STUDENTS' TRANSLATION PROCESS IN TRANSLATING TEXT AT THE TWELVE GRADE OF SMA N 1 AIR JOMAN

THESIS

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Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang Munaqasyah Skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan – ringkasan yang semuanya telah dijelaskan sumbernya. Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan batal saya terima.

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Yang Membuat Pernyataan

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ABSTRACT

HILDA TRISVIANTI, NIM.34143051, STUDENTS' TRANSLATION PROCESS IN TRANSLATING TEXT AT THE TWELVE GRADE OF SMA N 1 AIR JOMAN

Skripsi, Medan: Department of English Education, Faculty of Tarbiyah Science and Teachers Training, State Islamic University of North Sumatera, Medan 2018.

Key Words: Translation process

This research purposes to find out and describe translation process in translating text at the twelve grade of SMA N 1 Air Joman. The subject of this research is 9 students'. The research methodology that used is qualitative descriptive method, which describes the natural state in depth and detail about the translation process done by the sutdents'. To find out and describes the translation process of students, the reseacher used interview instrument. To support the result of the interview, the researcher given the text to the students' to be translated. To analysis the result of students' interview, the researcher used Miles and Huberman. The results of research in finding and describing of students' translation process in translating text is all off student used restructuring, it means that they are always reread from what they translate. Then, 8 students used analysis, it means that they read the text before they translate. The last is transfer, just 6 studets used this, it means that they are didn't make easy word to translate their text to the target language. So, the dominant process is restructuring, because the students want know what the content, message, and meaning from the text.

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Medan,   Oktober 2018

The Reseacher,

HILDA TRISVIANTI
NIM. 34143051

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CHAPTER I

INTRODUCTION

1.1 Background of Study

Language is important in human life because without language, people as human being will not able to do anything. Today, in this modern life, to communicate with other countries, language is needed. In Indonesia, English is the first foreign language taught from junior high school up to university level. This is good progress in education development in Indonesia to face the globalization.

In teaching and learning activities in school, English has four language skills to learn, those are listening, speaking, reading, and writing. There are some language components wich may not be neglected in English teaching and translation. Furthermore, there are many languages that need to be translated to mother tongue.

Translation is challenging thing to do in every process of transferring the meaning from source language (SL) into the target language (TL). It is concluded that way since an unserious translation process will lead misunderstanding of the message found in the source language (SL) to the target language (TL). It is generally known that a text contains many factors that sheltering the study itself specially related with the social culture to both language (SL and TL). In other words, a translator has many obstacles at the process of translation in translating a product.

As the globalization era, a language plays an important key in the process of interdependence between nations. Many international associations are created

in order to make the relation between the nations becomes closer and harmonious. As the consequences, it is necessary to make the language as the international language of all are used among the nations to communicate with English. Thus among the international relationships, they prioritize English language without ignoring in international communication.

Particularly we use language to express ideas, feelings, and to develop sciences, to transfer technologies as well as to keep in touch with others. The differences of language bring us to the need of how to transfer the language from one to another.

According to Newmark,translation is rendering the meaning of a text into another language in the way that the author intended the text.[1] It means more message meaning deliver, will make the translation result well, and it applies to the opposite.

Soemarno explains that there are several factors that make translation activity difficult. one of which is that the science of translation is an interdisciplinary science. this science requires other knowledge that is supportive. such as cultural sciences, sociolinguistics, psycholinguistics, general knowledge, and so forth. an interpreter needs to equip himself with that knowledge. including studying cultural diversity so as to produce more qualified and productive work.[2]

The development of translation is significant due to the development of communication and information technology. People easily do the process of translation by using application of translation on their gadget. Indeed, it offer an

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[1] Farida Repelita Waty Kemmbaren. 2016. *Translation I*. Medan. State Islmic University: p. 16

[2] Muchtar Muhizar. 2015. *Penerjemahan, Teori, Praktik, dan Kajian*. Medan: Batong Jaya, p. 4

instant translation without consultation with the dictionary. But, the quallity of the translation mostly not linier with that.

Translation is an interesting subject not only to professional and amateur translator, but also to the students. If the students can translate well, they will get knowledge and improve their capability and also be broad-minded. Then, they can creatively produce new finding and new ideas. However, translation is abviously not an easy task for the intellectuals to deal with. Translators faced the complexity of work in concerned with lexicon study, grammatical structure, communication situational and culture. Moreover, some students still consider that English is difficult subject to be learned especially when they translate the English text into Indonesian.

According to Nababan, the process of translation devided into three stages, that is analysis, transfer, and restructuring.[3] Analysis, the analytical phase is the most decisive stage step for the translator. Transfer, is a stage used by the translator to transfer content, message, or meaning contained in the source language into the target language. Restructuring, is a stage when the translator begins to por the content, meaning and messages derived from the source lange into written form.

Narrative text is the story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative throught a process narration.

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[3] Muchtar Muhizar, 2015. *Penerjemahan, Teori, Praktik, dan Kajian*. Medan:Batongjaya, p. 12

From the explanation above, the researcher is curious the Students' Translation Process of Narrative Text made by the twelve grade students of SMA N 1 Air Joman. The object of this translation was taken from the students' translation process of the text in the twelve students' of SMA N 1 Air Joman in the academic year of 2018/2019.

1.2 Statement of the Problem

The purpose process translating a narrative tex is to make the students easier to tanslate the teks, book, jurnal, etc. Difficulties in translation activities result in different translation results. Each the translation has a different language and culture and has a different system. It is increasingly asserted that the process of translation is not an easy and simple process. And here the researchers tries to analisis the process of translating a narrative text.

1.3 Research Questions

The problem of study was formulated as following :

1. What kind of translation process in translating text are used by the students' at the twelve grade of SMA N 1 Air Joman ?

2. How is translation process in translating text done by the students'at the twelve grade of SMA N 1 Air Joman?

1.4 Purposes of the Study

1. To find kind of translation processin translating text are used by the students' at the twelve grade of SMA N 1 Air Joman.

2. To describetranslation process in translating text done by the students' at the twelve grade of SMA N 1 Air Joman.

1.5 Significances of the Study

From the result of research, there are some expected advantages that the researcher can take. The significance of the study as follows :

1. For the teacher

    The result of this research hopefully to teacher to knows about how the students' translation process of narrative text. Hopefully, the teacher can inform in the class by using new methods, new strategies, and new techniques to improve the students' ability.

2. For the students

    The result of this research hopefully can give advantages for students'. After knowing the process of translation they have made translating better in narrative text or another text.

3. For researcher

    The result of this research hopefully can give knowledge about translation process of narrative text and conduct any research with similar topic.

1.6 Limitations of the Study

The limitation of this reaserch is Translation process. The scope of discussion was limited on the students' translation process in translating text. It focused on the result of interview to the students. The subject of this research is the twelve grade students of SMA N 1AIR JOMAN in academic year 2018/2019.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

To conduct a research, theories are needed to explain some concepts and terms applied in search concerned. The terms have to classify to avoid confusion. Therefore, the classification of the concept will be minimized possible misunderstanding between the writer and reader. In order words, they are very important to be explained, so that the reader will get the point clearly.

2.1.1 Translation

A. Definition of Translation

Some experts point their though on translation by presenting theory. The theory is used to be the guideness of doing this study. The defenition of translation explain below :

In Oxford Advanced Learner´s Dictionary , translation defines as the process of changing something that is written or spoken into another language.[4] This definition become the cover skin to go through the translation. It become the first assumption to us when we are going to discuss about translation.

According to Newmark,translation is rendering the meaning of a text into another language in the way that the author intended the text.[5] The meaning become one of the important thing in doing the translation. The successness of meaning delivered to the reader become one of the

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[4] Oxford. 2000. *Oxford Learners Pocket Dictionary*. New York. Oxford University Press: p. 473

[5] Farida Repelita Waty Kembaren. *Ibid*. p. 16

point to know that the translation good or not. The translation should deliver the same thouhgh from a language to another language.

Larson said that "Translation is basically a change of form. When we speak of the form of the language, we are referring to the actual words, phrases, clauses, sentences, paragraphs, etc., which are spoken or written. These forms are referred to as the surface structure of a language. It is the structural part of language which is actually seen in print or heard in speech. In translation the form of source language is replaced by the form of the receptor (target) language.[6]" Here, Larson emphesize the element of language such us word, phrases, even clauses should be acceptable into target language when doing the translation. The translation touch surface element which mentioned above and meaning as the deeper element.

Nida and Tiber Translation is a rewriting of the message contained in the source language into the target language to find similarities.[7]

As the definition above, Nida and Tiber see translating as a process 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. In other words, translation is a transfer of meaning, message.

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[6]Farida Repelita Waty Kembaren . *Ibid.* p. 23
[7] Farida Repelita Waty Kembaren . *Ibid.* p. 17

Allah say in Qur'an surah Ibrahim: 4

وَمَا أَرْسَلْنَا مِنْ رَسُولٍ إِلَّا بِلِسَانِ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ مَنْ يَشَاءُ

وَيَهْدِي مَنْ يَشَاءُ وَهُوَ الْعَزِيزُ الْحَكِيمُ

The meaning : And we did not send any messenger except in the language of his people to state clearly for them, and Allah sends astray whom He wills and guides whom He wills. And He is the Exalted in Might, the Wise.[8] From the meaning above it can be infer that everybody allowed to learn and master a foreign language such as English language or the ther foreign language.

B. Characteristics of Translation

A work can be stated as the work of translation when it has the following requirements :

1. It is a kind of replacement or reproducing message, of SL into TL.

2. It concerns with written message or textual material or text.

3. It transfers the content or thought or messages; not the form of SL text.

4. It is also a kind of process or exercise.

5. The second text must have the same meaning or message with the first or original.

6. Second text uses idiomatic expression in the TL to retain the style or to make it sounds like the original text.

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[8]Qur'an.http://www.quran.com. Accesed on 29 October 2018

7. The second text uses target language equivalent to the source language.[9]

Talk about Translation competence, an author has made explicit statements about translation competence: Meanwhile Pym inStuart Campbell provides a definition of translation competence in a kind ofbehaviouralframework, those are the ability to generate a target-text series of more than one viable term for a source text and the ability to select only one target text from this series, quickly and with justified confidence, and to propose this target text as a replacement of source text for a specific purpose and reader.

Finally, some writers simply mention translation competence in passing, as it were given. For example, Farahzad talks of examination candidates' ' level command of both source and target language as well as their level of translational competence. It seems that the way translation competence is characterized has a great deal to do with one's purpose.[10]

C. **Function of Translation**

Translation consists of studying the lexicon, grammatical structure, communication situation, and cultural context of the SL text, analysing those factors in order to find out its appropriate meaning, and then reconstructing the same meaning using the lexicon and grammatical

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[9]Farida Repelita Waty Kembaren . *Ibid.,* p. 7

[10]Stuart Campbell. 1998. *Translation into the Second Language*. America: Addison Wesley Longman Limited., p. 6

structure in suitable communication situation, and cultural context accepted in the TL.

So, In general the purpose of translation is to reproduce various kinds of texts – including religious, literary scientific, and philosophical texts – in another language and thus making them available to wider readers.[11]

D. Types of Translation

Generally, the translation is divided into two major sections: literal translation and free translation. The distribution of translations can also be made based on the definitions used. Nida and Taber divide the translation into literal and dynamic translations. The dynamic translations of Nida and Taber can be synonymous with Larson's meaningful translation.[12]

Larson proposes two main kinds of translation namely literal and idiomatic translation. Literal translation is a form-form based translation attempting to follow the form of the source language, so the translator uses sourcelanguage words with literal meaning as stated in the source language as the source language structure. In order to produce natural forms of the target language both in grammatical constructions and in the choice of lexical items he proposes "idiomatic translation.[13]

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[11]Stuart Campbell.*Ibid.,* p. 28

[12]Maurits D.S Simatupang. 2000, *Pengantar Teori Terjemahan,* Jakarta: Universitas Indonesia, p. 6

[13]Langgeng and Aan 2010.*A Practical Guide for Translation Skill*. Malang: UIN Maliki Press., p. 7

Yet for many parts of the world, translation into the second language is a regular and accepted practice. In virtually any post-colonial society in the developing world where a major European language still has foothold, there will be people who regularly write and translate in that language as a second language. Similarly, in countries of high immigration there will be second language speakers of the hort language who write and translate in that language.

Such a reality requires appropriate educational strategies such as curricula and testing regimes based on appropriate models of learning. If the learning to translation into one's first language were no different a process than learning to translate into a second language, then there would be no need for different models. But the reality is that they are different, and that such studentsneed to be thought differently. It is for this reason that we need a model of translation competence for second language translation education.[14]

There are four fundamental principles that follow from the idea of modeling translation competence:

1. Translation competence can be separated into relatively independent components can be used as building blocks in curriculum design.

2. Translation education is a matter of intervention in the development of the various components of translation competence.

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[14] Stuart Campbel, *Ibid*., p. 11

3. Students are likely to attain different levels of achievement in the various components of translation competence given the imbalance in their bilingual skills.

4. The assessment of translation quality is best seen as a matter or profiling of the learners, rather than simply measuring their quality.[15]

E. Translation Techniques

Translation techniques is a procedure to analyze and classify how translation equivalence works. And there are 5 basic characteristics :

a. They affect the result of the translation.

b. They are classified by comparison with the original

c. They affect micro – units of text

d. They are by nature discursive and contextual

e. They are functional[16]

The Translation techniquesare:

1. Borrowing

Borrowing is the taking of words directly from one language into another without translation. Borrowing is the taking of words directly from one language into another without translation. Example, in Indonesia language words "sandal, lobby and ma" are words which borrowing from English.

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[15] Stuart Campble, *Ibid*., p. 162

[16] Farida Repelita Waty Kembaren. 2016, *Translation 1*, Medan, , p. 53

2. Calque

A calque is a phrase borrowed from another language and translated literally word-for-word. Examples that have been absorbed into English include standpoint and beer garden from German Standpunkt and Biergarten.

3. Literal Technique

A word-for-word translation can be used in some languages and not others dependent on the sentence structure. Example "I have a car" translated be "Aku punya sebuah mobil".

4. Synonym

Synonym is a strategy used by finding the most similar word for the target language, for example the translation of "What a cute baby you've got!" be "Alangkah lucunya bayi Anda!"

5. Adaptation

Adaptation occurs when something specific to one language culture is expressed in a totally different way that is familiar or appropriate to another language culture. It is a shift in cultural environment. For example "Dear Sir" be "Dengan hormat".

6. Cultural Equivalent

Translator used this strategy by replacing the special word of the source text with another special word in the target text. For example "Sonovabitch" be "Si Brengsek"

7. Contextual Conditioning

Contextual conditioning is used to give some information in the context to make the message of the source language sounds clear in the target text. For example "empat puluh hari" be "death"

8. Established Equivalent

Established Equivalent is to use a term or expression recognized as an equivalent in the TL. For example "they are as like as two peas" be "mereka seperti pinang dibelah dua".

9. Generalization

Generalization is to use a more general or neutral term. For example "penthouse" be "tempat tinggal".

10. Particularization

Particularization is to use a more precise or concrete term. For example "Air transportation be "Helikopter".

11. Comparison

Comparison is use to introduce a source text element of information or stylistic effect in another place in the target text. For example "Apair of a scissors" be "Sebuah gunting.

12. Transposition

This is the process where parts of speech change their sequence when they are translated. It is in a sense a shift of word class. For example "Musical Instrument" be "Alat Musik".

13. Modulation

Modulation consists of using a phrase that is different in the source and target languages to convey the same idea. For example "I broke my leg" be " Kakiku lelah".

14. Addition

Addition is a strategy used by giving additional information the target language as an obligatory. For example "Saya dosen" be " I am a lecture".

15. Amplification

Amplification is a technique used by paraphrasing implicit information of the source language in the target language. For example "Ramadhan" be "Bulan puasa kaum muslimim".

16. Reduction

It's to reduce the language component of source language. For example "Automobile" be "mobil".

17. Discursive Creation

Discursive creation is an operation in the cognitive process of translating by which a non-lexical equivalence is established that only works in context. For example "Kata pengantar" be "Preface".

F. The Strategies of Translation

What is translation strategy? On the New Webster Dictionary, Strategy is the science of forming and carrying out military operations generalship distinguished from tactics, the use of artifice or finesse in carrying out any project a method, plan, or stratagem to achieve some

goal. In other hand, strategy in Oxford Advanced Learner's Dictionary is the art of planning operations in war of movements of armies and navies into favorable positions for fighting; skill in managing any affair.

Newmark said that Translation strategies are semantic translation and communicative translation. According to Krings in Farida Repelita Waty Kembaren that translation strategy is translator's potentially conscious plans for solving concrete translation problems in the framework of a concrete translation task.

So, Generally translation strategies aim to make the best translation. In principle, they fall into three categories; they can be conscious, potentially conscious (e.g instinctive motives or translational behavior may be accessed through introspection, if required), or totally subconscious (e.g as would be the case with undesirable strategies such as the ones resulting in various forms of translation. Whenever strategies are not directly accessible through the translator, they need to be hypothesized from the available data).[17]

Taking into account the process and product of translation, Jaaskelainen in Langgeng and Aan divides strategies into two major categories: Some strategies relate to what happens to texts, while other strategies relate to what happens in the process. [18]

In stages of translation strategies, A translator will go through the the following stages :

a. Preliminary Analysis,

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[17] Farida Repelita Waty Kembaren, *My Tranlation My Adventure*, (Medan: 2016) 69-71
[18] Langgeng and Aan, *Ibid.,* p.24

    b. Exhaustive Style and Context Analysis

    c. Acclimation

    d. Reformulation of The Text

    e. Analysis of The Translation

    f. Reviews and Comparison

G. Translation Method

Syihabuddin in Farida Repelita Waty Kembaren, Translation method means the translation method used by translators in revealing the overall meaning of the source language into the target language. According to Newmark translation methods can be traced in terms of its emphasis on the source language and the target language.[19]

He goes on to refer to the following methods of translation:

a. *Word-for-word translation*: in which the SL word order is preserved and the words translated singly by their most common meaning, out of context.

b. *Literal translation*: in which the SL grammatical constructions are converted to their nearest TL equivalents,but the lexical words are again translated singly, out of context.

c. *Faithful translation*: it attempts to produce the precise contextual meaning of the original within the constraints of the TL grammatical structures.

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[19]Farida Repelita Waty Kembaren, *Ibid.,* p. 73

d. *Semantic translation*: which differs from 'faithful translation' only in as far as it must take more account of the aesthetic value of the SL text.

e. *Adaptation*: which is the freest form of translation, and is used mainly for plays (comedies) and poetry; the themes, characters, plots are usually preserved, the SL culture is converted to the TL culture and the text is rewritten.

f. *Free translation*: it produces the TL text without the style, form, or content of the original.

g. *Idiomatic translation*: it produces the 'message' of the original but tends to distort nuancesof meaning by preferring colloquialisms and idiomswhere these do not exist in the original.

h. Communicative translation: it attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to readership.[20]

H. Quality in Translation

The practice of translation is not as easy as we predict. The translation should cover two diffrent language. Absolutely each of the language has their own system.

Larson states :

" There will be the words in the source language and receptor language that are very similar in context (Contain the same

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[20] Langgeng and Aan, *Ibid.,* p.26

meaning components), but not all match by any means. Not all language communities have the same ideas."

The statement above show us that language has their own characteristc and not easily can be match to another language. Every single language has theor grammar rule that maybe same with other for part, and diffrent in another part. The translator should dive into both language and appear the best translation of it.

That is why the translation quality become the scale to measure the good of the translation product. Larson (1984 : 6) mentions the characteristic of a good translation as follows :

a. Using normal style of recepient language

b. Communcating the same meaning to the recepient language whichis also understood by the speaker of the source language.

c. Maintaining the original text of the source language dynamics.

Widyamartaya , in Muchtar states that a good translation should not be seen as a translation, but rather should be read as original compotitions and express all original meaning. It will be a good product of translation when the reader does not realize that the text is a translation product.

The quality of the translation also influence by the equivalentness of the translation. Catford defines translation asthe replacement of textual material in one language (SL) by equivalent textual material in another language (TL).

The equivalent of the translation product is linier with the translation quality. Venutti noted the equivalentness important to make the product of the translation deliver the equal information as mentioned in the target text. A translator must look for the equivalentce between the source text and target text, so that there is no missing information when he transfers the messages from source text into target text.

I. Translation Quality Assesment (TQA)

Talking about the Translation Quality Assesment is about the way to asses the quality of translation. This assesment focused on product of the translation. It means the result of translation process become the object to asses by the TQA. The TQA relate to the evaluation. William state that people with an interest in translation studies are always evaluating. They would be evaluating sources (they usefulness and authenticity), evaluating authors and their translators (their aesthetic, their influences, and how this informs their work), evaluating source text and evaluating target texts.[21]

Scriven in William, defines it a follows: " Evaluation is take to mean the determination of merit, worth, or significance." [22] This statement determines that when we are going to evaluate, we need to consider the level of the assement. To make it, we need any scale of something that can measure each level of the evaluation.

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[21] Malcolm Williams. 2009. *Translation Quality Assessment*. University of Attawa: p. 4
[22] Malcolm Williams. *Ibid*. p. 4

Parra in Mateo define the process of evaluating translation quality is widelyknown as Translation Quality Assessment (TQA).[23]

William point that TQA models and procedures should pass the validity and the realibility, as explain below :

Validity, is the extent to which an evaluation measures what it is designed to measure, such as translation skills (construct validity). Content validity is the extent to which an evaluation covers the skills necessary for performance. For example, is the content of the translation axamination an appropriate sample of the content of the course ?does the result of the evaluation accurately predict future performance (predictive validity)?

Realibility, is the extent to which an evaluation produces the same results when administered repeatedly to the same population under the same conditions. Thus a TQA system is reliable if evaluators' decisions are consistent and criteria are stable. Are there biases or undue variations in results over time ? Is there a mechanism for ensuring that evaluators do not fluctuate between excessive rigour (purism) and extreme flexibility (laxism)? Is the evaluator always objective? Are quality requirements clearly enough defined for decisions on borderline cases to be made with consistency and sample justification?

Nababan defines that a good translation should fulfillthree aspect, they are accuratability, acceptability, and readability. [24]

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[23]Roberto Martinez Mateo. 2014. *A Deeper Look Into Metrics For Translation Quality Assessment (TQA)*. Universidad de Castilla-La Mancha: Journal of English and American Studies.

[24] Mangatur Nababan, dkk. 2012. *Pengembangan Model Penilaian Kualitas Terjemahan*. Surakarta: Universitas Sebelas Maret Surakarta.

1. Accurability

   The accurability refers to the equivalence of the translation product with the source text. The equivalenness of the translation product related to the meaning and the message. A text can be note as a good translation product when it has same meaning and message between the source text and the target text.

2. Acceptability

   An accurate translation product can be not acceptable. The acceptability refers to whether the translation product has follow the rule and norm of the target text. For example, its a normal when a child calls his grandfather with his child name like *How are you, John*. The child calls his grandfather's name, John. But this case will be a problem when adapted in Indonesia. The translator have to able to bring the norm and the rule of the target text.

3. Readibility

   In translation activity, the readibility can not be separated. The readibility not only focus on the source text, but also in target text. the translator should understand the concept of readibily in the source text and in the target text. a good understanding of it will make the result of the translation will be easier read by the reader.

J. Translation Process

Definition of translation process can be seen in a broader sense and in a narrow sense. In a broader sense means a relationship with the translation project, whereas in a narrow sense it includes a mental

relation in the translation process. According to Ronald H. Bathgate, there are seven stages in translation ptocess : (1) Tuning, (2) Analysis, (3) Understanding, (4) Terminology, (5) Restructuring, (6) Checking, (7) Discussion. [25]

In a book of My Adventure in Translation there are three of main stages of the translation process. First, **Translation**means to render a text written in one language into another language. The transference of information should be accurate, acceptable, and readable enough to represent the original document in the target language. Second, **Editing** in this step translator also works with a translation tool and the task is not about translating, but more about revising segment to ensure the target text produced. Third, **Proofreading**in this step the translation product will bereadby proofreaders to check wheter the target text sounds natural and smooth or not. Proofreaders will detect inconsistencies with regard to punctuation, capitalization, and typographical errors.[26]

Nida and Taber explained simple and generally about the process of translation. Nida and Taber (1974: 33) introduce three stages in the process of translation. This process begins by analyzing SL into grammatical and semantic structure of the TL, transferring the meaning and at last by reconstructing the grammatical and semantic structure into the appropriate TL forms in order to create an equivalent TT.[27]

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[25]Nida, dkk. 1983. *The Theory and Practice of Translation*. United Biblie Societies. p.5

[26]Roswita Silalahi and Farida Repelita Waty Kembaren. 2017. *My Adventure in Translation*. Medan: USU Press. p.5

[27]Khoirul Hasyim. 2102. The Process of TranslationII. https://khoirulhasyim.wordpress.com/2012/11/11/the-process-of-translation-ii/. Accesed on 29 October 2018. At 10.17

Figure 2.1 Nida's Model of Translation Process
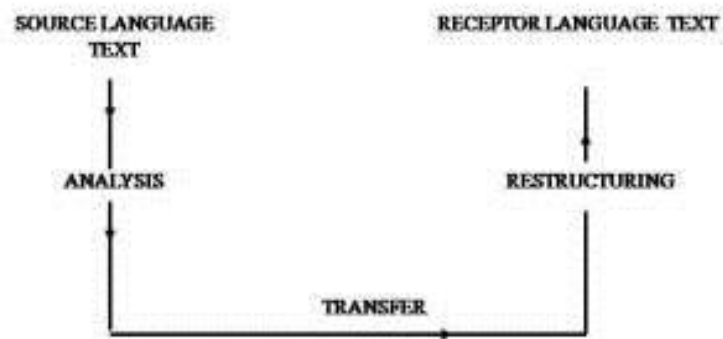
From Nida and Taber explanation it can be concluded that translation has process, a translator must have knowledge about the elements of two languages. Such as, grammatical and semantic structure, process of translation is done for finding the equivalence meaning from source language (SL) to target language (TL).

According to Nababan, the process of translation is divided into three stages, that is analysis, transfer, and restructuringor alignment.[28]

Analysis, the analytical phase is the most decisive stage step for the translator. At this stage, the translator should be able to capture the content, messages, and meanings that are in the source language.this stage is an important peak for translators. The use of translators in meaning, message, and meaning in the words will be all wrong.

The facilitator does an understanding of linguistics and extralinguistics. Where nothing unites language and culture, because there are two things that cannot be ignored.

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[28] Muchtar Muhizar. *Ibid*. p. 12

Transfer, is a stage used by the translator to transfer content, messages, or meanings contained in the source language into the target language. In this stage, the translator must find an equivalent word from the source language into the target language. This process occurs with translator logic.

Restructuring, is a stage when the translator begins to pour the content, meanings and messages derived from the source language into written form.In this stage, the translator is required to master the intricacies of the source language rules so that the transfer of language feels natural and flexible. If it is read, the translation is like the original text so that there is no impression as a result of the translation. This is what is explained by the process that occurs in the logic of the translator.

Translation process very difficult linguistic activity as recognized by diplomats. Many linguists are paying great attention in this field. In the translation process, linguistic knowledge such as morphology, syntax, semantics and knowledge of culture. It is necessary to establish the text that the translator needs to have.

2.1.2   Genre

A.   Definition of Genre

According to Knapp and Watkins, genre is an organizing concept for cultural practices[29]. Genres are classified according to their social

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[29] Nurul Istiqomah. 2017. *The Analysis of Students' Problem In Translating English Narrative Text Into Indonesian at Eight Grade of SMP N 4 Purworejo in Academic year of 2016/2017*. Purworejo: Purworejo Muhammadiyah University. p.19

purpose and identified according to the stages they move through to attain their purpose.

When genre theorists suggest that all students be taught the genres used in school, they are not suggesting that these are the only genres around, nor that these are more valuable than other genres used in the community. They do recognize, however, that some genres are more valued than others in the context of schooling. To give all students access to the valued genres is therefore a matter of equity.

From the explanation above, the researcher can conclude that genres means a particular type or style of literature, art, film or music that you can recognize because of its special feature.

B. **The Genre of Text**

In order to differentiate the type of text, the following will explain the function of each type text. Knapp and Watkins differentiated the genre of text as followings[30] :

1) Description

Description enables the categorization or classification of an almost infinite range of experiences, observations and interactions into a system that orders them for immediate and future reference, and allows us to know them either objectively or subjectively, depending on the learning area or intent of the writer. The function is to describe a particular person, place, or thing.

2) Explanation

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[30]*Ibid*, p.20

The process of explaning is used to logically sequence the way that we and our environment physically function, as well as understanding and interpreting why cultural and intellectual ideas and concepts prevail. The function is to explain the process involved in the formation or working of natural or sociocultural phenomena.

3) Instruction

The genre of instructing is used in a variety of ways in a range of text types. Instructing involves much more than simple, sequential or procedural texts. The purpose of indtructing is to tell someone what to do or how to do it, this can be achieved through a range of textual forms.

4) Argumentation

The genre of arguing is a language process central to dealing with content from across all of the learning areas of the curriculum. In the initial stages of teaching a topic, however, it is necessary to acces content through the genres of describing and explaining.

5) Narration

The genre of narrating or narrative has a powerful social role beyond that of being a medium for enterteiment. Narrative is also a powerful medium for changing social opinions and attitudes.

2.2 Conceptual Framework

Based on the above theories, the translation of a text can be asses for its accuracy, legibility and acceptability. Accurate, readable and acceptable

translations indicate that there are no difficulties encountered by the translator. But if the translation is not accurate, unreadable and unacceptable, it indicates that the translator has a difficulty in translating. Low translation ability is very negative for other students ability, such as writing skill, reading skill, listening and speaking skill. Because of mistakes that occur in writing in foreign language and it is due to lack of mastery of translation techniques.

The difficulties in process translation make the student trouble in the translating the text or paraghraph. The students also difficult translate words because the students can not understand the message contained and can not understand about culture of source text.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Location and Time of Study

3.1.1 Location

This reaserch was conducted at the twelve grade of SMA N 1 Air Joman Kabupaten Asahan, Sumatera Utara. The reasons of the researcher assigns the school as a research location because of some considerations as follows :

a. The researcher found the problem which was related to the title of the research.

b. The willingness of the school to give research permission.

c. The students have low ability in process translation

d. The students of SMA N 1 Air Joman can represent the population of study.

3.1.2 Time of Study

This study was conducted in even semester of Academic Year 2018/2019.

3.2 Source Data and Subject of Research

In a study, data sources and research subjects is a very important thing. Data sources and research subjects that have been researched by researchers described as below:

3.2.1 Source Data

Spradley named the population term as a social situation, or a social situation consisting of three elements: place, actors, and activities that

interact synergistically. social situations, can be at home with family and activities, or people on the street corner who are chatting, or at work, in a city, village, in a school, or a country's territory.[31]

Elements of social situation also there is in data source. Arikunto said that data sources are objects, things, people or places researchers observe, read, or ask about data.

The source data of this study will the result of students translating a paragraph and interview. So, the social situation of the research study isthe sentences that will be translated to Indonesian by students at SMA N 1Air Joman. Afer they translate the text and I will interview the students.

3.2.2 Subject of Research

Subjects of research in this study were sentences that have translated by students at the twelve grade of SMA N 1 Air Joman in Academic Year 2018/2019. There are 9 students as the research

Random sample is the population that is taken is a homogeneous population that only contains one characteristic, thus the sample taken can be done randomly.[32]The main characteristic of this simple random sample is that every element in the population has the same opportunity to be chosen. how to use lottery, ordinal, random number table, or computer.

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[31]Sugiyono. 2009. *Metode Penelitian Pendidikan*, Bandung: Penerbit Alfabeta, p. 297

[32]Syafaruddin, dkk. 2006. *Metodologi Penelitian.*Medan:IAIN Press, p. 48

3.3   Research Method

Research method is basically a scientific way to get data with a specific purpose and usefulness. The scientific way means that the research activity is based on scientific traits, namely rational, empirical, and systematic. So, the method of research in a certain field (education) can be interpreted as a scientific way to get data objective, valid and reliable with the purpose can be found, proved and developed a knowledge so that in turn can be used to understand, solve, and anticipate problems in the field of education what meant is.

This study used a qualitative approach. The qualitative research of his attention is mainly directed to the substantive theory of theories based on concepts arising from empirical data. Data collection resulting from research is not thenumbers, but in the form of words or descriptions of something called descriptive research. So, this research is qualitative research.

3.4   Instrument of Collecting Data

In principle research is to make measurements, then there must be a good measuring tool. Measuring tool in research is usually called research instrument. So, the research instrument is a tool used to measure natural and social phenomena observed. In qualitative research, the instrument or research tool is the researcher itself. Researcher is an effective instrument of collecting data, because in qualitative research data was collected participant. [33]

Researcher as a key instrument with the help of supporting instruments in the form of interview about what the students translate and how the processof

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[33]Tohirin. 2012. *Metode Penelitian Kualitatif dalam Pendidikan dan Bimbingan konseling,*Jakarta: PT Grafindo Persada, p. 62

translation by the students. Interviews are used to classify the results of student translations and analyze it. But before the researcher interview the students, the researcher give a text to translate by the students.

The classification of data is done based on the criteria in order to facilitate in data retrieval and data analysis. The criteria that used to determine the process in the students translation at the SMA N 1 Air Jomanwas the process of translation.[34]

The test that used by researcher to get the criteria's values is 1 paragraph of narrative text. Those should be translated into Indonesian. The researcher made the questions based on the process of process of translating a text.The researcher looked at the students' translation results and saw whether students were using translate techniques, then matched with the interview results obtained from the students.

Therefore, the test has been compiled and compared based on subject matter that has been taught in SMA N 1 Air Joman.

3.5   Technique of Data Analysis

Data analysis is the process of searching and systematically compiling data obtained from interviews, field notes, and documentation, by organizing data into categories, translating into units, synthesizing, arranging into patterns, choosing

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[34]Farida Repelita Wati*Ibid.,*. 60-64

which is important and studied, and made conclusions so easily understood by self and others.[35]

According to Miles and Hubermanthere are three main elements in the process of data analysis in qualitative research, namely: data reduction, data presentation, conclusion.[36]

Data reduction is part of the process, namely the form of analysis to reinforce, shorten, focus, discard unnecessary things, to organize data so that conclusions can be drawn. Data reduction is a selection process, making focus, simplifying and abstraction of the rough data in the field notes.

Presentation data is the composition of information that can be used to complete the research. by looking at the presentation data, researchers will know what is happening and provide opportunities for researchers to do something on amalisis or other actions based on their understanding.

Conclusion, after the data is presented which is also in the data analysis series, the next process is drawing conclusions. the conclusions in the first stage are loose, remain open and skeptical, it is not clear then improve to be more detailed and firmly rooted.

Data analysis conducted in this research is data collection, data identification, data classification, and verification / inference. The ways to do data analysis are:

1. Read sentences translated by students.

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[35]Sugiyono, *Ibid., p. 299*
[36] Effi Aswita Lubis. 2012. *Metode Penelitian Pendidikan*. Medan: Unimed Press, p.139

2. Assess the results of students' resistance to the translate process technique.

3. Compare the translation results and the results of interviews obtained from students.

4. Prepare conclusions from the results of research data obtained from students.

5. Summarize and draw conclusions from the results of research data obtained by students.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

4.1 Research Finding

In this research, the researcher presents the result of the research and the data analysis, the instrument, which is used when the research did a research. The researcher uses translation test andinterview sheet to find out the students' translation process in translating text. The researcher present the result data collection administrated on 04 October until 08 October at the twelve grade of SMA N 1 Air Joman in the academic year of 2018/2019. The data were collected through test of translating text and interview sheet.

4.1.1 Data Description of Students' Translation Process in Translating Text

Before analyzing the data, the researcher gives some explanation. In conducting this research. In this research, the researcher took ten person from one class as sample of this research. The research is done in SMA N 1 Air Joman. To know the students' translation process in translating text, the researcher analyzes the process of translating text by the students. In this research, the researcher analyze students' translation process in translating text consist in interview. The researcher presents the finding of the research in appendix 1 page 52.

To know the student translation process, reseacher give 5 question to the student. Question 1 (Q1) "Bagaimana cara kamu menerjemahkan text ?apakah perkalimat atau perkata ?". Question 2 (Q2) "Apakah sebelum menerjemahkan text kamu membaca terlebih dahulu isi text ?". Question 3 (Q3) "Apakah kamu memahami teks terlebih dahulu sebelum menerjemahkan text ?". Question 4 (Q4)

"Apakah sebelum menerjemahkan text kamu mencari kata atau bahasa yang tepat dan mudah dimengerti ?". Question 5 (Q5) "Ketika selesai menerjemahkan apakah kamu mengecek kembali hasil dari terjemahanmu ?"

As the first student, AK usedthe first stage is Analysis, because the student translate the text word by word. Seen from the student answerson Q1 "*Tadi saya coba menerjemahkan teks menggunakan kata perkata, karena saya menerjemahkannya pake kamus kak*". The student also read firstly the text before translate. Seen from the student' answer on Q2 "*Saya baca dulu kak keseluruhannya, biar poin poin yang saya mengerti bisa langsung tau atau paham isi dari teks itu, dan juga kita gak perlu bolak balik buka kamus kak, jadi kita buka kamusnya buat kata yang gak ngerti aja*". The student understand about the text. Seen from student answer on Q3 "*Iya kak, karena kan kalo kita mau menerjemahkan harus kita pahami dulu isi teks nya kak biar tau pesan dari teks itu*". The student' also use the second stage is Transfer, because the student search the word and language that are appropriate and easy to understand before translate the text to target language. Seen from the student answer on Q4 "*Nah itu tadi lah kak kaya yang pertama harus dibaca dulu keseluruhannya baru biar tau kata yang sulitnya, setelah itu waktu kita menerjemahkannya biar bisa dicari kata yang cocok buat dituangkan ke terjemahannya*". The last stage is Restructuring. The student' also usethis stage, because the student recheck the result of translation. Seen from sthe student' answer on Q5 "*Dicek lagi lah kak, mana tau ada kesilapan atau kesalahan dari terjemahan yang saya terjemahkan itu kak*". (S.1 appendix 1 page 52)

The second is AHN, this student didn't use Analysis, because the student translate the text by sentence. Seen from the student answer on Q1 *"Tadi saya coba menerjemahkan teks menggunakan perkalimat, karena saya menerjemahkannya pake google translate kak"*. The student didn't read firstly the text before translate. Seen from the student answer on Q2 *"Enggak kak judul sama paragraf yang depan aja kak, tapi kan banyak yang gak ngerti jadi langsung di translate aja pake google translate"*. The student also didn't understand before translate, becase the student understand it after translate. Seen from the student answer on Q3 *"Setelah saya translatekan lah kak baru dipahami, soalnya gak ngerti bahasa inggris"*. The second stage also the student' didn't use is Tansfer, because the student directly translate to the target language. Seen from the student answer on Q4 *"Enggak kak, saya tulis aja dari yang google translate itu kak"*. But this student' use the last stage is Restructuring, because in this stage understand the text and recheck the result of translation. Seen from the student answer on Q5 *"Iya kak, dicek lagi hasil dari terjemahan itu mana tau ada yang salah"*. (S.2 appendix 1 page 54)

The third student is RAA, this studentuse the first stage is Analysis, because the student read firstly the text before translate. Seen from the student answer on Q2 *"Saya baca dulu kak keseluruhannya, biar ngerti"*. The student understand about the text. Seen from student answer on Q3 *"Iya kak, karena kan kalo kita mau menerjemahkan harus kita pahami dulu isi teks nya kak biar tau pesan dari teks itu"*. The student also use the second stage is Transfer, because the student translate the text word by word. Seen from the students answerson Q1 *"Tadi saya coba menerjemahkan teks menggunakan perkalimat, karena saya*

menerjemahkannya pake google translate kak". The student also search the word and language that are appropriate and easy to understand before translate the text to target language. Seen from the student' answer on Q4 "*iya kak, biar mudah dipahami terjemahan saya*". The last stage is Restructuring. The student also usethis stage, because the student recheck the result of translation. Seen from sthe student answer on Q5 "*Dicek lagi lah kak, mana tau ada kesalahan dari terjemahan yang saya terjemahkan itu kak*". (S.3 appendix 1 page 56)

The next student is DMP, tis studentuse the first stage is Analysis, because the student read firstly the text before translate. Seen from the student answer on Q2 "*Saya baca dulu kak keseluruhannya, biar ngerti*". The student understand about the text. Seen from student answer on Q3 "*Iya kak, karena kan kalo kita mau menerjemahkan harus kita pahami dulu isi teks nya kak biar tau pesan dari teks itu*". The student also use the second stage is Transfer, because the student translate the text word by word. Seen from the students answerson Q1 "*Tadi saya coba menerjemahkan teks menggunakan perkalimat, karena saya menerjemahkannya pake google translate kak*". The student also search the word and language that are appropriate and easy to understand before translate the text to target language. Seen from the student answer on Q4 "*iya kak, biar mudah dimengerti terjemahan saya.*". The last stage is Restructuring. The student also use this stage, because the student recheck the result of translation. Seen from sthe student answer on Q5 "*Dicek lagi lah kak, mana tau ada kesalahan dari terjemahan yang saya terjemahkan itu kak*". (S.4appendix 1 page 58)

Next is VM, this studentuse the first stage is Analysis, because the student read firstly the text before translate. Seen from the student answer on Q2

"*Saya baca dulu kak keseluruhannya, biar poin poin yang saya mengerti bisa langsung tau atau paham isi dari teks itu, dan juga kita gak perlu bolak balik buka kamus kak, jadi kita buka kamusnya buat kata yang gak ngerti aja*". The student understand about the text. Seen from student answer on Q3 "*Iya kak, karena kan kalo kita mau menerjemahkan harus kita pahami dulu isi teks nya kak biar tau pesan dari teks itu*". The student didn't use the second stage is Transfer, because the student translate the text word by word. Seen from the students answerson Q1 "*Tadi saya coba menerjemahkan teks menggunakan kata perkata, karena saya menerjemahkannya pake kamus kak*". The student also didn't search the word and language that are appropriate and easy to understand before translate the text to target language. Seen from the student answer on Q4 "*Enggak kak, dari yang saya dapat itu aja saya terjemahkan ke bahasa sasarannya.*". The last stage is Restructuring. The student usethis stage, because the student recheck the result of translation. Seen from sthe student answer on Q5 "*Dicek lagi lah kak, mana tau ada kesalahan dari terjemahan yang saya terjemahkan itu kak*". (S.5 appendix 1 page 60)

Next is AS, this studentuse the first stage is Analysis, because the student read firstly the text before translate. Seen from the student answer on Q2 "*Saya baca dulu kak keseluruhannya, biar tau sedikit-sedikit maksud dari teks yang diterjemahkan, walaupun gak tau artinya semua*". The student understand about the text. Seen from student answer on Q3 "*Iya kak, karena kan kalo kita mau menerjemahkan harus kita pahami dulu isi teks nya kak biar tau pesan dari teks itu*". The student' didn't use the second stage is Transfer, because the student translate the text word by word. Seen from the students answerson Q1 "*Tadi saya*

coba menerjemahkan teks menggunakan perkalimat kak, karena saya menerjemahkannya pake google translate kak". The student also didn't search the word and language that are appropriate and easy to understand before translate the text to target language. Seen from the student answer on Q4 "*Enggak kak, dari yang saya dapat itu aja saya terjemahkan ke bahasa sasarannya.*". The last stage is Restructuring. The student use this stage, because the studentrecheck the result of translation. Seen from sthe student answer on Q5 "*Dicek lagi lah kak, mana tau ada kesalahan dari terjemahan yang saya terjemahkan itu kak*". (S.6 appendix 1 page 62)

The next is KA, this student use the first stage is Analysis, because the student read firstly the text before translate. Seen from the student answer on Q2 "*Saya baca dulu kak keseluruhannya, biar tau sedikit-sedikit maksud dari teks yang diterjemahkan, walaupun gak tau artinya semua.*". The student understand about the text. Seen from student answer on Q3 "*Iya kak, karena kan kalo kita mau menerjemahkan harus kita pahami dulu isi teks nya kak biar tau pesan dari teks itu*". The student also use the second stage is Transfer, because the student translate the text word by word. Seen from the students answerson Q1 "*Tadi saya coba menerjemahkan teks menggunakan perkalimat, karena saya menerjemahkannya pake google translate kak*". The student also search the word and language that are appropriate and easy to understand before translate the text to target language. Seen from the student answer on Q4 "*iya kak saya baca dulu keseluruhannya baru biar tau kata yang sulitnya, setelah itu waktu kita menerjemahkannya biar bisa dicari kata yang cocok buat dituangkan ke terjemahannya*". The last stage is Restructuring. The student also use this stage,

because the student recheck the result of translation. Seen from sthe student answer on Q5 "*Dicek lagi kak, mana tau ada kesalahan dari terjemahan yang saya terjemahkan itu kak*". (S.7 appendix 1 page 64)

The nest is DA, this student use the first stage is Analysis, because the student read firstly the text before translate. Seen from the student answer on Q2 "*Saya baca dulu kak keseluruhannya, biar tau sedikit-sedikit maksud dari teks yang diterjemahkan, walaupun gak tau artinya semua*". The student understand about the text. Seen from student answer on Q3 "*Iya kak, karena kan kalo kita mau menerjemahkan harus kita pahami dulu isi teks nya kak biar tau pesan dari teks itu*". The student also use the second stage is Transfer, because the student translate the text word by word. Seen from the students answerson Q1 "*Tadi saya coba menerjemahkan teks menggunakan perkalimat, karena saya menerjemahkannya pake google translate kak*". The student also search the word and language that are appropriate and easy to understand before translate the text to target language. Seen from the student answer on Q4 "*iya kak, saya baca dulu keseluruhannya baru biar tau kata yang sulitnya, setelah itu waktu kita menerjemahkannya biar bisa dicari kata yang cocok buat dituangkan ke terjemahannya*". The last stage is Restructuring. The student also usethis stage, because the student recheck the result of translation. Seen from sthe student answer on Q5 "*Dicek lagi lah kak, mana tau ada kesalahan dari terjemahan yang saya terjemahkan itu kak*". (S.8 appendix 1 page 66)

The last is PK, this studentuse the first stage is Analysis, because the student translate the text word by word. Seen from the students answerson Q1 "*Tadi saya coba menerjemahkan teks menggunakan kata perkata, karena saya*

menerjemahkannya pake kamus kak". The student also read firstly the text before translate. Seen from the student answer on Q2 "*Saya baca dulu kak keseluruhannya, biar poin poin yang saya mengerti bisa langsung tau atau paham isi dari teks itu, dan juga kita gak perlu bolak balik buka kamus kak, jadi kita buka kamusnya buat kata yang gak ngerti aja*". The student understand about the text. Seen from student answer on Q3 "*Iya kak, karena kan kalo kita mau menerjemahkan harus kita pahami dulu isi teks nya kak biar tau pesan dari teks itu*". The student also use the second stage is Transfer, because the student search the word and language that are appropriate and easy to understand before translate the text to target language. Seen from the student answer on Q4 "*Nah itu tadi lah kak kaya yang pertama harus dibaca dulu keseluruhannya baru biar tau kata yang sulitnya, setelah itu waktu kita menerjemahkannya biar bisa dicari kata yang cocok buat dituangkan ke terjemahannya*". The last stage is Restructuring. The student also usethis stage, because the student recheck the result of translation. Seen from the student answer on Q5 "*Dicek lagi lah kak, mana tau ada kesilapan atau kesalahan dari terjemahan yang saya terjemahkan itu kak*". (S.9 appendix 1 page 68)

4.1.2 Data Analysis of Students' Translation Process in Translating Text

The researcher use the theory in course book to analysis the data. The researcher use theory from Mangatur Nababan that are three stages of translation process, namely analysis, transfer, and restructuring. Based on the data description, the researcher find the result of translation process below :

Table 4.1The result of translation process

No	Name	Analysis	Transfer	Restructuring
1	AK	√	√	√
2	AHN	-	-	√
3	RAA	√	√	√
4	DMP	√	√	√
5	VM	√	-	√
6	AS	√	-	√
7	KA	√	√	√
8	DA	√	√	√
9	PK	√	√	√
Total		8	6	9

From the table ebove, the students' used all of stage according from Nababan, namely analysis, transfer, and restructuring. But not all students' translate sequentially, 8 from 9 student's used analysis, there are AK, RAA, DMP, VM, AS, KA, DA, and PK. 1 student ddin't use analysis is AHN. 6 from 9 students' used transfer, there are AK, RAA, DMP, KA, DA, and PK. The student didn't use transfer there are 3 students' AHN, VM, and AS. The last is restructuring, all of the students' this stage, there are AK, AHN, RAA, DMP, VM, AS, KA, DA and PK.

From explanation above the research found the result of students' translation process in translating text showed by figure below :

Figure 4.1 Students' Translation Process
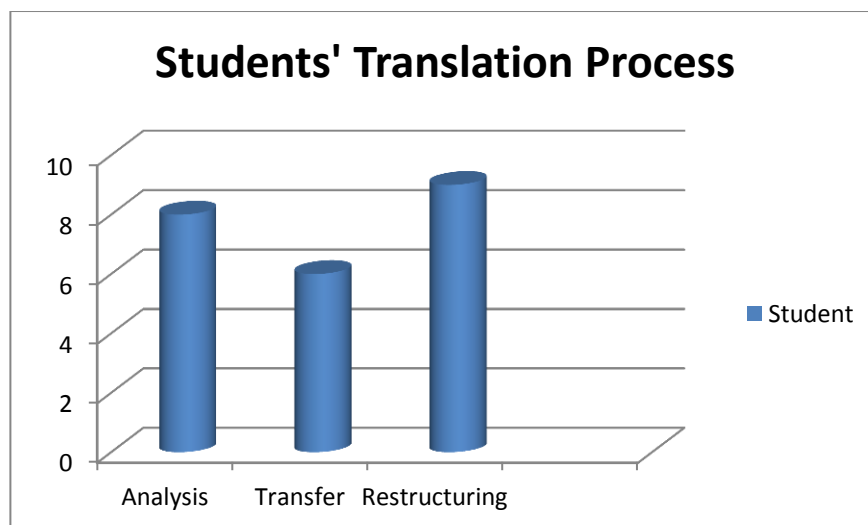
From the figure above, the researcher get conclusion that 8 (eight) sttudents' used analysis process, 6 (six) students' used transfer process, and 9 (nine) students' used restructuring process. So, showed the student more used restructuring process.

Based on the data of the students' translation process (appendix 1 page 52), the researcher found the data each students' have different process in translating text. The researcher analysis how the students' translation process in translating text, there are below :

According stage from Mangatur Nababan about Translation process, there are 2 (two) students' used the stage, Both is AK and PK. The students' used first analysis, second transfer, and the last restructuring during translatin process in translating text. So both of students' used all of stage.

There are some of students' who used the stage, but they jump to transfer. They are RAA, DMP, KA, and DA. This students' used transfer first, second analysis, and the last used restructuring during translation process in translating text. So the students' didn't used stage from Mangatur Nababan, because the students' jump to transfer before used analysis.

Some of the other students' didn't use part of the stage from Mangatur Nababan, because the students' didn't use transfer during translation process in translating text. the students' only used analysis and restructuring. They are VM and AS. There is even one student who used only on stage, namely restructuring. The student is AHN.

From explanation above, the researcher get conclusion that just 2 students' used stage from Mangatur Nababan namely analysis, transfer, and restructuring. 4 students' used the three stage but they jump to transfer first, so analysis and the last restructuring. There are 2 students' didn't one of the stage,

namely transfer. So the students' only used analysis and restructuring. And the last 1 student just used restructuring stage without analysis and transfer stage.

4.2 Discussion

The researcher that had been done by researcher indicated that translation process in translating text done by the students' didn't used stage from Mangatur Nababan. It could be seen from students' answer when interviewed in question number 1 (one) untill number 5 (five). After analyzing the data of students' process translating, the researcher finds that the most process of translation which students do are jump to transfer firstly, after that analysis, and the last restructuring.

A good translator must be able to translate the source language into the target language without leaving the intended message. In addition, the translator must also master theory of translation, culture, and knowledge of the text being translated. But in reality there are still difficulties by translators, one of wich is the theory at the time during the translation process.[37]

So it could be concluded that the result of the research showed that more students of SMA N 1 Air Joman in the academic year 2018/2019 do not use stage, because the highest number of students' translation process are used transfer firstly, the next analysis, and the last restructuring (4 students). The second most translation process done by the students are used stage, analysis, transfer, and

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[37]Ending Suciati. 2010. Penerjemah dan Penelitian Terjemahan. *Jurnal Kajian Ilmiah Kebahasaan dan Kesusastraan*. Vol.1. No.2.http://download.portalgaruda.org/article.php?article=116473&val=5319. Accesed on 29 October 2018 at 16.42

restructuring (2 students). Third the students' used restructuring (2 students). And the last one of student only use restructuring.

CHAPTER V

CLOSING

In this chapter, the researcher gives conclusion and suggestion of this thesis for all whom related to this research.

5.1 Conclusion

The researcher would like to draw some conclusions to answer the statement of the problem of this research as stated in the previous chapter. The researcher has two research questions. The first is the kind of translation process in translating text are used by the student' at the twelve grade of SMA N 1 Air Joman, and the second one is How is translation process in translating text done by the students' at the twelve grade of SMA N 1 Air Joma.The researcher knows through the data that there are some translation process in this research.

Based on reasearch finding and discussion, the researcher concludes this research:

1. The classified of students' translation process in translating text done by the twelve grade students of SMA N 1 Air Joman they are; first is transfer, second is analysis and the last is restructuring.
2. The dominant of translation process faced by the twelve grade students of SMA N 1 Air Joman in the academic year of 2018/2019 in translation process.

5.2 Suggestions

Based on the mentioned above, the researcher make some suggestion to the teachers, the students, and to the other researchers. They are as follows:

1. For English Teachers

   a. The teacher should beprovide a good way of translating to the students in learning English.

   b. The teachers should give more practice in translation English to the students, so that the students can know how processof translating text good and right.

2. For Students

   a. The students should realize that learning translation is important.

   b. The students should try harder to overcome their problems in learning translation and translation process.

   c. In this case, it is better for the students to do more practice, to ask to the teacher, and discuss with their friends.

3. For other Researcher

   It needs other researchers related to the topic. The researcher is sure that the result of the research will be different if it is conducted in different subject of the research. Hopefully, to other researcher, the result will be more useful for teaching learning process.

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APPENDIX 1

1. Students 1

Nama   : **Abdi Kesuma**

Kelas   : **XII-IPA**

No	Questioner	Answer by the students'	Theory
1	Bagaimana cara kamu menerjemahkan text ?apakah perkalimat atau perkata ?	Tadi saya coba menerjemahkan teks menggunakan kata perkata, karena saya menerjemahkannya pake kamus kak.	The student' use **Analysis,** because the student' translate the word by word.
2	Apakah sebelum menerjemahkan text kamu membaca terlebih dahulu isi text ?	Saya baca dulu kak keseluruhannya, biar poin poin yang saya mengerti bisa langsung tau atau paham isi dari teks itu, dan juga kita gak perlu bolak balik buka kamus kak, jadi kita buka kamusnya buat kata yang gak ngerti aja.	The student' use **Analysis**, because the student' read the text firstly to know what meaning, content, and message from the text.
3	Apakah kamu memahami teks terlebih dahulu sebelum menerjemahkan text ?	Iya kak, karena kan kalo kita mau menerjemahkan harus kita pahami dulu isi teks nya kak biar tau pesan dari teks itu.	The student' use **Analysis** because the student' understand about the text.
4	Apakah sebelum menerjemahkan text kamu mencari kata atau bahasa	Nah itu tadi lah kak kaya yang pertama harus dibaca dulu keseluruhannya baru biar tau kata yang sulitnya, setelah itu	The student' use **Transfer**, because the student' search the word and

	yang tepat dan mudah dimengerti ?	waktu kita menerjemahkannya biar bisa dicari kata yang cocok buat dituangkan ke terjemahannya.	language that are appropriate and easy to understand before translate the text to target language.
5	Ketika selesai menerjemahkan apakah kamu mengecek kembali hasil dari terjemahanmu ?	Dicek lagi lah kak, mana tau ada kesilapan atau kesalahan dari terjemahan yang saya terjemahkan itu kak.	The student' use **Restructuring**, because the student' recheck the result of their translation.

2. Students 2

Nama : **Annisa Hayatun Nufus Mrp**

Kelas : **XII- IPA**

No	Questioner	Answer by the students'	Theory
1	Bagaimana cara kamu menerjemahkan text ?apakah perkalimat atau perkata ?	Tadi saya coba menerjemahkan teks menggunakan perkalimat, karena saya menerjemahkannya pake google translate kak.	The student' use **Transfer**, because the student' translate the text by sentence.
2	Apakah sebelum menerjemahkan text kamu membaca terlebih dahulu isi text ?	Enggak kak judul sama paragraf yang depan aja kak, tapi kan banyak yang gak ngerti jadi langsung di translate aja pake google translate.	The student' didn't use stage.
3	Apakah kamu memahami teks terlebih dahulu sebelum menerjemahkan text ?	Setelah saya translatekan lah kak baru dipahami, soalnya gak ngerti bahasa inggris.	The student' didn't use stage.
4	Apakah sebelum menerjemahkan text kamu mencari kata atau bahasa yang tepat dan mudah dimengerti ?	Enggak kak, saya tulis aja dari yang google translate itu kak.	The student' didn't use stage.

5	Ketika selesai menerjemahkan apakah kamu mengecek kembali hasil dari terjemahanmu ?	Iya kak, dicek lagi hasil dari terjemahan itu mana tau ada yang salah.	The student' use **Restructuring**, because the student' recheck the result of their translation.

3. **Students 3**

Nama : **Ridha Aulia Ainun**

Kelas : **XII- IPA**

No	Questioner	Answer by the students'	Theory
1	Bagaimana cara kamu menerjemahkan text ?apakah perkalimat atau perkata ?	Tadi saya coba menerjemahkan teks menggunakan perkalimat, karena saya menerjemahkannya pake google translate kak.	The student' use **Transfer**, because the student' translate the text by sentence.
2	Apakah sebelum menerjemahkan text kamu membaca terlebih dahulu isi text ?	Saya baca dulu kak keseluruhannya, biar tau sedikit-sedikit maksud dari teks yang diterjemahkan, walaupun gak tau artinya semua.	Thestudent' use **Analysis**, because the student' read firstly the text before translate.
3	Apakah kamu memahami teks terlebih dahulu sebelum menerjemahkan text ?	Iya kak, karena kan kalo kita mau menerjemahkan harus kita pahami dulu isi teks nya kak biar tau pesan dari teks itu.	The student' use **Analysis**, because the student understand about the text.
4	Apakah sebelum menerjemahkan text kamu mencari kata atau bahasa yang tepat dan mudah dimengerti ?	Iya kak, karena kan kalo kita menerjemahkan ke bahasa sasaran harus yang mudah dipahami kak.	The student' use **Transfer**, because the student' search the word and language that are appropriate and easy

			to understand before translate the text to target language.
5	Ketika selesai menerjemahkan apakah kamu mengecek kembali hasil dari terjemahanmu ?	Dicek lagi lah kak, mana tau ada kesalahan dari terjemahan yang saya terjemahkan tadi kak.	The student' use **Restructuring**, because the student recheck the result of their translation.

4. **Students 4**

Nama   : **Dita Mutia Putri**

Kelas   : **XII- IPA**

No	Questioner	Answer by the students'	Theory
1	Bagaimana cara kamu menerjemahkan text ?apakah perkalimat atau perkata ?	Tadi saya coba menerjemahkan teks menggunakan perkalimat, karena saya menerjemahkannya pake google translate kak.	The student' use **Transfer**, because the student' translate the text by sentence.
2	Apakah sebelum menerjemahkan text kamu membaca terlebih dahulu isi text ?	Saya baca dulu kak keseluruhannya, biar tau sedikit-sedikit maksud dari teks yang diterjemahkan, walaupun gak tau artinya semua.	The student' use **Analysis**, because the student' read firstly the sentence before translate the text.
3	Apakah kamu memahami teks terlebih dahulu sebelum menerjemahkan text ?	Iya kak, karena kan kalo kita mau menerjemahkan harus kita pahami dulu isi teks nya kak biar tau pesan dari teks itu.	The student' use **Analysis**, because the student' understand about the text.
4	Apakah sebelum menerjemahkan text kamu mencari kata atau bahasa yang tepat dan mudah dimengerti ?	Iya kak, biar bisa ngerti apa yang saya terjemahkan kak.	The student' use **Transfer**, because the student' search the word and language that are appropriate and easy to understand before translate the text to target language.

| 5 | Ketika selesai menerjemahkan apakah kamu mengecek kembali hasil dari terjemahanmu ? | Dicek lagi lah kak, mana tau ada kesalahan dari terjemahan yang saya terjemahkan tadi kak. | The student' use **Restructuring**, because the student' reacheck the result of their translation. |

5. Students 5

Nama **: Vimay**

Kelas **: XII - IPA**

No	Questioner	Answer by the students'	Theory
1	Bagaimana cara kamu menerjemahkan text ?apakah perkalimat atau perkata ?	Tadi saya coba menerjemahkan teks menggunakan perkalimat, karena saya menerjemahkannya pake kamus kak.	This student use **Transfer,** because the student translate the text by sentence.
2	Apakah sebelum menerjemahkan text kamu membaca terlebih dahulu isi text ?	Saya baca dulu kak keseluruhannya, biar bisa tau atau paham isi dari teks itu, dan juga kita gak perlu bolak balik buka kamus kak, jadi kita buka kamusnya buat kata yang gak ngerti aja.	The student' use **Analysis**, because the student translate the text word by word.
3	Apakah kamu memahami teks terlebih dahulu sebelum menerjemahkan text ?	Iya kak, karena kan kalo kita mau menerjemahkan harus kita pahami dulu isi teks nya kak biar tau pesan dari teks itu.	The student' use **Analysis**, because the student' understand about the text.
4	Apakah sebelum menerjemahkan text kamu mencari kata atau bahasa yang tepat dan mudah dimengerti ?	Enggak kak, dari yang saya dapat itu aja saya terjemahkan ke bahasa sasarannya.	The student' didn't use stage.
5	Ketika selesai	Dicek lagi lah kak,	The student' use **Restructuring**,

	menerjemahkan apakah kamu mengecek kembali hasil dari terjemahanmu ?	mana tau ada kesalahan dari terjemahan yang saya terjemahkan itu kak. Jadi masih bisa saya perbaiki lagi.	because the student recheck the result of their translation.

6. **Student 6**

Nama   : **Anggi Sukmadali**

Kelas   : **XII -IPA**

No	Questioner	Answer by the students'	Theory
1	Bagaimana cara kamu menerjemahkan text ?apakah perkalimat atau perkata ?	Tadi saya coba menerjemahkan teks menggunakan perkalimat, karena saya menerjemahkannya pake kamus kak.	The student' use**Transfer**, because the student translate the text by sentence.
2	Apakah sebelum menerjemahkan text kamu membaca terlebih dahulu isi text ?	Saya baca dulu kak keseluruhannya, biar tau sedikit-sedikit maksud dari teks yang diterjemahkan, walaupun gak tau artinya semua.	The student' use **Analysis**, because the student' read firstly the text before translate.
3	Apakah kamu memahami teks terlebih dahulu sebelum menerjemahkan text ?	Iya kak, karena kan kalo kita mau menerjemahkan harus kita pahami dulu isi teks nya kak biar tau pesan dari teks itu.	The student use **Analysis**, because the student' understand about the text.
4	Apakah sebelum menerjemahkan text kamu mencari kata atau bahasa yang tepat dan mudah dimengerti ?	Enggak kak, kan saya menerjemahkannya pake kamus, jadi apa yg dapat ya itu saja yg saya tulis.	The student' didn't use stage.
5	Ketika selesai menerjemahkan apakah kamu mengecek kembali hasil dari	Dicek lagi lah kak, mana tau ada kesalahan dari terjemahan yang	The student' use **Restructuring**, because the student'

	terjemahanmu ?	saya terjemahkan tadi kak.	recheck the result of their translation.

7. **Student 7**

Nama : **Kairani Amalia**

Kelas **XII - IPA**

No	Questioner	Answer by the students'	Theory
1	Bagaimana cara kamu menerjemahkan text ?apakah perkalimat atau perkata ?	Tadi saya coba menerjemahkan teks menggunakan perkalimat, karena saya menerjemahkannya pake google translate kak.	The student' use**Transfer**, because the student' translate the text by sentence.
2	Apakah sebelum menerjemahkan text kamu membaca terlebih dahulu isi text ?	Saya baca dulu kak keseluruhannya, biar tau sedikit-sedikit maksud dari teks yang diterjemahkan, walaupun gak tau artinya semua.	The student' use **Analysis**, because the student read firstly the text before translate.
3	Apakah kamu memahami teks terlebih dahulu sebelum menerjemahkan text ?	Iya kak, karena kan kalo kita mau menerjemahkan harus kita pahami dulu isi teks nya kak biar tau pesan dari teks itu.	The student' use **Anlaysis**, because the student' understand about the text.
4	Apakah sebelum menerjemahkan text kamu mencari kata atau bahasa yang tepat dan mudah dimengerti ?	Iya kak, biar ngerti apa yang sya terjemahkan.	The student' use **Transfer**, because the student' search the word and language that are appropriate and easy to understand before translate the text to target language.

5	Ketika selesai menerjemahkan apakah kamu mengecek kembali hasil dari terjemahanmu ?	Dicek lagi lah kak, mana tau ada kesalahan dari terjemahan yang saya terjemahkan tadi kak.	The student' use **Restructuring**, because the student recheck the result of their translate.

8. **Student 8**

Nama : **Defito Adlin**

Kelas : **XII - IPA**

No	Questioner	Answer by the students'	Theory
1	Bagaimana cara kamu menerjemahkan text ?apakah perkalimat atau perkata ?	Tadi saya coba menerjemahkan teks menggunakan perkalimat, karena saya menerjemahkannya pake google translate kak.	The student' use **Transfer**, because the student' translate the text by sentence.
2	Apakah sebelum menerjemahkan text kamu membaca terlebih dahulu isi text ?	Saya baca dulu kak keseluruhannya, biar tau sedikit-sedikit maksud dari teks yang diterjemahkan, walaupun gak tau artinya semua.	The student' use **Analysis**, because the student read firstly the text before translate.
3	Apakah kamu memahami teks terlebih dahulu sebelum menerjemahkan text ?	Iya kak, karena kan kalo kita mau menerjemahkan harus kita pahami dulu isi teks nya kak biar tau pesan dari teks itu.	The student' use **Anlaysis**, because the student' understand about the text.
4	Apakah sebelum menerjemahkan text kamu mencari kata atau bahasa yang tepat dan mudah dimengerti ?	Iya kak, biar ngerti apa yang saya terjemahkan.	The student' use **Transfer**, because the student' search the word and language that are appropriate and easy to understand before translate the text to target language.

5	Ketika selesai menerjemahkan apakah kamu mengecek kembali hasil dari terjemahanmu ?	Dicek lagi lah kak, mana tau ada kesalahan dari terjemahan yang saya terjemahkan tadi kak.	The student' use **Restructuring**, because the student recheck the result of their translate.

9. **Student 9**

Nama   : **Putri Khairani**

Kelas   : **XII - IPA**

No	Questioner	Answer by the students'	Theory
1	Bagaimana cara kamu menerjemahkan text ?apakah perkalimat atau perkata ?	Tadi saya coba menerjemahkan teks menggunakan kata perkata, karena saya menerjemahkannya pake kamus kak.	The student' use**Analysis**, because the student' translate the text by sentence.
2	Apakah sebelum menerjemahkan text kamu membaca terlebih dahulu isi text ?	Saya baca dulu kak keseluruhannya, biar tau sedikit-sedikit maksud dari teks yang diterjemahkan, walaupun gak tau artinya semua.	The student' use **Analysis**, because the student read firstly the text before translate.
3	Apakah kamu memahami teks terlebih dahulu sebelum menerjemahkan text ?	Iya kak, karena kan kalo kita mau menerjemahkan harus kita pahami dulu isi teks nya kak biar tau pesan dari teks itu.	The student' use **Anlaysis**, because the student' understand about the text.
4	Apakah sebelum menerjemahkan text kamu mencari kata atau bahasa yang tepat dan mudah dimengerti ?	Iya kak kaya yang pertama harus dibaca dulu keseluruhannya baru biar tau dan dicari kata yang sulitnya, setelah itu waktu kita menerjemahkannya biar bisa dicari kata yang cocok buat menerjemahkannya.	The student' use **Transfer**, because the student' search the word and language that are appropriate and easy to understand before translate the text to target language.

5	Ketika selesai menerjemahkan apakah kamu mengecek kembali hasil dari terjemahanmu ?	Dicek lagi lah kak, mana tau ada kesalahan dari terjemahan yang saya terjemahkan tadi kak.	The student' use **Restructuring**, because the student recheck the result of their translate.