

**A CONTINUUM ANALYSIS OF STUDENTS' TRANSLATION SKILLS
AT THE FIFTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT
MAKASSAR MUHAMMADIYAH UNIVERSITY**

(A Descriptive Qualitative Research)



A Thesis

*Submitted to the faculty of Teachers Training and Education
Makassar Muhammadiyah University in partial fulfillment of the requirement
For the degree of education in English department*

ANDI NUZUL HIKMAH BUANA

10535547213

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHERS TRAINING AND EDUCATION
MAKASSAR MUHAMMADIYAH UNIVERSITY**

2018



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

LEMBAR PENGESAHAN

Skripsi atas nama **ANDI NUZUL HIKMAH BUANA, NIM: 10535 5472**
13 diterima dan disahkan oleh Panitia Ujian Skripsi berdasarkan Surat Keputusan
Rektor Universitas Muhammadiyah Makassar Nomor: **018 Tahun 1439 H/ 2018**
M, tanggal 24 Jumadil Awal 1439 H/ 10 Februari 2018 M, sebagai salah satu
syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan
Bahasa Inggris (S1) Fakultas Keguruan dan Ilmu Pendidikan Universitas
Muhammadiyah Makassar pada hari Senin 12 Februari 2018.

Makassar, 29 Jumadil Awal 1439 H
15 Februari 2018

Panitia Ujian

Pengawas Umum : **Dr. H. Abdul Rahman Rahim, S.E., MM**

Ketua : **Erwin Akib, S.Pd., M.Pd., Ph.D**

Sekretaris : **Dr. Khaeruddin, S.Pd., M.Pd**

Dosen Penguji

1. **Sulfasyah, M.A., Ph.D**
2. **Amar Ma'ruf, S.Pd., M.Hum**
3. **Prof. Dr.H.M. Basri Dalle, M.S**
4. **Maharida, S.Pd., M.Pd**

Disahkan oleh:

Dekan FKIP Universitas Muhammadiyah Makassar



Erwin Akib, S.Pd., M.Pd., Ph.D
NBM. 860 934



Terakreditasi Institusi



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

APPROVAL SHEET

Title : **A Continuum Analysis of Students' Translation Skills at The Fifth Semester Students English Department Makassar Muhammadiyah University (A Descriptive Qualitative Research)**

Name : **Andi Nuzul Hikmah Buana**

Reg. Number : 10535 547213

Department : English Education Department Strata 1 (S1)

Faculty : Teacher Training and Education

Makassar, Februari 2018

Approved By,

Consultant I

Prof. Dr. H.M. Basri Dalle, M.S

Consultant II

Farisha Andi Baso, S.Pd., M.Pd.

Dean of FKIP
Unismuh Makassar

Erwin Akib, S.Pd., M.Pd., Ph.D.
NBM: 860 934

Head of English
Education Department

Umami Khaerati Syam, S.Pd., M.Pd.
NBM: 977 807



| Terakreditasi Institusi



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : **Andi Nuzul Hikmah Buana**
NIM : **10535 5472 13**
Jurusan : **Pendidikan Bahasa Inggris**
Judul Skripsi : **A Continuum Analysis of Students' Translation Skills at The Fifth Semester English Department Makassar Muhammadiyah University (A Descriptive Qualitative Research)**

Dengan ini menyatakan bahwa skripsi yang saya buat di depan Tim penguji adalah hasil karya saya sendiri bukan hasil ciptaan orang lain dan dibuatkan oleh siapapun.

Demikianlah pernyataan ini saya buat dengan sebenar-benarnya dan saya bersedia menerima sanksi apabila pernyataan ini tidak benar.

Makassar, 15 Februari 2018

Yang Membuat Pernyataan

Andi Nuzul Hikmah Buana



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

SURAT PERJANJIAN

Saya yang bertandatangan di bawah ini :

Nama : **Andi Nuzul Hikmah Buana**
NIM : **10535 5472 13**
Jurusan : **Pendidikan Bahasa Inggris**
Judul Skripsi : **A Continuum Analysis of Students' Translation Skills at The Fifth Semester English Department Makassar Muhammadiyah University (A Descriptive Qualitative Research)**

Dengan ini menyatakan bahwa :

1. Mulai dari penyusunan proposal sampai selesai skripsi ini, saya akan menyusunnya sendiri (tidak dibuatkan oleh siapapun)
2. Dalam menyusun skripsi ini, saya akan selalu melakukan konsultasi dengan pembimbing yang telah ditetapkan oleh pimpinan fakultas
3. Saya tidak akan melakukan penjiplakan (plagiat) dalam menyusun skripsi ini
4. Apabila saya melanggar perjanjian ini seperti butir 1, 2 dan 3 maka saya bersedia menerima sanksi sesuai aturan yang berlaku

Demikian perjanjian ini saya buat dengan sebenarnya.

Makassar, 15 Februari 2018
Yang Membuat Perjanjian

Andi Nuzul Hikmah Buana

MOTTO

“EVERYDAY IS RACE, THE LAST BUT NOT LEAST”

(Anonymous)

Setiap hari langkah kehidupan begitu cepat, bagaikan pembalap berebut melaju menjadi nomor satu, tetapi yang terakhir bukanlah yang terburuk

“BEBEK BERJALAN BERBONDONG-BONDONG, BURUNG ELANG TERBANG SENDIRIAN”

(Bung Karno)

ABSTRACT

ANDI NUZUL HIKMAH BUANA.2018. *A continuum analysis of students' translation skills at the fifth semester students English Department Makassar Muhammadiyah University (A descriptive Qualitative Research)*. (Supervised by H.M.Basri Dalle and Farisha Andi Baso). A Thesis of English Department, Faculty of Teacher Training and Education, Makassar Muhammadiyah University.

The objective of this research was to identify the students' skills in translation and to find out difficulties in translation at the fifth semester students English Department Makassar Muhammadiyah University.

This research applied a descriptive method that spending one month period of time for the data collection by using translation paper test, open-ended questionnaire consisting 5 numbers. The data was taken from 30 students in 10 classes by using random sampling technique of the 5th semester students of English Education department in order to find out students' skill in translation and also find the students' difficulties in translation.

The result of this research was in general the students had good translation skills, although the students result is not consistent yet. The translation result is understandable in some parts. Then the difficulties that students faced in translation are 2 aspects, first is diction and the second is meaning. They rarely choose appropriate words, because they took wrong word and also got the incorrect meaning. Besides the result from the translation paper test it can be seen in the questionnaire, there are some students stated that the difficulties in translation is the choose appropriate words.

ACKNOWLEDGMENTS

Praise and great gratitude submitted to almighty god, Allah SWT who always gives her gracious mercy and tremendous blessing that has helped the writer finishing this thesis entitled A Continuum Analysis of Students' Translation Skills at the Fifth Semester English Department Makassar Muhammadiyah University. This thesis is as a requirement in accomplishing the S-1 Degree at the English Education department Faculty of Teacher Training and Education in Makassar Muhammadiyah University.

The writer would like to thank all of those who have given the contribution so that this thesis can be finished. The writer would like to deliver this thank to:

1. **Dr. H Abd. Rahman Rahim., SE., MM.,** the Rector of Makassar Muhammadiyah University who brings the campus to the advances.
2. **Erwin Akib S.Pd., M.Pd., Ph.D,** the Dean Faculty of Teacher Training and Education, for giving me the opportunity to carry out my research project of English Department
3. **Prof. Dr. H. M. Basri Dalle, M.S** the first supervisor, who has painstakingly spent his valuable time to guide and give excellent suggestions to me in preparing this thesis.
4. **Farisha Andi Baso S.Pd., M.Pd,** the second supervisor, for the correction and invaluable criticism and suggestions she has rendered to me for the completion of the thesis.

5. **Ummi Khaerati Syam, S.Pd., M.Pd**, the head of English Education Department, who always stimulates and encourages the writer to finish this paper.
6. **My reliable father, my beloved mother and my trusted brothers** who have prayed, motivated, encouraged, reminded the writer to finish the paper as soon as possible.
7. **All my friends, especially Sitti Muhajirah, Ayu Erianti, Muflihah, Sri Sherli Novianti Talis, Nurwandi dan A.Hilyatul Muslimat** who have spent glorious and memorable time with the writer in the class and out of the class.

Last but far from least, the writer very sincere thanks to who are not mentioned personally here, without their patience, guidance, support and cooperation this paper could have never been written.

Finally, the writer surrenders everything to Allah SWT and the writer hope it will be useful ting for the writer herself and for all to improve education quality.

Makassar, 15 Februari 2018

Andi Nuzul Hikmah Buana

TABLE OF CONTENT

TITLE	
LEMBAR PENGESAHAN	
APPROVAL SHEET	
COUNSELLING SHEET	
SURAT PERNYATAAN	
SURAT PERJANJIAN	
MOTTO	
ABSTRACT	
ACKNOWLEDGMENTS	
TABLE OF CONTENT	
LIST OF APPENDICES	
CHAPTER I INTRODUCTION	
A. Background.....	1
B. Problem Statement.....	3
C. Objective of The Research.....	3
D. Significance of The Research.....	3
E. Scope of The Research.....	4
CHAPTER II REVIEW OF RELATED LITERATURE	
A. A Continuum Analysis	5
B. Concept of Translation.....	10
1. Definition of Translation.....	10
2. Process of Translation	12
3. Principle of Translation.....	14
C. Definition of difficulties.....	16
CHAPTER III RESEARCH METHOD	
A. Research Design.....	20
B. Research Variables and Indicators	21
C. Population & Sampling.....	21
1. Population	21
2. Sample.....	23

D. Data Collection.....	23
E. Data Analysis	24
F. Instruments	24
CHAPTER IV FINDINGS AND DISCUSSION	
A. Findings.....	25
B. Discussions.....	31
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion	35
B. Suggestion	36
BIBLIOGRAPHY	37
APPENDICES	

LIST OF APPENDICES

- Appendix 1 : Instruments 1 Translation Test
- Appendix 2 : Instruments 2 Questionnaire
- Appendix 3 : Students Result 1 Translation Test
- Appendix 4 : Students Result 2 Questionnaire
- Appendix 5 : Students' Mistakes Table
- Appendix 6 : Students Method Result
- Appendix 7 : Translation Method 1 Literal Translation
- Appendix 8 : Translation Method 2 Inconsistent Mixture
- Appendix 9 : Translation Method 3 Idiomatic Translation
- Appendix 10 : Translation Comparison Google
- Appendix 11 : Translation Comparison Choliluddin S.Pd.
- Appendix 12 : Translation Comparison by Researcher

CHAPTER I

INTRODUCTION

A. Background

Language are important thing in life, without language people can't communicate with other people. People usually give information or ideas through language. To share experience or stories each other. According to Francis (1958) as cited in Ba'dulu (2004) language is an arbitrary system of articulated sounds made use of by a group human as a means of carrying on the affairs on their society. By Pei and Gaynor (1954) as cited in Ba'dulu (2004) language is a system of communication by sounds.

The English language is the most influential language in the world. It is used by most countries in this world. People use the English language as an international language to communicate by using this language, they have to learn skills of this language. In learning English, there are some important skills, Listening, Speaking, Reading and Writing. However there is another important skill in learning English that we are rarely aware, namely Translation.

According to Newmark (1988) translation from L1 to L2 and L2 to L1 in the advanced or final stage of foreign language teaching is recognized as the fifth skill since it has the special purpose of demonstrating the learners knowledge of the

foreign language, either as a form of control or to exercise their intelligence in order to develop their competence. Translation is the replacement of textual material in one language, source language (SL) into target language (TL). Newmark (1988) stated that translation is not merely transferring in one language to another one, but also a process of rendering the meaning in the way that the author intended the text. Since translating text is rendering the text from SL into TL, it does not simply transfer the lexical unit but, translator responsible for maintaining the originality of the meaning.

According to Larson (1984) as cited in Choliluddin (2005) the purpose of translation is to transfer the meaning of a source language text into a target language text. This is done by replacing the form of the source language with the form of target language. The meaning itself is maintained, even though the form may be adjusted by transferring the meaning of the source language text using the natural form of the target language. In conclusion, it can be summarized that translation is the replacement of textual material in one language, SL into TL in which the translation keeps maintaining the originality of the meaning.

Nowadays, we know that there are some students who do not like to learn English. Besides, translation subject in Muhammadiyah University in Makassar is not interesting and useful as another subject. In translation we need more than one skill, so that the students have to pay more attention, as the expert said in above, translation is like the fifth skill. Another problem that is faced by the students is not easy to translate one sentence from source language to target language and there are some words that have more than one meaning, so the meaning is based on the situation or

its context. Translation is not an easy work. A good translation must fulfill the criteria of accuracy and acceptability.

From the above statements, the researcher was interested to know students' translation skill at the fifth semester English Department Makassar Muhammadiyah University. The researcher choosed a descriptive qualitative research design as the method to study the students' skill, under the title *A Continuum Analysis of Students' Translation Skills at The Fifth Semester English Department Makassar Muhammadiyah University*

B. Problem Statement

Based on the previous background, the researcher formulates a question as follow:

1. How are the students' in the fifth semester English Department skills in translation?
2. What difficulties do the students in the fifth semester English Department face in translation?

C. Objective of The Research

Based on the problem above, the objective of the research are to identify:

1. The students' in the fifth semester English Department skills in translation
2. The students' in the fifth semester English Department difficulties in translation.

D. Significance of the Research

Description and analysis of students' translation skill resulting from this research are to provide benefits from students and teacher:

1. For Students: This research gave students' opportunity to enlarge their understanding in translation skill. And by this research the students know their skill in translating and what are students' level in translate text in continuum.
2. The students will enlarge and motivate to learn more about their translation subject based on the result of this research
3. For Teachers: this research was give informations for teacher about the fault and difficulties of the students' translation and give evaluations on teaching learning process.
4. The teachers will more motivated to develop their material in translation to helps the students.

E. Scope of the Research

In a research it was very important to made scope of the research to got the relevant datum. The scope of this research is limited to analyzed skill of students' translation and the level of the fifth semester students' in translation. Researcher used continuum as the measurement tool that expressed by Larson (1984) which is consist of seven level, such as *very literal*, *modified literal*, *inconsistent mixture*, *near idiomatic*, *idiomatic* and *unduly free*. But in this research, the researcher would

focused on three level, *Literal translation, Inconsistent mixture and idiomatic translation*. Besides, the researcher found out students' difficulties in translation by fifth semester students, the difficulties that researcher find focus on intralingual aspect.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. A Continuum Analysis

Continuum is a tool of measurement. Continuum is a coherent whole characterized as a collection, sequence, or progression of values or elements varying by minute degrees <"good" and "bad"> stand at opposite ends of a continuum instead of describing the two halves of a line. Continuum is a continuous sequence in which adjacent elements are not perceptibly different from each other, although the extremes are quite distinct.

In the mathematics, this theory about continuum stated by Augustinus Louis Cauchy that include the mathematics elements in the graphic or scale. He stated that a continuum is a body that can be continually sub-divided into infinitesimal elements with properties being those of the bulk material, while in Continuum that stated by Larson contain 7 levels method of translation.

According to Larson as cited by Choliluddin (2005: 24) continuum or scale that used to depict the kinds of translation method from very literal until unduly free.

Very Literal	Literal	Modified Literal	Inconsistent Mixture	Near Idiomatic	Idiomatic	Unduly Free

Translation goal

Figure 2.1 Larson's Continuum of Translation

According to Larson (1984) Translation method based on Continuum

1. Very literal is an interlinear translation. For some purposes, it is desirable to reproduce the linguistic features of the source text, as for example, in a linguistic study of that language;
2. Literal translation is a translation which its sounds like nonsense and has little communicative value. It may be very useful for the purposes related to the study of the source language, they are of little help to speakers of the receptor language who are interested in the meaning of the source language text;
3. Modified literal methods are a way to modify order and grammar of the source language in an acceptable sentence structure in the receptor language. However, the lexical items are translated literally.
4. Inconsistent mixture mixes literal and idiomatic translation in the final draft of translation.
5. Near idiomatic reproduces the meaning of the source language (that is the meaning intended by the original communicator) in receptor language without losing the natural form of the source language.
6. Idiomatic translation reproduces the meaning of the source language (that is the meaning intended by the original communicator) in the natural form of receptor language.
7. The unduly free translation adds extraneous information, which is not stated in the source text. It changes the meaning of SL; it distorts the fact of the historical and cultural setting of the source text.

There are some persons who think it difficult to distinguish where is the procedure and method in translation. Newmark (1988) translation methods relate to whole texts while translation procedures are used for sentences and smaller units of language. Different languages do not express the same idea with the same semantic components and that is why a simple conversion cannot be easily satisfactory in translating or interpreting.

I giovani d'oggi non fanno più notizia (Italian phrase)

A word by word (very literal translation) “The youth of today do not make the news anymore”

In English the same linguistic meanings cannot convey the sense of the original sentence. If translated as “The youth of today does not appear in the news anymore” while the good translation should be “The youth today does not shock us anymore”

This shows that translation and interpreting go beyond the transfer of the linguistic meaning of each word from one language to another.

Other experts such as Nida, Taber, Larson, and Newmark also classify the kinds of translation as follows:

a. Literal Translation

As cited by Suryawinata & Hariyanto (2003: 40), literal translation is *terjemahan yang mengutamakan padanan kata atau ekspresi di dalam Bsa yang mempunyai rujukan atau makna yang sama dengan kata atau ekspresi dalam Bsu. In*

other words, it is said that literal translation is a replacement of a SL text into a TL text equivalency which is the structure of SL is maintained in spite of inappropriate into TL. However, Nida's and Taber's theory, as well as Larson's theory is contrast to Newmark's that is it is word for word translation as it is called unacceptably restricted translation. On the other hand, Newmark suggests to adjust the structure of SL language into the structure of TL language as seen in TL(2) below. For example,

SL : This series offers an introduction to a wide range of popular topics for young readers.

TL(1) : *Ini seri menawarkan sebuah pengenalan pada sebuah lebar rentang dari populer topik untuk muda pembaca.*

TL(2) : *Seri ini menawarkan sebuah pengenalan terhadap rentang topik populer yang luas untuk pembaca muda.*

b. Inconsistent Mixture

Inconsistent mixture is the method in translation that consist of 2 kinds of method. In some parts the translator used literal translation then in other parts used idiomatic translation. The most important things in Inconsistent mixture already understandable. The difference between literal translation, it is not translate with word by word but considered the meaning of the text but is not as natural as idiomatic translation (Choliluddin:24)

As cited by Suryawinata & Hariyanto, 2003:41, Nida and Taber say that *terjemahan dinamis adalah terjemahan yang mengandung ke lima unsur dalam batasan yang dibuat oleh Nida dan Taber: (1) reproduksi pesan, (2) ekuivalensi atau padanan, (3), padanan yang alami, (4) padanan yang paling dekat, (5) mengutamakan makna, Suryanwinata (1969:8).*

In other words, a translator focuses on a concept about equivalency and avoids formal equivalent concepts or forms.

c. Idiomatic Translation

It is different with idiomatic translation. Nida and Taber say that *terjemahan yang menggunakan bentuk kata-kata dan struktur kalimat Bsa yang luwes dengan berusaha menciptakan kembali makna dalam Bsu (makna yang ingin disampaikan penulis atau penutur asli, di dalam kata dan tata kalimat yang luwes di dalam Bsa).*

In other words, this translation seems not as a translation but as an original text. Therefore, the purpose of translation is idiomatic translation. For examples:

SL: What's your name?

TL: *Apa namamu?* (Literal)

TL: *Siapa namamu? Atau Siapa nama Anda?* (Idiomatic)

SL: Can I have your name?

TL: *Bisakah saya memperoleh namamu?* (Literal)

TL: *Siapa nama Bapak? Atau Siapa nama Ibu? Atau Siapa nama Anda?* (Idiomatic)

B. Concept of Translation

1. Definition of Translation

Translation is process performed on languages. This is a process of substituting an original text (SL) into another text (TL). There must be general principle that the translator follows. According to Nida and Taber (1982) Translating is the process of to find out the natural equivalence from source language to receptor language in terms of meaning and style.

By Larson (1984) as cited in Choliluddin (2005) translation consist of translating the meaning of the source language to receptor language. This is the process begin of form the first language to second language by semantic structure. The meaning that being transferred must be held constant but the form is changed. According to Larson (1984:15), translation is classified into two main types, they are form-based and meaning-based translation. Form-based translation attempts to follow the form of the source language and is known as literal translation, while meaning-based translation uses the meaning of source language text in the natural forms of the receptor language and is known as idiomatic translation.

Translation is always be remake of the original into something deeply different. It means that it's not about paraphrase but the translation of whole context (Malinowski (1965:11-2). In addition, by Catford (1965 : 20) translating is the

process of replacement textual material in source language into target language. It means that in translation the translator suppose to appropriate their translation result with the concept of target language.

There are three important distinction types of written translation according to Jacobson (2000): (1) intralingual translation: translation within the same language, which can involve rewording or paraphrase; (2) interlingual translation: translation from one language to another, and (3) intersemiotic translation: translation of the verbal sign by a non-verbal sign, for example music or image. Translator can't focus only in the linguistic aspect because in some translating process there are cultural and education nuances.

So, the translator supposed to know that there are many kinds of purposes and audiences that make the product of translation is different. The reason translation is the real challenge because there are some difference between SL and TL and variation in their culture. Beside that, the problematic factors involved such as form, meaning, style, proverbs, idioms, etc. The explanation that we cannot easily translate something from SL into TL.

2. Process of Translation

According to Larson (1984) as cited by Choliludin (2005:30-35), where translating a text, the translator's goal is an idiomatic translation which makes every effort to communicate their meaning of the SL text into the natural forms of the receptor language. Furthermore, he states that translation is concerned with a study of the lexicon, grammatical structure, communication situation, and cultural context of

the SL text, which is analyzed in order to determine its meaning. The discovered meaning is then re-expressed or re-constructed using the lexicon and grammatical structure which are appropriate in the receptor language and its cultural context.

Below he simply presents a figure of the translation process:

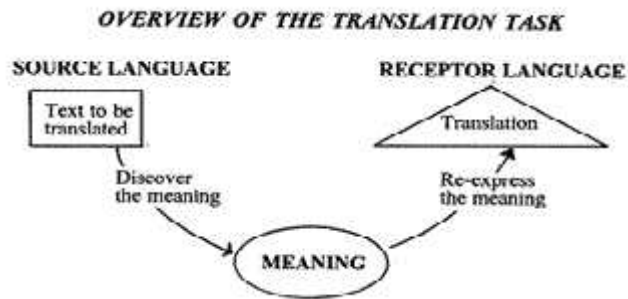


Figure 2.2 Translation Process

In the diagram above, Larson expressed fourth phase in translation. The first is look at the text that will be translate after that, translator suppose to discover the meaning and then re-express the meaning, so that after translator found the meaning of the text, they need to suit the meaning with the TL. The form of the SL may be changed into appropriate forms of the TL in order to achieve the idiomatic translation.

In the translation process, the first thing to do is understand the total meaning of the source text. According to Nida and Taber (1982) as cited by Choliluddin (2005) There are three types of “meaning” that can be determined in the analysis of meaning of the source text, namely:

1. Grammatical Meaning: generally grammar is taken for granted since it seems to be merely a set of arbitrary rules about arrangements, rules that must be followed if one wants to understand, but not rules themselves that seem to have any meaning. The first word which performs the action of the second word, and the third word identifies the goal of the action specified by the second word. Grammatical difference of order provides quite a different meaning.

2. Reference Meaning: refer to objects, event, abstracts and relations. There are 2 words that have same meaning but if that word put in different context of text it will give different meaning.

3. Connotative Meaning: refers to how the users of the language react, whether positively or negatively, to the words or their combination. In some associations there are some words that they rarely use or avoid to use it. This is what we called taboos. There are 2 kinds of taboos, positive and negative.

3. Principles of Translation

Duff (1989) as cited by Choliludin (2005:41-44) confirms,

- a. The translation should reflect accurately the meaning of the original text. Nothing should be arbitrarily added or removed, though sometimes part of the meaning can be transposed.
- b. The ordering of the words and ideas in the translation should match the original as closely as possible. This is particularly important in translating legal documents, guarantees, contracts, etc. However, differences in the

language structure often require changes in the form and order of words. When in doubt, underline in the original text the words on which the main stress falls.

- c. Languages often differ greatly in their levels of formality in a given context, for example in the business letter. To resolve these differences, the translator must distinguish between formal and fixed expression, and personal expression in which the writer or speaker sets the tone. It is also necessary to consider.
- d. One of the most frequent criticisms of translation is that it does not sound 'natural'. This is because the translator's thought and choice of words are too strongly molded by the original text. A good way to avoid the influence of the source language is to set the text aside and translate a few sentences aloud from memory. This will suggest natural patterns of thought in the first language which may not come to mind when the eye is fixed on the SL text.
- e. It will be better if the translator does not change the style of the original. But if it is needed, for example because the text is full of repetitions or mistakes in writing, the translator may change it.
- f. Idiomatic expressions including similes, metaphors, proverbs, and sayings, jargon, slang, and colloquialisms and phrasal verbs are often untranslatable.

Another Principles of translation that stated by Suryawinata and Hariyanto, 2003:59-61 classify the principles of translation as follows.

- a. *Terjemahan harus memakai kata-kata teks Bsu.*
- b. *Kalau dibaca, terjemahan harus terasa seperti terjemahannya.*

- c. *Terjemahan harus mencerminkan gaya bahasa teks Bsu.*
- d. *Terjemahan harus mencerminkan waktu ditulisnya teks asli (contemporary of the author).*
- e. *Terjemahan tidak boleh menambah atau mengurangi hal-hal yang ada di teks Bsu.*
- f. *Genre sastra tertentu harus dipertahankan di dalam terjemahan.*

The principles above which is faithful to SL texts. The first principle is related to literal translation. The second and the third means the translator produces the result like a real translation. The fourth, the translator translates by describing the real condition when writing the original texts, then the fifth, the translator is not allowed to reduce or add or modify the original words, and the sixth is the translator must translate poetry into poetry, prose into prose. The principles are very suit with literal and semantics translations.

The principles typed above can be a very useful guideline for translators to help them make some choices. The guidelines can be formulated in such a way that basically the requirements of translation works have to be making sense, conveying the message of the original texts without omission or addition, having a natural and easy form of the expression, and producing a similar response to the readers.

Related to the research, the first principle which is faithful to the SL can be a guideline for the students to do their work. If other statements are found, possible for them to choose the second principle or what is suggested by Duff (1989). Success in translation is achieved through violating the norms rather than observing them.

C. Definition of Difficulties

According to Brown (2000:216) “Mistakes, misjudgments, miscalculations, and error form an important aspect of learning in acquiring information”. Difficulties in translating is when someone who translates a text, but does not understand how to use words, phrases, sentences. Difficulties are usually compared with impotence.

In order to analyze the student language in an appropriate perspective, it is crucial to make a distinction between difficulties and impotence. In details, the two terms may be distinguished if they are viewed from the student’s existing knowledge. For example, a student translates “His only car always stays in Tini’s garage in the evening” into “*Hanya mobilnya yang selalu berada di garasi Tini di malam hari*” while the student only knows that “only “is *hanya*”. Another example is “The fisherman casts his net to the big sea” into “*Nelayan tersebut melemparkan jaringnya ke laut yang besar*”. The student translates big into *besar* since s/he only knows the meaning of big is *besar*. It can be said the students has difficulties translating that sentence because he or she does not know how to choose that correct adverb, word meaning according to the context.

There are some difficulties that facing by students in translation skill, usually students do not know about the context of the text from the source language to target language. Besides, students cannot use appropriate word because one word sometime consist of more than one meaning. According to Sylviana (1997) find that the higher students’ vocabulary and structure mastery, the higher ability in translation. It means

that, if the students have many vocabularies and know about structure of target language then their result will become a good translation.

Newmark (1998) Translation is not merely transferring a form in one language to another one, but also a process of rendering the meaning of a text into another language in the way that author means. In other words, the translator is responsible to maintaining the originality of the meaning or it will result in bad translation. The other problem is their writing, usually student know how speak the word but do not know how to write it. According to Lismayanti as cited in Sukirlan (2001) it was found that the students were in a great trouble to achieve much better translation output due to inadequacies of grammatical knowledge, lack of vocabulary, poor understanding in both target and source language, minimum knowledge of the specific areas.

Faradina (2000:7) in University of Lampung, found that the difficulties of students in translation is the students have poor understanding in both target language and source language. As we know that in order to make a good translation, the students supposed to know about the whole meaning both in the source language and target language so that, if the students change the whole words but they will keep the originality of the text. Yasminar (2014:95) in IKIP Gunung Sitoli, her research about translation difficulties for the fourth semester students, she found that students tend to do errors in some 6 aspects, included diction, writing, meaning, verb, adjective and the using of the words. She found that the students tend to apply literal translation and free translation.

While Mosleh (2015:206) in STAIN PAMEKASAN said that translation mistakes lied on the linguistic aspect, then the mistakes the researcher found are words, sentences and meaning, besides most of the students as his sample used literal translation or free translation. Then Fatemeh (2016:136) in Rodaki Institute of Higher Education found that the samples of her research in translating *Harry Potter Series* into Persian were not identifying of figures of speech, their related meaning and translating the novel literally.

Based on the research above, the researcher concluded that it is required to know students' translation skill in Makassar Muhammadiyah University. The different this research from the other research would be conducted in students' translation skill in continuum. From these aspects, the researcher hopes this research can give contributions in education aspects.

D. Conceptual Framework

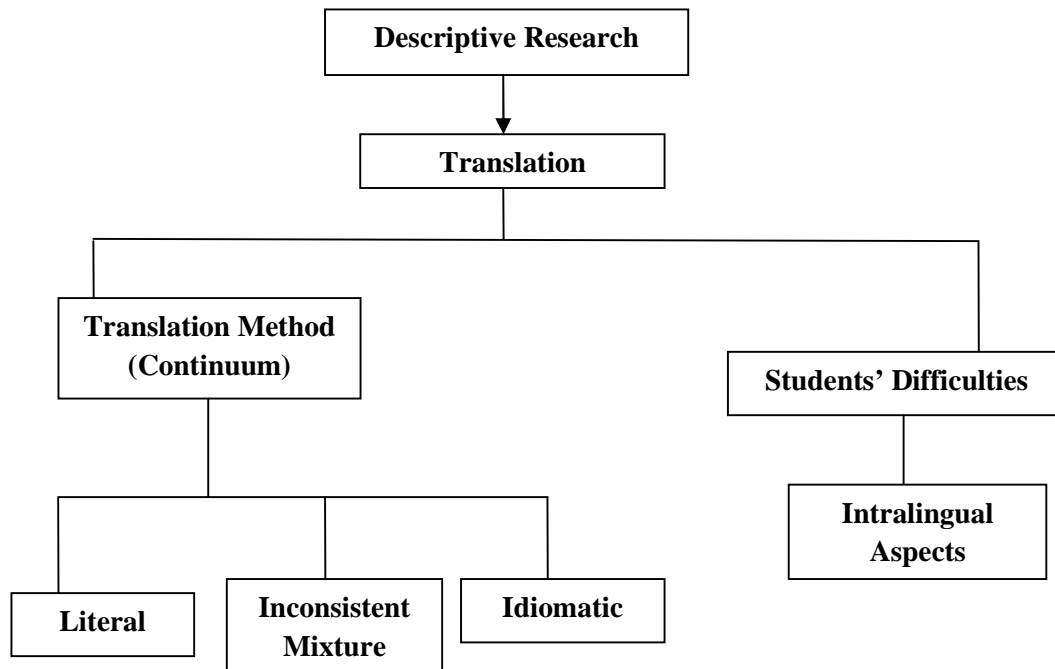


Figure 2.3 Conceptual Framework

The conceptual framework above describes the research which will be conducted by the researcher. The research is descriptive qualitative research which will describe about the students' skills in translation and the difficulties that students face.

In translation there are many kinds of aspects that we can take as a subject of research but in this research there are two aspects the researcher took, the first is translation method or based on Larson (1984) as a Continuum that consist of 7 levels method in translation and then the researcher limit the aspects into three levels, literal, inconsistent mixture and idiomatic translation. Another aspects that will researcher

focus on, is the students difficulties that students face in translation. There are many kinds of difficulties that students face but the researcher will focus on intralingual aspects.

This research will help students enlarge their knowledge based on the method they used and the teacher will focus on students' difficulties so that the teacher will give students mixed topics and materials.

CHAPTER III

RESEARCH METHOD

In this part, the researcher will explain about research design, research variables and indicators, research hypothesis, population and sample, data collection, data analysis and the instrument.

A. Research Design

Based on the title, the researcher chooses Qualitative Descriptive method as design method because it is comparable to collect the data from the students' perception. Descriptive qualitative research is mostly associated with words, language and experiences rather than measurements, statistics and numeral figures (Grove 2003) The descriptive method is also designed to obtain the current status of phenomenon and is directed toward determining the nature of situation as it exists at the time of the research. According to John (2012) there are some different major of characteristics at each stage of the research process those are:

1. Exploring a problem and developing a detailed understanding of a central phenomenon;
2. Having the literature review play a minor role but justify the problem;

3. Stating the purpose and research questions in a general and broad way so as to the participants' experience;
4. Collecting data based on words from a small number of individuals so that the participants' view are obtained;
5. Analyzing the data for description and themes using text analysis and interpreting the larger meaning of the findings;
6. Writing the report using flexible, emerging structure and evaluative criteria, and including the researchers' subjective reflexivity and bias.

Some characteristics above are the reason for researcher deal to describe her research methodology by qualitative method. Qualitative research refers to process-oriented method use to understand, interpret, describe and develop a theory or phenomena of setting. It is systematic, subjective approach used to describe life experiences and give them meaning.

B. Research Variables and Indicators

Based on the scope and title, variable of the research wa the students translation skill based on the continuum stated by Larson (1984) especially *literal translation*, *inconsistent mixture* and *idiomatic translation* and students' difficulties in translation such as *Diction*, the word that student choose when they translate, is it appropriate?; *Students word compose in translating* and *the meaning*, is it concerned to the context or not?

C. Population and Sample

1. Population

Population consisted of a complete set of elements (person or objects) that possess at some common characteristics defined by the sampling criteria established by the researcher. Population is an aggregate or totality of all the objects, subjects, or member that conform to a set of specifications. In this research, the population is the students' English Department at the fifth semester of Makassar Muhammadiyah University.

Table 3.1 The Number of Population

No.	Class	The Number of Students
1	A	38
2	B	37
3	C	34
4	D	36
5	E	39
6	F	39
7	G	38
8	H	35
9	I	34
10	J	37
TOTAL		367

(Source : Simak.unismuh.bg (2017))

a. Sample

The researcher used Simple Random Sampling Technique. Simple Random sampling also known as judgmental, selective, or subject sampling technique. That is the part of Probability sampling, simple random sampling means that from 367 students, the sample are 30 students of the fifth semester English Department. The 367 students have same chance to selected.

D. Data Collection

For data collection, the researcher used translation test as instruments. The researcher gave the students paper that consist of 1 English paragraph and the students gave 30 minutes until 1 hour to translate it into Indonesian. In gathered the data, the researcher used the following procedures. (1) The researcher formulatee the research test and the focus of the research, (2) prepared the instruments of collected the data, in this case, translation test, (3) determined the subjects or students who were the representative of the research, the fifth semester students of English Department, (4) collected the data from the subjects of the research through translation test, (5) evaluated and analyzed the data to came at the fixed result of the research, (6) reported the result of the data analysis to induce research finding.

E. Data Analysis

There were some procedures in doing the analysis of data that the researcher applied. First, collected the data which to be analyze. Secondly, analyzed the data in translation test and compare the result of the data. And the last is made conclusion.

F. Instrument

To collected data from samples, the researcher used observation and translation test as instrument.

1. Translation test

The researcher used translation test. In this translation test, the researcher gave some paragraph to the sample of the researcher. The sample translated it into English as a target language.

2. Questionnaire

A questionnaire is required for collecting data from the students or participants. By John (2012) the questionnaire aims to give the opportunity for the researcher to gather data from a number of people and the good thing about qualitative questionnaire is that they are flexible and could be worded in different ways to allow participant to responses in their own words. The questions of this research will consist of open-ended question form. Which is the questions allow the respondents to answer the questions by their own word. It consists of 5 numbers of questions related to the research questions.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the results of the study are presented. The chapter is divided into two main sections; they are findings of the research and the discussion of the research. The findings presented the result of data analysis collected through translation test about the students' translation skill in translation at the fifth semester students English Department Makassar Muhammadiyah University. The discussion deals with the interpretation of the findings in the research.

A. The Findings

The data gained through translation test with title **Food, Nutrition and Health**, consist of 3 short paragraphs. The participants of this study are 30 English Education's students at the fifth semester who have been chosen by using random sampling technique.

1. The Students' Skills In Translation based on Continuum

In the continuum that is stated by Larson, there are 7 levels of method in translation. But in this research, the researcher focuses only on 3 levels. The first is, Literal translation that translate word by word without cosidering about another point such as context of the text or structural items of the sentences. The second is, inconsistent mixture, this is the 4th level in continuum. we can understand the meaning of the text with this method, but in some parts we can feel improper word. The last is Idiomatic translation, this is the 6th level of translation, this is the

Translation's goal. The translator has to achieve this level. We can directly understand the meaning behind the text, although in some parts, we can't easily translate the text. To resolve the problem above, the researcher used Translation paper test. This is the result of the first instrument.

Based on the obtained data, it is found that between 30 students as sample, most of them translated the paper test with Inconsistent mixture method which is the 4th level in Continuum by Larson. There are 5 students who translated it with Idiomatic translation method (Translator's goal) but it was not consistent, they translated some sentences with good meaning but in another sentences they translated it literally. It is hard to consistently translate idiomatically or literally. These translations are often a mixture of literal and idiomatic forms of language. For example, in the second sentences, *In a single year, on a three meal a day basis, most of us eat well over 1000 meals*, the students has various answer, just for *meals* the students translated into many kinds of bahasa, there are students who translated as a *cemilan* or *karbohidrat* (LiT1.1). there are some literal translation that the students do, for *eat well* in some cases actually we cannot translate it literally, but some students translate it as *makan dengan baik* (LiT1.2)

Bu the last sentences in *You should remember that other reasons for poor health might be lack of sleep, poor sanitation, poor housing and so on*, there are many students who translated into idiomatic translation, *Anda haruslah ingat bahwa sebab lain buruknya kesehatan mungkin disebabkan oleh kurang istirahat atau tidur, sanitasi yang buruk, keadaan perumahan yang buruk, dan lain-lain* (IdT3.1) The students who do it even poorly, got good result in this sentences, they translated into

inconsistent mixture, there some words they wrote that does not naturally, for example for *poor sanitation*, the students has various answer *lingkungan buruk*, *kurangnya kebersihan*, *lingkungan kotor* etc (InMT3.1). That even they wrote different meaning, the result still can be used in the classroom.

Based on the data, in the first paragraph most of them used Inconsistent mixture, this paragraphs became the most crucial part because this paragraph have more sentences than others. And then, in the second paragraph, usually they translated half of them with inconsistent mixture or literal translation but in another half, they translated it by using idiomatic translation. In the last part, most of them succeeded to translate it with Idiomatic translation.

Literal translation is the process of translation by used word by word method, the translator does not think about the context or continuity of the text. This kind of translation cannot be used in the class, learning teaching process especially in translation (Table 1). While inconsistent mixture is the process of translation that use half of idiomatic translation and literal translation. There are many translator that stuck in this method, besides this kind of translation usually use by teacher in classroom (Table 2). The last is idiomatic translation, this is translator's goal, this kind of translation pay more attention in context of the text, the translator who reach this level, use delicate word or with a sentence "a good translation does not sound like a translation" (Table 3)

2. The Students' Difficulties in Translation

Beside the translation paper test, the researcher used questionnaire to help re-check the students difficulties and their opinion about translation lecture in fifth semester. There are 4 open-ended question that given to 30 students as samples in this research.

1. Open-ended Questionnaire

Based on the obtained data, it is found that Translation lecture in the students' sight is important to help them to understand SL text into TL texts easily. This is stated by 15 students, while another 10 students said that it is important to be good translator and 5 students does not return the questionnaire.

Based on the students' confession, it is found that translating SL into TL is difficult for them, there are 3 reasons. The first, they think that there are some words are not familiar with them so they need to open their dictionary to re-check the meaning. The second reason is, the context of the text. They knew in English, one word may has many meaning. The students thought there are a lot of genre of written text, one word in the sentences will have multiple meanings. For example in cultural part and economic text must have many different words and different meaning. The last reason is, they confused about the structural of words in English paragraph.

In the next question, the researcher gave the students a choice. Most of them choosed to translate English to Bahasa, it easily translates because Bahasa is their first language, they will never confused about is it correct? Is it structural?

The last question about the topics taught to the students, 20 students say that steps, kinds of translation, process of translation and they need more practice in the translation lecture. The rest of them thought that learn to translate poetry or another knowledge that related with English or Bahasa.

2. Translation Paper Test

Another instrument is Translation paper test, with the result of the students' translation, the researcher found the students difficulties. The biggest problem of the students is, the choosen word or the diction, in some parts they choose incorrect word and because of the incorrect word they got different meaning as well.

1. The scoring system
 - a) Searching and reading on incorrect phrases/words in translation paper test.
 - b) Marking the incorrect phrases/words translated from SL into TL.
 - c) Analyzing the wrong phrases /words and classifying them based on the kinds and difficult categories.
 - d) Giving score 1 to each mistake
 - e) If there are 5 students that do same mistakes then consider it as a difficulties.

2. Explaining The Data

Based on the data above. It is found that for translating the students tend to do errors in 2 aspects, diction and meaning.

A. The Students' difficulties in meaning

In meaning, there are many students do errors because they used to make another meaning of the words for example: there is a phrase in the text "the quiet breathing at night" based on idiomatic translation, it means *nyenyaknya tidur*

dimalam hari but there are many students or most of them mistranslate it. So, actually the most difficult thing in translation is when the student give a text with idiom and they command to translate it.

B. The Students' difficulties in diction

For the diction, the researcher count it as a error if the word too different with the real meaning. Besides, there are 11 phrases that researcher expected to be the difficult part in the paper translation test. First phrase in first pharagraph *from birth to death* the researcher translate it as “*sejak kelahiran hingga kematian*” between 30 samples, just 2 persons succesfully translate as it is, while most of them translate it as “*dari lahir sampai mati*”. Second phrase in first pharagraph, *Our lives* means *kehidupan kita* there are 14 samples successfully translate it while the other students use *hidup kita* or *kita hidup*. The third phrase, *in a single year* which means *dalam setahun* or *dalam satu tahun*, but the researcher used the first as a key because it is more natural, for *dalam setahun* there are 10 students that use it, then most of them, 14 students use *dalam satu tahun*. The fourth phrase, *three meal a day* most of them already succeed in translate it, although in this phrase there are various answer there another 10 answer and 13 students face that difficulties. The next *the quiet breathing* no one sample success translate it as *nyamannya tidur*, all of 30 students have various answer but the dominant amswer is *bernafas dengan tenang*.

The body's need which means *kebutuhan tubuh*, there are also many various answers but most of them translate it *dibutuhkan tubuh*. There is one phrase that will difficult for the students translate it *lack of sleep* the researcher expected that the

students will struggling when translate it but most of them, 25 students succeed in translate it.

B. Discussions

On the basis of the research findings above, the research question written in Chapter 1 is answered that most of the students have good skills in translating the text, the students have got a good result in continuum although their translation is not consistent. Then, the researcher discovers two common problems that students face in translation, diction and meaning. These data are obtained after the students' translation result divided into phrase and sentences.

Of the research findings, it can be said that the students who have a good theory in translation mostly have good results, even in the questionnaire, the students say that they translated something into Indonesian easily, but in fact, the students who never practice their translation skill still translate it poorly. It means that actually the students have to pay more attention to the principle of both of languages, TL and SL which are totally different.

Comparing the research findings to the latest researchers, it is found that all there are many researchers who do researches in different years, different universities, different subject and different objects. For examples there is researcher who focus on difficulties in translating texts for beginner translator students and as a result is the students still have difficulties in understanding the text and in restructuring it into good Indonesian, their problem is still transferring to the meaning, but besides the students have to reconsider about their diction.

Then based on Yasminar's result found that the students tend to do error in 6 aspects, linguistic aspect, such as diction, writing, using and etc. She used 2 instruments, questionnaire and a paper test, in the questionnaire divide into two, open questionnaire and close questionnaire. Open questionnaire that consist of 5 questions and close questionnaire that consist of WH-QUESTION that found in the novel *The Young Prince and The Poor Boy*. And after get the data and evaluate it she find that the most of the students use literal translation or free translation.

In translation, there are many things that the translator need to consider, deciding what diction are used, about the principles of SL and TL, the students' result in writing it is misspelling and the last is the answer of question are accuracy or less; Mosleh focused on students' mistakes and the method that students' use in translation. He used 3 kinds of instruments; documentation consist of text, picture, case notes, interview and observation. He found result the students think translation is difficult, because of vocabulary mastery, phrases and idiom, besides students less knowledge grammatical aspect and most of the students as a sample used literal translation or free translation, there are 4 kinds of paper that he used as a instruments, the result is first, the message is understandable but is not natural, second the students does not restructuring the paper, they are not consider about diction or the correct sentences. The third is the students just adapt the text without transfer process, they just translate it freely through summarize, simplify and develop the text without change the ideas. The last the students translate it without considering the textual and contextual concept. Then he think that 200 minutes for two subject translation is not enough for students.

Even in some cases, this research has similar result with other researchs in terms of students difficulties but the differences from this resesarch is the way the researcher collect the data, the researcher used a paper to find out the students' difficulties and method that they used. Similar with the other researchers above the difficulties that found in this research are diction, in some cases the students actually got the messages behind the text but they have less vocabulary so they have difficult to restructuring the sentences. The other difficulty is meaning, as the researcher stated before, the students got the messages but because they took the wrong vocabulary, the meaning also incorrect. For method the students used, most of the researcher result above are literal tranlsation. While in this research, within 30 students most of them used inconsistent mixture. Instruments of the research is a translatin paper consist of 3 simple paragraphs, in the first paragraph there are some points that students difficult to translate, because that is idiom or unfamiliar phrases for them. For the second paragraph, the students met point that difficult to translate but most the students make their paper understandable. And then the last paragraph result is if the researcher can coclude the result, in this paragraph most of them actually have a good skills, besides sounds naturally there are a phrases that the researcher think it will difficult for them but the students got a good result (appendix 3)

The reason the researcher take the students method is inconsistent mixture because in one paragraph students translate it literally but they sounds natural and the reader can understand what students means. The definition of inconsistent mixture is combination of literal translation that translate word by word but still make a sense

and idiomatic translation which is the translator's goal that sounds naturally or does not sound like a translation.

After the research is conducted some implication is obtained that is for the researcher to develop her knowledge to translation subject aspect that small things can affect big things in translation and for students to re-learn and drill themselves in translating.

In the research finding is limited by some weakness, this is the first time for the researcher, perhaps some things which are not understood yet by the researcher are not involved inside. The researcher also perhaps does some errors when analyzing the obtained data. Besides the difficulties and method that found as students result does not guarantee that the other group of students has the same. Possible some students are not really serious to do the instruments, even some of them does not finish the translation paper test.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sections, the first section dealt with the conclusion of findings of the research and the other one deal with suggestion.

A. Conclusion

Based on the findings and discussion, it can be concluded that the respondents of this study gave the researcher some knowledge about the translation subject.

1. The students skills in translation is good. In their second meeting with translation subject, they can used inconsistent mixture as their method in translation which is the fourth level in continuum, means that they have a good skill in translation.
2. The diificulties of translation lied on the structural words, meaning and the unfamiliar words. The difficulties based on the paper test that students takes are the choosen word and the meaning. First, they used incorrect word then they got wrong or different meaning.
3. The translation subject in the fifth semester even this is the second meeting with translation still does not interest for students. There are some students that think as a good and important subject but most of them think that is not interesting.

B. Suggestion

Based on the result of the data analysis and conclusion:

1. For the students, to have more practice in translation, there are many kinds of topics in translation so that the students need more practice and then give the translation subject more interest because if the students does not like the subject it will be difficult to learn about it.
2. For the lecturer give the student material that can be make the students more challenging in learning so that the students can improve their skill in translation text. Besides the translation subject need more interesting topic so that the students pay more attention in this subject.
3. For the researcher, in the research process, give the students exact time so that the students will do the trasnlation text more effectively. If one day there are researcher will focus on translation, it will be better to learn about the students' perception about material or topic in translation subject.

BIBLIOGRAPHY

- Al- Jarf Relma. 1998. *Stylistic for Translation Students*.
- Amaerita Yasminar. 2013. *Analysis Of Translation Difficulties For The Fourth semester students of English Department of Ikip Gunungsitoli*. Institute of Teacher Training and education Gunungsitoli. Indonesia. (Accessed on February, 8th 2017)
- Basri, D. 2016. *Fundamental of Research Methodology*. Makassar Muhammadiyah University. Makassar: Badan Penebit UNM.
- Choliluddin.2005. *The Technique of Making Idiomatic Translation*. Indonesia: Visipro.
- Fatemah M, 2016. *Problem in Translating Figures of Speech: A Review of Persian Translation of Harry Potter Series*.Iran: International Journal of English Language and Translation Studies.
- Faradina Sari.2000.*Students' Errors In Translating Indonesian Text Into English Text*. English Department In The University Of Lampung. Lampung (Accessed on February, 8th 2017)
- Farley K. Shannon. 2013. *Translation, Interpretation and Fan fiction : A Continuum of meaning production*. University of Massachusetts. USA.(Accessed on February 8th 2017)
- Ghafar,M.N.A, 2015. *Methodology in Behavioural Research*. Malaysia: UTM press Malaysia
- Ike Feni.2007.*Techniques For Translating English Sentences*. English Education Study Programme Universitas Ahmad Dahlan. Yogyakarta (Accessed on February, 8th 2017)
- John, W.C, 2012. *Educational Research (Planning, conducting and evaluating Quantitative and Qualitative Research)*. USA: Pearson Education: United State of America.

- Jensen Ebensgaard Kim. 2009. *Culture II : Cultural words and metaphors. Translation and Translation Theory*. (Accessed on February 8th 2017)
- Muis Ba'dulu, 2004. *Introduction to Linguistics*. Makassar: Universitas Negeri Makassar.
- Mosleh H, 2015. *Proses dan Hasil Penerjemahan Mahasiswa (Studi Kasus Pada Mahasiswa Translation Theory and Practice di STAIN Pamekasan)*: Pamekasan: Nuansa.
- Newmark Peter.1988. *A Textbook of Translation*. Shanghai Foreign Language Education.
- Newmark Peter. 2001. *Approaches to Translation*. Pengamon Press
- Ordudari Mahmoud. *Translation Procedures, Strategies and Methods*. University of Esfahan. ((<http://zainurrahmans.wordpress.com>)) . (Accessed on February, 8th 2017)
- Rachmatullah. 2013. *Teknik Pengumpulan Data Dalam Penelitian Kualitatif dan Kuantitatif*. IAIN Syekh Nurjati Cirebon.
- Sylviana, Iva. 1997. *The Correlation between the Students Vocabulary and Sentence Structure Mastery and Their Translating Ability on the Second Year of SMU Al Kautsar*. Bandar Lampung: Universitas Lampung.
- Sukirlan, Muhammad. 2001. *Problem and Strategies in Translation*. Jurnal Bahasa dan Seni: Aksara. Edisi April. Bol II NO. 1. Unila Press. Hlm. 12-18
- Sugiyono. 2012. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: ALFABETA. 2012 (cet. 15)
- Zainurrahman. 2009. *The Theories of Translation. Personal Journal of Philosophy of Language and Education* (Accessed on February 8th 2017)

TRANSLATION TEST

Name :

NIM :

FOOD, NUTRITION AND HEALTH

From birth to death, food is dominant factor in our lives. In a single year, on a three-meal-a-day basis, most of us eat well over 1000 meals. We know that the food we eat is necessary for our very being-we know it provides the energy for the quiet breathing at night and the full activity of the day. We know that it builds, maintains, regulates muscle and bones, nerves and brain, eyes, hair and our physical being.

Nutrition refers to the process in the body for making use of food. It includes eating the correct foods or the body's need; digestion of foods so that the body can use the nutrients; absorption of the nutrients into the bloodstream; use of the individual nutrients by the cells in the body for the production of energy, the maintenance and growth of cells, tissue and organs; and elimination of wastes.

Nutritional status is the condition of full of health as it is related to the use of food by the body. You should remember that other reasons for poor health might be lack of sleep, poor sanitation, poor housing and so on.

Question's List

Name :

Class :

Reg. Number :

1. What is the translation lecture role? Is it important? If yes, why?
2. Is it difficult to translate source language (SL) into target Language (TL)? If yes, what are the factors of difficulties?
3. Which one do you prefer to translate, from Indonesian to English or English to Indonesian? What's your reason?
4. What's your suggestion to be a topic in the translation lecture?

Name: (2)

TRANSLATION TEST

Name: Supardi
NIM: 190301500

FOOD, NUTRITION AND HEALTH

From birth to death, food is dominant factor in our lives. In a single year, on a three-meal-a-day basis, most of us eat well over 1000 meals. We know that the food we eat is necessary for our very being—we know it provides the energy for the quiet breathing at night and the full activity of the day. We know too that it builds, maintains, regulates muscle and bones, nerves and brain, eyes, hair and our physical being.

Nutrition refers to the process in the body for making use of food. It includes eating the correct foods or the body's needs, digestion of foods so that the body can use the nutrients, absorption of the nutrients into the bloodstream, use of the individual nutrients by the cells in the body for the production of energy, the maintenance and growth of cells, tissue and organs, and elimination of wastes.

Nutritional status is the condition of full of health as it is related to the use of food by the body. You should remember that other reasons for poor health might be lack of sleep, poor sanitation, poor housing and so on.

Dari lahir sampai mati makanan adalah faktor utama dalam hidup kita. Kita membutuhkan 3 porsi makanan sehari. Sedangkan besar porsi kita tergantung pada kebutuhan kita. Makanan kita haruslah makanan yang baik. Kita harus memperhatikan asupan untuk kita. Kita harus makan hari dan memperhatikan porsi di setiap hari. Kita harus makan itu untuk bangun, istirahat, otot dan tulang. Kita harus memperhatikan dan tidak makan sembarangan dan porsi kita.

Makanan merupakan kepada proses kepada proses dalam bentuk pencernaan makanan itu termasuk makanan yang sehat atau yg tidak sehat. Makanan tersebut sebagai faktor banyak nutrisi dan asupan nutrisi ke dalam pencernaan. Makanan tersebut dari sel dalam tubuh untuk memproduksi energi. Makanan dan minuman dan lain-lain itu sel jaringan dan penghabisan kembali.

Question's List

Name : Winda

Class : V D

Reg. Number : -

1. What is the translation lecture role? Is it important? If yes, why?

Yes, it will help us and if we master it.

It will be very usefull.

2. Is it difficult to translate source language (SL) into target Language (TL)? If yes, what are the factors of difficulties?

Yes, The factors are like there are some words

it is not familiar and also the style of languages is different.

3. Which one do you prefer to translate, from Indonesian to English or English to Indonesian? What's your reason?

English-Indonesian because I don't have to pay attention anymore about grammar.

4. Among kinds of translation, which one is the easier?

General translation

5. What's your suggestion to be a topic in the translation lecture?

About knowledge

Students' Mistakes Table

No.	Phrases	Translations	Correct	Incorrect
1	from birth to death	1.sejak kelahiran hingga kematian (*) 2.dari lahir sampai mati 3.sejak lahir sampai meninggal 4.dari lahir menuju kematian 5.sejak lahir hingga akhir hayat	2	16 8 2 2
2	Our lives	1.kehidupan kita (*) 2.hidup kita 3.kehidupan 4.kita hidup	14	13 1 1
3	In a single year	1.dalam setahun (*) 2.dalam satu tahun 3.di setiap tahun 4.dalam setiap tahun 5.di awal tahun	10	14 1 1 1
4	Three meal a day	1.3 makan kali sehari (*) 2. makanan dasar dalam sehari 3.3 makanan lengkap sehari 4.dikonsumsi 3 kali sehari 5.karbohidrat 3 kali dalam sehari 6.3 macam makanan dasar dalam sehari 7.3 kali dalam sehari 8.setiap 3 kali sehari 9.makan kalori 3 kali sehari 10.setiap 3 kali sehari	17	2 2 1 1 1 1 2 1 1
5	The quiet breathing	1.nyenyaknya tidur (*) 2.bernafas dengan tenang 3.bernafas cukup 4.bernafas 5.ketenangan pernafasan 6.istirahat 7.ketenangan 8.setiap nafas 9.bernafas nyaman 10.bernafas lega	0	7 2 5 2 4 3 1 1 1
6	Making use	1.memanfaatkan (*) 2.membuat manfaat 3.pencernaan 4.membuat dan memakai 5.yang dibentuk	12	2 2 1 2

		6.mencerna 7.mengolah 8.membuat kegunaan 9.pengolaan fungsi 10.menggunakan 11.pemanfaatan 12.berguna		1 1 1 1 1 1 2
7	The body's need	1.kebutuhan tubuh (*) 2.kebutuhan hidup 3.dibutuhkan tubuh 4.diperlukan oleh tubuh 5.tubuh yang membutuhkan 6.yang tubuh inginkan	9	2 15 1 1 1
8	Elimination of wastes	1.pembuangan limbah (*) 2.pembuangan dari pembersihan 3.penghasilan limbah 4.penghabisan limbah 5.tereliminasi akan dibuang 6.mengeliminasi sampah-sampah 7.pengeluaran limbah 8.penyisihan kotoran 9.pengeluaran sampah 10.penghapusan limbah 11.pengeluaran yang tak dibutuhkan oleh tubuh 12.pengeliminasian kotoran 13.penghapusan kotoran 14.pengeluaran pembuangan 15.eliminasi limbah	4	1 1 2 1 2 2 1 1 2 3 1 1 2 1 2
9	Lack of sleep	1.kurang tidur atau istirahat (*) 2.sebelum tidur 3.kekurangan tidur 4.berdampak pada tidur	25	1 1 1
10	Poor sanitation	1.sanitasi yang buruk (*) 2.lingkungan buruk 3.kurangmya BAB 4.kurangnya pembuangan 5.kurangnya kebersihan 6.sanitasi yang tidak baik 7.kurang dalam hal kebersihan 8.kebersihan tidak terjaga 9.lingkungan kotor 10.kebersihan yang buruk	14	2 3 1 2 1 1 1 1 1 1

		11.jorok		1
11	Poor housing	1.perumahan yang buruk 2.lingkungan buruk 3.kurangnya membersihkan rumah 4.kurangnya pembersihan rumah 5.kurang bersih-bersih 6.tempat tinggal yang tidak layak 7.kurang makanan bergizi 8.pemukiman kumuh 9.kekurangan dalam hal tempat tinggal 10.limbah lingkungan perumahan 11.perumahan kumuh 12.tempat tidur tidak layak 13.perumahan kotor 14.rumah yang buruk	13	2 1 1 1 2 1 1 1 1 2 1 1 1

Students' translation Method

No	Sentences	Literal Translation (LiT)	Inconsistent Mixture (InMT)	Idiomatic Translation(IdT)
1.	In a single year, on a three meal a day basis, most of us eat well over 1000 meals.	1. Dalam satu tahunnya, di tiga makanan lengkap sehari, sebagian dari kita memakan lebih dari 1000 cemilan . (2) 2. dalam setahun, pada 3 kali makan sehari, kebanyakan dari kita makan dengan baik lebih dari 1000 makanan (2)	1. Dalam satu tahun, kita makan 3 kali sehari kebanyakan dari kita mengkonsumsi lebih dari 1000 makanan (2)	Dalam satu tahun dengan 3 kali makan dalam sehari, kebanyakan dari kita makan melebihi 1000 kali (± 5)
2	Provides the energy for the quiet breathing at night and the full activity of the day	1. menyediakan energi yang cukup untuk bernafas pada malam hari dan aktivitas penuh di siang hari 2. memberi energi untuk ketenangan malam dan aktivitas penuh dalam sehari 3. mengumpulkan energi untuk bernafas dan pada aktivitas yang padat.	Menyediakan energi bagi nafas tenang di malam hari dan kegiatan penuh setiap hari	Menyediakan energi untuk kenyamanan tidur di malam hari dan kegiatan sepanjang hari(0)
3	You should remember that other reasons for poor health might be lack of sleep, poor	Anda seharusnya ingat itu lain sebab untuk buruk kesehatan mungkin karena	Anda harus ingat bahwa sebab lain untuk buruknya	Anda haruslah ingat bahwa sebab lain buruknya kesehatan

	sanitation, poor housing and so on	kurang tidur, buruk sanitasi, buruk rumah dan lain.	kesehatan mungkin disebabkan oleh kurang tidur, lingkungan yang buruk , perumahan yang buruk dan lain-lain	mungkin disebabkan oleh kurang istirahat atau tidur, sanitasi yang buruk, keadaan perumahan yang buruk, dan lain-lain.
--	------------------------------------	---	---	--

СМЧ-ДЗТРА

Table 1

LITERAL TRANSLATION

Makanan, Gizi dan Kesehatan

Dari kelahiran ke kematian, makanan adalah sebuah dominan faktor dalam kita hidup. Dalam sebuah tunggal tahun, di atas sebuah tiga-makanan-sehari-hari-dasar, kebanyakan dari kita makan dengan baik di atas 1000 makanan. Kita tahu bahwa makanan kita makan adalah penting untuk kita sangat menjadi kita tahu dia menyediakan energi untuk sepi nafas pada malam dan penuh kegiatan dari hari. Kita tahu juga bahwa dia membangun, memelihara, mengatur otot dan tulang, saraf dan otak, mata, rambut dan semua kita fisik menjadi.

Gizi mengacu pada proses dalam badan untuk membuat guna dari makanan. Ini termasuk makan benar makanan untuk badan butuh; pencernaan dari makanan begitu itu badan bisa menggunakan gizi; menyerap dari gizi dalam ke darah aliran, guna dari individu gizi oleh sel dalam badan untuk produksi tenaga, perawatan dan pertumbuhan dari sel, jaringan dan organ dan pembuangan dari limbah.

Gizi status adalah kondisi dari penuh kesehatan sebagai ini adalah berhubungan pada guna dari makanan oleh badan. Anda seharusnya ingat itu lain sebab untuk buruk kesehatan mungkin menjadi kurang tidur, buruk sanitasi, buruk rumah dan begitu atas.

Table 2

<p style="text-align: center;">INCONSISTENT MIXTURE</p> <p style="text-align: center;">Makanan, Gizi dan Kesehatan</p> <p>Sejak lahir hingga mati, makanan adalah faktor dominan dalam hidup kita. Dalam satu tahun, dengan makan tiga kali sehari, kebanyakan dari kita makan lebih dari 1000 makanan. Kita tahu bahwa makanan yang kita makan itu penting bagi tubuh kita. Kita tahu bahwa ini menyediakan energi bagi napas tenang di malam hari dan kegiatan penuh setiap hari. Kita juga tahu bahwa makanan membangun, memelihara dan mengatur otot dan tulang, saraf dan otak, mata rambut dan semua bagian fisik tubuh kita.</p> <p>Gizi mengacu pada proses dalam tubuh untuk memanfaatkan makanan. Pemanfaatan tersebut termasuk memakan makanan yang benar bagi kebutuhan tubuh; pencernaan makanan sehingga tubuh bisa memanfaatkan giz; penyerapan gizi ke dalam aliran darah; pemanfaatan gizi individual oleh sel dalam tubuh untuk menghasilkan energi, pemeliharaan dan pertumbuhan sel, jaringan dan organ dan pembuangan limbah.</p> <p>Status gizi adalah kondisi kesehatan penuh sebagaimana berhubungan dengan pemanfaatan makanan oleh tubuh. Anda harus ingat bahwa sebab lain untuk buruknya kesehatan mungkin disebabkan oleh kurang tidur, sanitasi yang buruk, perumahan yang buruk dan lain-lain</p>
--

Table 3

IDIOMATIC TRANSLATION

Makanan, Gizi dan Kesehatan

Sejak lahir hingga ke **liang lahat**, makanan **sudah menjadi bagian yang paling penting** dalam hidup kita. Dengan makan tiga kali sehari, **hampir kita semua menghabiskan** lebih dari 1000 makanan **dalam setahun**. Kita tahu bahwa makanan yang kita makan itu penting bagi tubuh kita. Kita tahu bahwa makanan menyediakan energi bagi **nyenyaknya tidur** di malam hari dan **sibuknya kerja di siang hari**. Kita juga tahu bahwa makanan membangun, memelihara dan mengatur otot dan tulang, saraf dan otak, mata, rambut dan semua bagian fisik tubuh kita.

Proses pengolahan gizi terjadi dalam tubuh dengan memanfaatkan makanan yang masuk. Pemanfaatan tersebut **antara lain** memakan makanan yang benar bagi kebutuhan tubuh; pencernaan makanan sehingga tubuh bisa **menyerap** gizi; penyerapan gizi ke dalam aliran darah; pemanfaatan **bagian gizi** oleh sel dalam tubuh untuk menghasilkan energi, pemeliharaan dan pertumbuhan sel, jaringan dan organ dan pembuangan limbah.

Status gizi **merupakan** kondisi keehatan penuh **karena** berhubungan dengan pemanfaatan makanan oleh tubuh. Anda harus ingat bahwa **sebab lain buruknya** kesehatan mungkin disebabkan oleh **kurang istirahat atau tidur**, sanitasi yang buruk, **keadaan perumahan** yang buruk, dan lain-lain.

Translated by Google

MAKANAN, NUTRISI DAN KESEHATAN

Dari lahir sampai mati, makanan merupakan faktor dominan dalam kehidupan kita. Dalam satu tahun, setiap tiga hari sekali makan, kebanyakan dari kita makan lebih dari 1000 makanan. Kita tahu bahwa makanan yang kita makan adalah kebutuhan untuk keberadaan kita-kita tahu ini memberi energi untuk ketenangan malam dan aktivitas penuh hari ini. Kita tahu gigi itu membangun, mempertahankan, mengatur otot dan tulang, saraf dan otak, mata, rambut dan fisik kita.

Nutrisi mengacu pada proses dalam tubuh untuk memanfaatkan makanan. Ini termasuk memakan makanan yang benar atau kebutuhan tubuh; pencernaan makanan sehingga tubuh bisa menggunakan nutrisi; penyerapan nutrisi ke dalam aliran darah; Penggunaan nutrisi individu oleh kels di tubuh untuk produksi energi, pemeliharaan dan pertumbuhan sel, jaringan dan organ tubuh; dan penghapusan limbah.

Status gizi adalah kondisi kesehatan penuh karena berkaitan dengan penggunaan makanan oleh tubuh. Anda harus ingat bahwa alasan lain untuk kesehatan yang buruk mungkin kurang tidur, sanitasi buruk, perumahan yang buruk dan sebagainya

Edited by Andi Nuzul Hikmah Buana

Makanan, Gizi dan Kesehatan

Sejak kelahiran hingga kematian, Makanan sudah menjadi faktor dominan dalam hidup kita. Dalam setahun dengan makan tiga kali sehari, kita hampir menghabiskan lebih dari 1000 makanan. Kita mengetahui bahwa makanan yang kita makan itu penting bagi tubuh kita. Kita mengetahui bahwa makanan menyediakan energi untuk kenyamanan tidur di malam hari dan kegiatan sepanjang hari. Kita juga tahu bahwa makanan membangun, memelihara serta mengatur otot dan tulang, saraf dan otak, mata, rambut dan semua bagian fisik tubuh kita.

Proses pengolahan gizi terjadi dalam tubuh dengan memanfaatkan makanan yang masuk. Pemanfaatan tersebut antara lain memakan makanan yang benar bagi kebutuhan tubuh; pencernaan makanan sehingga tubuh dapat menyerap gizi; penyerapan gizi ke dalam aliran darah; pemanfaatan gizi oleh sel dalam tubuh untuk menghasilkan energi, pemeliharaan dan pertumbuhan sel, jaringan dan organ serta pembuangan limbah.

Status gizi merupakan kondisi badan sangat sehat karena berhubungan dengan pemanfaatan makanan oleh tubuh. Anda harus ingat bahwa sebab lain buruknya kesehatan mungkin disebabkan oleh kurang istirahat atau tidur, sanitasi yang buruk, keadaan perumahan yang buruk, dan lain-lain.

Translated by other: Choliluddin S.Pd.: Writer and Translator

Makanan, Gizi dan Kesehatan

Sejak lahir hingga ke liang lahat, makanan sudah menjadi bagian yang paling penting dalam hidup kita. Dengan makan tiga kali sehari, hampir kita semua menghabiskan lebih dari 1000 makanan dalam setahun. Kita tahu bahwa makanan yang kita makan itu penting bagi tubuh kita. Kita tahu bahwa makanan menyediakan energi bagi nyenyaknya tidur di malam hari dan sibuknya kerja di siang hari. Kita juga tahu bahwa makanan membangun, memelihara dan mengatur otot dan tulang, saraf dan otak, mata, rambut dan semua bagian fisik tubuh kita.

Proses pengolahan gizi terjadi dalam tubuh dengan memanfaatkan makanan yang masuk. Pemanfaatan tersebut antara lain memakan makanan yang benar bagi kebutuhan tubuh; pencernaan makanan sehingga tubuh bisamenyerap gizi; penyerapan gizi kedalam aliran darah; pemanfaatan bagian gizi oleh sel dalam tubuh untuk menghasilkan energi, pemeliharaan dan pertumbuhan sel, jaringan dan organ dan pembuangan limbah.

Status gizi merupakan kondisi kehatan penuh karena berhubungan dengan pemanfaatan makanan oleh tubuh. Anda harus ingat bahwa sebab lain buruknya kesehatan mungkin disebabkan oleh kurang istirahat atau tidur, sanitasi yang buruk, keadaan perumahan yang buruk, dan lain-lain.

PRODI PENDIDIKAN BAHASA INGGRIS

FORMULIR PENDAFTARAN 2024, SEMESTER

* Wajib

Alamat email *

andhuh@yahoo.com

Nama Lengkap *

Andi Nurul Hikmah B

NIM *

10525547213

Kelas *

VE C

Judul Skripsi !

Masukkan tiga (3) alternatif judul email: andhuh@yahoo.com PRODI

Judul 1 *

An Error Analysis of using Capitalization in Writing Narrative Text at the Third Grade of SMP Unismuh Makassar

Judul 2 *

An Analysis of Students Translation Skill by using Continuum Scale (The Sixth Semester English Department Makassar Muhammadiyah University) 2

Judul 3 *

The Students Expectation on the Teacher's Roles in English Language Teaching (ELT) at the Second Semester English Department Makassar Muhammadiyah University

Alternatif Pembimbing 1

Prof. Dr. H. H. H. Sidiq M.S.

Alternatif Pembimbing 2

Fandi A. H. H. Sidiq M.S.

12/5/17

[Signature]

Keterangan

1. Untuk Alternatif Pembimbing, dengan 0/0
2. PROCT (SUT) form is untuk disampaikan ke PROCT dengan melampirkan buku Panduan Penulisan Skripsi
3. Untuk buku panduan penulisan skripsi, silahkan menghubungi form desk PROCT



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Hasanudin No. 200 Makassar
Telp : (0411) 444 807 - 809, 812, 813
Faksimil : 444 808, 814, 815
Web : www.ummuhammadiyah.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Nomor : 0158/BG-FKIP/C/V/1437/2017
Hal : **Kesediaan Sebagai Pembimbing Skripsi**

Kepada Yang Terhormat,
Bapak/Ibu Dosen Pendidikan Bahasa Inggris
di
Tempat

Assalamu Alaikum Warahmatullahi Wabarakatuh.
Teriring salam dan doa semoga segala aktivitas kita senantiasa bernilai ibadah di sisi Allah Swt.

Dengan hormat kami meminta kesediaan bapak/ibu dosen untuk menjadi Pembimbing Skripsi atas nama mahasiswa yang tercantum di bawah ini :

Nama : Andi Muzul Hikmah B.
NIM : 10535 5472 13
Judul Skripsi : An Analysis of Students' Translation Skill by Using Continuum (The Fifth Semester English Department Makassar Muhammadiyah University)

Nama Pembimbing

Tanda Tangan Pembimbing

Pembimbing 1. Prof. Dr. H. M. Basri Dalle, MS.

Pembimbing 2. Farisha Andi Baso, S.Pd., M.Pd.

Demikian surat ini disampaikan. Atas kerjasamanya di ucapkan terima kasih.
Wassalamu Alaikum Wr. Wb.

Mengetahui
Kepala Prodi Pendidikan Bahasa Inggris

Utami Liliyanti Syam, S.Pd., M.Pd.
NBM - 977 80



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

APPROVAL SHEET

Title : An Analysis of Students' Translation Skill by Using Continuum (The Fifth Semester English Department Makassar Muhammadiyah University)
Name : Andi Nuzul Hikmah B
Reg.Number : 10535 5472 13
Department : English Education Department
Faculty : Teacher training and Education

After being checked and observed this proposal has fulfilled qualification to be examined

Approved By,

Consultant I

Prof. Dr. H.M. Basri Dalle, MS

Consultant II

Farisha Andi Baso, S.Pd., M.Pd

Head of English
Education Department



Ummi Khaerati Syam, S.Pd., M.Pd
NBM: 977 807



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

COUNSELLING SHEET

Nama : Andi Nuzul Hikmah B
Stambuk : 10535 5472 13
Jurusan : Pendidikan Bahasa Inggris
Dengan Judul : An Analysis of Students' Translation Skill by Using Continuum (The Fifth Semester English Department Makassar Muhammadiyah University)
Consultant I : Prof. Dr. H.M. Basri Dalle, MS

Day / Date	Chapter	Note	Sign
I 8/7/2017	5-1a	PS (variables) of II (rule), res. instrument, etc	✓
II 3/8/2017	5-1a	PS, variables and indicators, res. instruments, etc. etc	✓
III 7/8/2017	5-1a	indicators of each variable. Setelah ujian proposal, boleh lanjut untuk umpan balik dan	✓

Makassar, 17 Mei 2017

Approved by:
Head of English Education
Department



Utsul Khairati Syam, S.Pd., M.Pd
NBM: 977 807



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

COUNSELLING SHEET

Nama : Andi Nuzul Hikmah B
Stambak : 10535 5472 13
Jurusan : Pendidikan Bahasa Inggris
Dengan Judul : An Analysis of Students' Translation Skill by Using
Continuum (The Fifth Semester English Department
Makassar Muhammadiyah University)
Consultant II : Farisha Andi Baso, S.Pd., M.Pd

Day / Date	Chapter	Note	Sign
10/6/17	1-3	- Background - Research Question - add some theories in chapter 2 - Translation & Continuum - Glossary - Bibliography min 1/2 page	
12/7/17	1-3	- Theory (chapter 2) A Continuum Analysis - Test for comma errors	
12/7/17	1-3	Ala !	

Makassar, 17 Mei 2017

Approved by:
Head of English Education
Department



Ummi Khasrati Syam, S.Pd., M.Pd
NBM: 977 807





UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

BERITA ACARA

Pada hari ini, Jumat, Tanggal 23 Desember 2017 bertepatan tanggal 15 / September 2017 M bertempat di ruang Mini Hall kampus Universitas Muhammadiyah Makassar telah dilaksanakan seminar Proposal Skripsi yang berjudul:

A Content Analysis of Students' Translational Skills at The English Language Department of Makassar Muhammadiyah University (A Descriptive Qualitative Research)

Dari Mahasiswa

Nama: Andi Nurul Hikmah Bumi
 Stambuk/NIM: 10595541211
 Jurusan: Pendidikan Bahasa Inggris
 Moderator: Dr. Hj. Andi Teori Ampu, M.Hum
 Hasil Seminar: Four Star
 Alamat/Temp: Four Star N. No. 8 / 081155048194

Dengan penjelasan sebagai berikut:

Instrument → ujian, single - random

Features of translatory level / 2

Direvisi:

Panangkep I: Dr. Hj. Andi Teori Ampu, M.Hum
 Panangkep II: Png. Dr. H. M. Basri Datta, M.S
 Panangkep III: Nandari Bee Abdul, S.Pd, M.Pd
 Panangkep IV: Ratu Yulianti Nasir, S.Pd, M.Pd

Makassar, _____ 20____
 Ketua Jurusan

(Lihat Klampayan, S.Pd, M.Pd)
 NIM: 977 872



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN dan ILMU PENDIDIKAN

Jalan Karama - Jl Sultan Abdullh No. 209 W (0421) 850-837 Fax (0421) 8601132 Makassar 90222/Http://www.um-makassar.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KETERANGAN PERBAIKAN HASIL UJIAN PROPOSAL

Berdasarkan Hasil Ujian :

Nama : Andi Nuzul Hikmah Buana
Stambuk : 10535547213
Program Studi : Pendidikan Bahasa Inggris
Judul : A Continuum Analysis of Students' Translation Skill
at the Fifth Semester English Department of
Makassar Muhammadiyah University (A
Descriptive Qualitative Research)

Oleh tim penguji, harus dilakukan perbaikan-perbaikan. Perbaikan tersebut dilakukan dan disetujui oleh tim penguji sebagai berikut :

No	Tim Penguji	Disetujui Tanggal	Tanda Tangan
1	Dr. Hj. Andi Tensi Ampa, M.Hum	03/10/2017	
2	Prof. Dr. H. M. Bursi Dalle, M.S	22/09/2017	
3	Nurdesi Bie Madul, SPd, MPd	20/09/2017	
4	Ratu Yulianti Natsir, S.Pd, MPd	20/09/2017	

1438 H

Makassar, _____

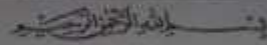
2017 M

Ketua Prodi,

Untari Khuzendi Syam, S.Pd, MPd.
NBM : 277 807



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN



Nomor : 15760/KIP/A.1-UIX/1439/2017
Lampiran : 1 (satu) Rangkap Proposal
Hal : Pergantar L.P3M

Kepada Yang Terhormat
L.P3M Unismuh Makassar
Di:
Makassar

Assalamu Alaikum W. Wb

Deklar Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah
Makassar memrakamkan dengan sebetulnya bahwa Mahasiswa tersebut yang
namanya di bawah ini :

Nama : ANDI NUZUL HIKMAH BUANA
NIM : 10535 5472 13
Jurusan : Pendidikan Bahasa Inggris
Alamat : Kompleks Stadia N

Adalah yang bersangkutan akan mengadakan penelitian dan penyusunan
skripsi.

Dengan judul : *A Continuum Analysis of Students' Translation Skill at
the Fifth Semester English Department of Makassar
Muhammadiyah University (A Descriptive Qualitative
Research)*

Demikian disampaikan atas kerja sama yang baik kami ucapkan terima kasih.

Wassalamu Alaikum W. Wb

Makassar, September 2017

Fakhri A. A. M. P. D.
NIM. 85092



Nomor : 2219/In-01/C.4-VIIIIS/39/2017
Lamp : 3 (tiga) rangkap Proposal
Hal : Satu Penulisan

17, Muharram 1438 H.
07 Oktober 2017 M.

Kepada Yth.
Sudhar
Nama : ANDI NUZUL HIKMAH BUANA
Nomor Pokok : 105 35 5472 13
Program Studi : Pendidikan Bahasa Inggris
Di -

Tempat:

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan, nomor : 1576/PRIF/A.1.1/IX/1439/2017 tanggal 30 September 2017, memerintahkan bahwa mahasiswa tersebut di atas diberi izin untuk melakukan Observasi Lapangan / Penelitian / Pengambilan data yang diharapkan menghasilkan satu rangkai hasil penelitiannya yang berjudul:

"A Continuum Analysis of Students' Translation Skill at the Fifth Semester English Departemen of Makassar Muhammadiyah University (A Descriptive Qualitative Research)"

Yang akan dilaksanakan dari tanggal 07 Oktober s.d 07 Desember 2017.

Sehubungan dengan hal tersebut, yang bersangkutan akan melaksanakan penelitian Pengabdian Masyarakat sesuai ketentuan yang berlaku.

Demikian atas perhatian dan kerjasamanya diucapkan jazakumullahu khairan karrima.



Dr. Ar. Abubakar Idham, M.P.
NPM. 101 7716

Tembusan yth:

1. Rektor Universitas Muhammadiyah Makassar
2. Dekan Fakultas dalam Lingkungan Universitas Muhammadiyah Makassar
3. Arsip



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Andi Nuzul Hikmah Bonna
 NIM : 10535 5472 13
 Judul Penelitian : "A Continuum Analysis of Students' Translation Skill at the FGD Semester English Department of Makassar Muhammadiyah University (A Descriptive (Qualitative Research))"
 Tanggal Ujian Proposal : 15 September 2017
 Tempat/Lokasi Penelitian : Makassar Muhammadiyah University

No	Hari/tanggal	Kegiatan Penelitian	Nama Dosen	Paraf Dosen
1	Selasa, 24 Oktober 2017	Pembagian translation test	Herlina Dudi, S.Pd., M.Pd.	
2	Jumat, 27 Oktober 2017	Pembagian translation test	Katy Yuhanti, S.Pd., M.Pd.	
3	Senin, 6 November 2017	Pembagian translation test	Katy Yuhanti, S.Pd., M.Pd.	
4				
5				
6				
7				
8				
9				
10				

.....2017

Mengucapkan,

Ketua Jurusan



Utami Waharati Syam, S.Pd., M.Pd
 NIM. 6330 807

Penerimaan Kepala sekolah



Utami Waharati Syam, S.Pd., M.Pd., Ph.D
 NIM. 6330 944



SURAT KETERANGAN PENELITIAN

Nomor: 2014/KIP/ON/A 5-VI/XR/1439/2017

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa mahasiswa yang tersebut di bawah ini:

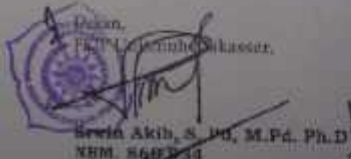
Nama : ANDENUZUL HIKMAH BUANA
NIM : 0535 5472 11
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Adalah benar-benar telah melaksanakan penelitian di Fakultas Keguruan dan Ilmu Pendidikan tahun pelajaran 2017/2018 terhitung sejak 07 Oktober 2017 s/d 07 Desember 2017 dalam rangka penyusunan skripsi dengan judul:

"A Continuon Analysis of Students' Translation SKILL at the fifth Semester English Department of Makassar Muhammadiyah University (A Descriptive Qualitative Research)".

Dengan surat keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan sebagaimana mestinya.

22 Rabiul Awal 1439 H
Makassar, _____
12 Desember 2017 M


Dekan,
Fakultas Keguruan dan Ilmu Pendidikan,
Universitas Muhammadiyah Makassar.
Arwa Akib, S. Pd., M.Pd., Ph.D
NIM. 84807234



Curriculum Vitae

Andi Nuzul Hikmah Buana was born in Woddi, 17th of February 1995, Soppeng. She is the fourth child from five siblings. Her fathers' name is Andi Muhammad Arief and her mothers' name is Hj. Andi Musniati.

She graduated her elementary school in 2007 at SD Negeri 17 Bila. She continued her study at Madrasah Tsanawiyah DDI Pattojo and graduated in 2010. Her senior high school was at SMA Negeri 3 Watansoppeng that now known as SMA Negeri 8 Soppeng and graduated in 2013. At the same year 2013, she continued her study at the University and at that year, she was accepted at Muhammadiyah University as a student of English Educational Department. During her study at University, she was included at HMJ (Himpunan Mahasiswa Jurusan) of English education, that is call EDSA (English Department Student Association) as member of human resources in 2014, and moved to Organization Development in 2015. She also joined an international program called Learning Express in 2017.

At the end of her study, she could finish her thesis with title "A Continuum Analysis of Students Translation Skills at the fifth semester students of English Department Makassar Muhammadiyah University (A descriptive Qualitative Research)".