only translated the words in isolation, but also consider about the used of the words in context. Fardhani A.E (1997:45) states that lexical equivalent is the equivalence of the closest meaning between the source language and the target language of a word used in context. Furthermore, she adds that anyone who has studied English, will surely aware that the process of replacing words from source language into the target language does not mean merely replacing the meaning in isolation.

In lexical adjustment, the students made more mistakes than in lexical equivalent. It was known from the results of test. In this case, the students found little bit difficulties in finding the most appropriate words for figurative sense. This may be the students still unfamiliar with the culture of the source language. So they got difficulties in making adjustment of the source language. Larson (1984:111) said that in lexical item, figurative sense will almost always need adjustment. The fact that if the source language has a different culture with the target language automatically the lexicon of two languages will not match. This mismatch according to Larson (1984:153) will make it necesarry for the translator to make many adjustment.

Similar to lexical equivalent, there was not many mistakes in grammatical equivalent. Most of the students could find the equivalency of grammatical problems. It seems that the students have been familiar with this kind of problems. They could translated sentence for sentence in grammatical equivalent well. As Rachmadi et. al. (1996:144) said that in translating English text into Indonesian, the grammatical equivalent could be in the rank of word for word, phrase for phrase, or sentence for sentence. This may be because the students had passed in structure or grammar class.

And the last, in grammatical adjustment. Concerning with the theory that adjustment has been made in translation for the target language because of the grammatical differences in the two languages (Fardhani A.E., 1997:2). In this case, most of the students found difficulties in finding the meaning of grammatical adjustment because of grammatical differences in Indonesian and English. This might be they still lack of interpretation practicess. Furthermore, the

ability of interpretation is needed to do the problems of grammatical adjustment problems. If the students have a little ability to interprete or to adjust the meaning of a sentence, they will find difficulties in translating the English text into Indonesian by using grammatical adjustment.
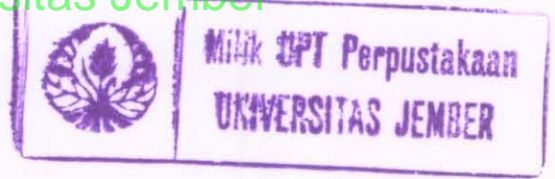
CHAPTER V
CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on the result of the data analysis and the discussion above, the conclusion can be stated as follows :

5.1.1. General Conclusion

In general, the students' difficulty in translating English text into Indonesian was enough.

5.1.2. Specific Conclusion
5.1.2.a. Lexical Conclusion

In lexical equivalent, the students' difficulty level was low and the student's difficulty level in lexical adjustment was enough.

5.1.2.b. Grammatical Conclusion

Grammatical problems covered grammatical equivalent and grammatical adjustment. The students' difficulty level in grammatical equivalent was low and in grammatical adjustment was high.

From the statements above, it is clearly seen that the most difficulties problems faced by the students in translating English text into Indonesian is in grammatical adjustment followed by lexical adjustment. In lexical equivalent and grammatical equivalent the students do not have a lot of difficulties.

5.2. Suggestions
5.2.1. The English Teacher

1. Since the result of data analysis shows that more mistakes done by the students in grammatical adjustment and lexical adjustment, it is necessary for the English lecturer who teaches the subject ask the students to study

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how to interpret a sentence from the source language into the target language and give more practices in translating a text.

2. It is advisable for the English translation lecturer to motivate their students to learn and practice on translation, so they will more skillful.

5.2.2. Other Researcher

1. The other researcher should conduct a further research in translation especially the other kind of translation like contextual meaning, or other kind of translation.

2. Since this research was focused on certain class, it would be more strongly recommended if the research is also compared with the similar one at another class or university.

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RESEARCH MATRIX

TITLE	PROBLEMS	VARIABLE	SUB VARIA-BLES	INDICA-TORS	DATA SOURCES	RESEARCH METHOD			
						Area Determina-tion	Data Collection	Respondent Determina-tion	Data Analysis
STUDENTS' DIFFICULTIES IN TRANSLATING ENGLISH TEXT INTO INDONESIAN AT THE ENGLISH DEPARTMENT OF JEMBER UNIVERSITY IN THE 2000/2001 ACADEMIC YEAR	**General Problem** How far are the students' difficulties in translating English text into Indonesian text of English Department Students FKIP UNEJ in the academic year 2000/2001?	The difficulties in translating English text into Indonesian	Lexical Problems	Lexical Equivalent Lexical Adjustment	**Respondents :** The English Department students FKIP UNEJ in the academic year 2000/2001	English Department, Faculty of Teacher Training and Education, Jember University	Test Interview Observation Documen-tation	Population Method	Using statistical analysis of percentage of each component n=the students' difficulties in each component
	Specific Problems : a. How far are the students' difficulties in translating English text into Indonesian concerning with lexical problem at the English Department students FKIP UNEJ in the 2000/2001 academic year?		Grammatical Problems	Grammatical Equivalent Grammatical Adjustment	**Informant**			$E = n/N \times 100\%$ Note : E=the percentage of each component N=The total number of difficulties in each component
	b. How far are the students' difficulties in translating English text into Indonesian concerning with grammatical problems at the English Department students FKIP UNEJ in the 2000/2001 academic year?							
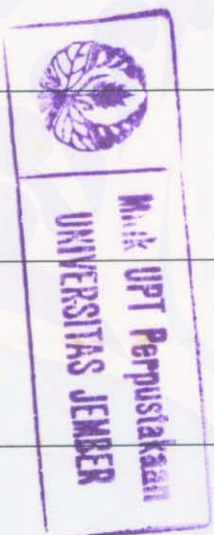
Appendix 2 :

Translate the following text into Indonesian !
Time   : 90 '

CLIMBING THE ALPINE

1) Modern Alpinists try to climb mountains by a route, which will give them good sport. 2) The more difficult it is the more highly it is regarded. 3) In the pioneering days, however, this was not the case at all. 4) The early climbers were looking for the easiest way to the top, because the summit was the prize they sought, 5) especially if it had never been attained before. 6) It is true that during their explorations they often face difficulties and dangers of the most perilous nature equipped in a manner, which would make modern climber shudder at the thought. 7) But they did not go out of their way to court such excitement. 8) They had a single aim, a solitary goal – the top.

9) It is hard for us to realize now days how difficult it was for the pioneers. 10) Except for one of two places such as Zermatt and Chamonix, which had rapidly become popular. 11) Alpine villages tended to be impoverished settlements, 12. cut off from civilization by the high mountain. 13) Such inns as there were generally dirty and flea ridden; 14) the food simply local cheese accompanied by bread often twelve months old, 15) all was down with coarse wine. 16) Often a valley boasted no inn at all. 17) The climbers found shelter wherever they could, 18) sometimes with local priest or with shephers of cheese makers. 19) In variably the background was the same dirt and poverty, and very uncomfortable. 20) For men accustomed to eating seven – course dinner the change to the Alps must have been very hard indeed.

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Appendix 3 :

The Answer Key:

MENDAKI GUNUNG ALPEN

1. Para ahli pendaki gunung Alpen mencoba mendaki gunung-gunung melalui rute yang akan memberikan kepuasan olah raga bagi mereka.

2. Makin sulit rutenya makin dihargai

3. Akan tetapi tidaklah seperti pada perintisannya dahulu

4. Para pendaki dahulu mencari jalan yang termudah ke puncak, karena puncaklah sasaran utamanya

5. terutama bila puncak itu belum pernah dicapai sebelumnya

6. Benarlah bahwa selama penjelajahan, mereka sering menghadapi kesukaran dan bahaya yang mengancam keselamatan mereka, dengan perlengkapan sederhana yang tentu saja bagi para pendaki modern takut membayangkannya.

7. Tetapi mereka tidak menghindar dari jalan itu untuk sampai ke tempat yang mendebarkan itu

8. Mereka mempunyai satu tujuan -(sasaran tunggal)- puncak

9. Sulit dibayangkan sekarang betapa sukarnya para perintis dahulu

10. Kecuali bagi satu atau dua tempat seperti Zermatt dan Chamonix yang dengan cepat telah menjadi populer

11. Desa-desa di pegunungan Alpen cenderung menjadi miskin

12. terputus dari peradaban oleh gunung-gunung yang tinggi

13. Seperti penginapan pada umumnya kotor dan penuh kutu

14. Makanannya sekedar keju setempat dengan roti yang sering sudah 12 bulan kadaluwarsa

15. semua disajikan dengan minuman anggur asam

16. Sering sebuah lembah tidak terdapat penginapan yang memadai sama sekali

17. Para pendaki berteduh di mana saja

18. Kadang-kadang dengan pendeta setempat atau dengan penggembala pembuat keju

19. Latar belakangnya selalu kotor dan miskin, serta sangat tidak nyaman

20. Bagi orang yang telah terbiasa dengan makan malam mewah perubahan ke pegunungan Alpen tentunya sungguh sangat sulit.

Appendix 4 :

THE CLASSIFICATION OF DIFFICULTIES

Sub Variables	Kind of Difficulties	Problems	Number of Sentence in The Text
Lexical Equivalent	translate words	1. summit	4
		2. exploration	6
		3. aim	8
		4. settlements	11
		5. civilization	12
		6. cheese	14
		7. wine	15
		8. priest	18
		9. shephers	18
		10. poverty	19
Lexical Adjustment	synonym	- inn	16
		- seven course dinner	20
	borrowing	1. Zermatt	10
		2. Chamonix	10
		3. Alpine	title
		4. Route	1
	figurative sense	- Shudder at the thought	6
		- Flea ridden	13
		- The most perilous nature	6
Grammatical Equivalent	sentences	1. In the pioneering days, however, this was not the case at all.	3
		2. The early climbers were	4

		looking for the easiest way to the top, because the summit was the prize they sought.	
		3. They had a single aim, a solitary goal – the top.	8
		4. Such inns as there were generally dirty and flea ridden.	13
		5. The climbers found shelter wherever they could.	17
		6. For men accustomed to eating seven – course dinner the change to the Alps must have been very hard indeed.	20
	clauses	1. Modern Alpinists try to climb mountains by a route, which will give them good sport.	1
		2. It is true that during their explorations they often face difficulties and dangers of the most perilous nature equipped in a manner, which would make modern climber shudder at the thought.	6
		3. Except for one of two	10

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		places such as Zermatt and Chamonix, which had rapidly become popular.	
Grammatical Adjustment	Attributives	- Modern Alpinist	1
		- Alpine Villages	11
		- High Mountain	12
		- Good Sports	1
		- Modern Climbers	6
	Indefinite Article	1. A route	1
		2. A single aim	8
		3. A solitary goal	8
		4. A valley	16
	Tenses	- The early climbers <u>were looking for</u> the easiest way to the top	4
		- The men <u>accustomed to eating</u> seven-course dinner	20
	Transposition	1. In the pioneering days, however, this was not the case at all	3
		2. Such inns as there were generally dirty and flea ridden	13

Appendix 5:

The Data of Respondents

No.	Name	Gender
1.	Ira Wijayanti	Female
2.	Nina Sutrisna	Female
3.	Diah Rahmawati	Female
4.	Rully Prasetya C.N.	Female
5.	Reni Andriyani	Female
6.	Wiwin Handayani	Female
7.	Wardah Fitriyati	Female
8.	Triwayu Retno N.	Female
9.	Lulut W.	Female
10.	Endah Setyo Dewi	Female
11.	Hestin F.	Female
12.	Nina Hayuningtyas	Female
13.	Tanti Meliana	Female
14.	Cahya Budiwati	Female
15.	Sofiyah	Female
16.	Cicik W. Utami	Female
17.	Nunik Eka S.	Female
18.	Tanti Dwi	Female
19.	Marieta Esti	Female
20.	Harton S.	Male
21.	Repi Suyanti	Female
22.	Fajar Puspitasari	Female
23.	Hudi Santosa	Male
24.	Zahroh Saluhiyah	Female
25.	Eni Susilowati	Female
26.	Brian F.	Male
27.	Maria Ulfah	Female
28.	Laili Nikmah	Female
29.	I Wayan Dedi	Male
30.	Nur Hadi Sapta U.	Male
31.	Yuli Hastuti	Female
32.	Sri Puji Hastuti	Female
33.	Istiyani	Female
34.	Palupi Inggriani	Female
35.	Novalisa	Female
36.	Fariyati	Female
37.	S. Fadil	Male
38.	Indah Nuraini	Female
39.	Atik Kusniatin	Female
40.	Indah Fitria D.	Female

41.	Anie Herawati	Female
42.	Nur Inayah	Female
43.	Dia Febriyanti	Female
44.	Anis Dwi Wahyuni	Female
45.	Elya Husniyati	Female
46.	Luluk H.	Female
47.	Zaiful Imam	Male
48.	Hanik Mahmudah	Female
49.	Fajar Widyasari	Female
50.	Komsatun	Female
51.	M. Ali Wafan	Male
52.	Andriyanta	Male
53.	Wilujeng P.	Female

Appendix 6

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a   :   M A R T I

NIM/Angkatan   :   960210401034 / 1996

Jurusan/Program Studi :   PBS / Pendidikan Bahasa Inggris

Judul Skripsi   :   STUDENTS8 DIFFICULTIES IN TRANSLATING ENGLISH

                             TEXT INTO INDONESIAN AT THE ENGLISH DEPARTMENT

                             OF JEMBER UNIVERSITY IN THE 2000/2001 ACADEMIC

                             YEAR

Pembimbing I   :   Dra. Hj. Zakiyah Tasnim, MA

Pembimbing II   :

KEGIATAN KONSULTASI

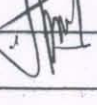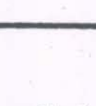| No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	11 – 1 – 2001	Title	
2.	12 – 2 – 2001	Matrix	
3.	20 – 2 – 2001	Matrix	
4.	15 – 4 – 2001	Chapter I	
5.	25 – 4 – 2001	Revisi Chapter I	
6.	15 – 5 – 2001	Chapter II	
7.	1 – 6 – 2001	Revisi Chapter II	
8.	12 – 6 0 2001	Chapter III	
9.	14 – 9 – 2001	Revisi Chapter III	
10.	6 –10 – 2001	Chapter IV	
11.	8 – 11 – 2001	Revisi Chapter IV	
12.	10– 3 – 2002	Revisi Chapter IV	
13.	12 – 4 – 2002	Chapter V	
14.	18 – 5 – 2002	Revisi Chapter V	
15.	8 – 6 – 2002	Abstract	
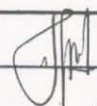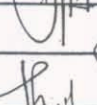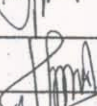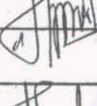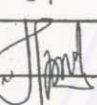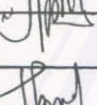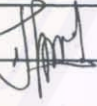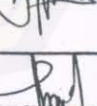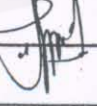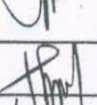
CATATAN   :   1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi

                 2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

Appendix 6a

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : M A R T I

NIM/Angkatan : 960210401034 / 1996

Jurusan/Program Studi : PBS / Pendidikan Bahasa Inggris

Judul Skripsi : STUDENTS' DIFFICULTIES IN TRANSLATING ENGLISH TEXT INTO INDONESIAN AT THE ENGLISH DEPARTMENT OF JEMBER UNIVERSITY IN THE 2000/2001 ACADEMIC YEAR

Pembimbing I :

Pembimbing II : Dra. Musli Aryani, M.App.Ling

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	18 – 1 – 2001	Title	
2.	12 – 2 – 2001	Matrix	
3.	28 – 2 – 2001	Matrix	
4.	20 – 4 – 2001	Chapter I	
5.	10 – 5 – 2001	Revisi Chapter I	
6.	25 – 5 – 2001	Chapter II	
7.	10 – 6 – 2001	Revisi Chapter II	
8.	26 – 6 – 2001	Chapter III	
9.	19 –9 – 2001	Revisi Chapter III	
10.	9–10 – 2001	Chapter IV	
11.	15– 11 – 2001	Revisi Chapter IV	
12.	15 – 3 – 2002	Revisi Chapter IV	
13.	20 – 4 – 2002	Chapter V	
14.	25 – 5 – 2002	Revisi Chapter V	
15.	11 – 6 – 2002	Abstract	

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi

2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

Appendix 7

A SYLLABUS FOR TRANSLATION SUBJECT

I . DESCRIPTION

The subject of Translation I is an introductory translation knowledge which gives an overview of Translation Theory and its exercises and a package of practices in translating Texts. The texts given are written in both English and Indonesian.

II. OBJECTIVE

To embody students the knowledge of Translation Theory and help them to achieve the skill in translating text either in English or Indonesian.

III. MATERIAL RESOURCES

Anonym, Some various article taken from **magazines, newspapers, journals, and advertisements**.

Coe, Normat, et.al, (1983), **Writing Skill; A Problem Solving Approach**, Cambridge University Press, Great Britain.

Larson, Mildred L., (1984). **Meaning Based Translation; A Guide to Cross Language Equivalence,** University Press of America, USA.

Nurachmad Hanafi, (1986), **Teori dan Seni Menterjemahkan**, Nusa Indah, Ende.

Rahmadi Sabroni, (1988), **Translation**, UT. Jakarta.

Sadtono E.,(1985), **Pedoman Penerjemahan,** Pusat Pembinaan dan Pengembangan Bahasa, Jakarta.

Zuchridin Suryawinata, (1985), **Terjemahan: Pengantar Teori dan Praktek**, P2LPTK, Jakarta.

IV. COURSE OUTLINE
1. Translation Concept
2. Form and Meaning
3. Kinds of Translation
4. Translation Procedures
5. Concept of Meaning
6. Meaning Adjustment
7. Equivalence and Adjustment on Grammatical and Lexical Elements
8. Translation exercises :
   Active and Passive Translating