

THE STUDENTS' ABILITY IN TRANSLATING POETRY AT THE SIXTH  
SEMESTER OF ENGLISH DEPARTMENT AT MUHAMMADIYAH UNIVERSITY  
OF MAKASSAR



ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
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Abstract: The aim of this study is to find out the ability of the students in translating poetry at the sixth semester of English Department at Muhammadiyah University of Makassar. The data were collected from 10 students. The data were analyzed by using the descriptive method. The results of the study show that the students' ability in translating poetry is low. The students' ability in translating poetry is low because they do not understand the meaning of the poem. The students' ability in translating poetry is low because they do not understand the meaning of the poem. The students' ability in translating poetry is low because they do not understand the meaning of the poem.

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19/7/2021	1. What is poetry and why we have to study it?	08.00 - 10.00
20/7/2021	2. The Elements of Poetry	08.00 - 10.00
21/7/2021	3. The Types of Poetry	08.00 - 10.00
22/7/2021	4. The Functions of Poetry	08.00 - 10.00
23/7/2021	5. The History of Poetry	08.00 - 10.00
24/7/2021	6. The Importance of Poetry	08.00 - 10.00
25/7/2021	7. The Role of Poetry in Society	08.00 - 10.00
26/7/2021	8. The Development of Poetry	08.00 - 10.00
27/7/2021	9. The Future of Poetry	08.00 - 10.00
28/7/2021	10. The Conclusion	08.00 - 10.00

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## MOTTO

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MAKASSAR  
*"Intelligence is not the determinant of success, but hard work is the real determinant of your success"*

## Dedication

This research study is dedicated to my beloved father, Lauddin, to my beloved mother, Linda, and my sisters, Sukmawati, Fahira, and my brothers, fadli, hamsa.

## ABSTRACT

**NURMILDA. 2022.** *The Students' Ability in Translating Poetry at the Sixth Semester of the English Department at Muhammadiyah University of Makassar.* A thesis of the English Department, Faculty of Teacher Training and Education. Muhammadiyah University of Makassar. Supervised by Radiah Hamid and Ratu Yulianti Natsir.

The objective of the study was to investigate the students' ability in translating poetry from Indonesian into English in the Sixth Semester Students of English Department at Muhammadiyah University of Makassar.

This research used Descriptive Quantitative Research. It was a test. The test was distributed to the students of the Sixth Semester in academic year 2021 as a sample of the study. The total number of samples was 45 students by using Purposive Sampling.

The result of the study showed that the researcher concluded that the students' ability to translate poetry from Indonesian into English entitled "Mengejar Mimpi" is more dominant at a good level of mastery in the accuracy category than readable and acceptable. On the accuracy indicator, the researcher found 62.2%, the readability indicator was 24.4%, and the acceptability indicator was 13.3%. In general, the result is still good. However, the translation poetry is below average, such as inaccurate, meaning is less acceptable, and unreadable. In addition, inappropriate word choice and word-for-word translation or unnatural structure make translation sound awkward and uneasy to understand.

**Keywords:** Poetry Translating, Readability, Acceptability, Accurability.

## ABSTRAK

**NURMILDA. 2022.** *Kemampuan Mahasiswa dalam Menerjemahkan Puisi pada Semester VI Jurusan Bahasa Inggris Universitas Muhammadiyah Makassar.* Tesis Jurusan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Radiah Hamid dan Ratu Yulianti Natsir.

Tujuan dari penelitian ini adalah untuk mengetahui kemampuan mahasiswa dalam menerjemahkan puisi dari Bahasa Indonesia ke Bahasa Inggris pada Mahasiswa Semester VI Jurusan Bahasa Inggris Universitas Muhammadiyah Makassar.

Penelitian ini menggunakan Penelitian Deskriptif Kuantitatif. Itu adalah ujian. Tes tersebut dibagikan kepada mahasiswa semester VI tahun ajaran 2021 sebagai sampel penelitian. Jumlah sampel sebanyak 45 siswa dengan menggunakan Purposive Sampling.

Hasil penelitian menunjukkan bahwa peneliti menyimpulkan bahwa kemampuan siswa menerjemahkan puisi dari bahasa Indonesia ke bahasa Inggris yang berjudul "Mengejar Mimpi" lebih dominan pada tingkat penguasaan yang baik pada kategori akurasi daripada dapat dibaca dan diterima. Pada indikator akurasi ditemukan 62,2%, indikator keterbacaan 24,4%, dan indikator akseptabilitas 13,3%. Secara umum, hasilnya masih bagus. Namun, puisi terjemahannya di bawah rata-rata, seperti tidak akurat, maknanya kurang dapat diterima, dan tidak terbaca. Selain itu, pilihan kata yang tidak tepat dan terjemahan kata demi kata atau struktur yang tidak wajar membuat terjemahan terdengar canggung dan tidak mudah dipahami.

*Kata kunci: Penerjemahan Puisi, Keterbacaan, Penerimaan, Ketepatan.*



## ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**In the Name of Allah, Most Gracious, Most Merciful**

Alhamdulillah Robbil 'Aalamin, praises and grateful to Allah SWT, peace and blessings be upon to the great prophet Muhammad SAW, his friends, family and followers until the end times. The researcher realize that since the preparation research until the result of this research there are many difficulties and challenges faced, but thanks to the blessing of Allah Almighty and the guidance of various parties, all difficulties and challenges face can be overcome.

Further, the researcher also expresses sincerely deepest gratitude to her beloved parents, her father Lauddin, her lovely mother Linda, the beloved brothers, her brother Fadli, Hamsa, and also sisters, Sukmawati and Fahira for their prayers, financial, motivations, and sacrificed for her success, and their love sincerely and purely without time. The researcher realized that in carrying out the research and writing proposal, many people have contributed their valuable suggestions, guidance, and advice for the completion of this thesis. Therefore she would like to acknowledge them:

- I. Prof. Dr. H. Ambo Asse, M.Ag., the Rector of Muhammadiyah University of Makassar.

2. Erwin Akib, M.Pd., Ph.D., the Dean of Teacher Training and Education Faculty.
3. Dr. Umami Khaerati Syam, S.Pd., M.Pd, the Head of English Education Department of FKIP UNISMUH Makassar.
4. Her high appreciation and great thankfulness are due to consultant Dr. Radiah Hamid, M.Pd, and Ratu Yulianti Natsir, S.Pd., M.Pd. who have given their valuable time and guidance to finish this thesis.
5. My greatest thanks to the family as the supporting family in all conditions to me.
6. Thanks to all respondents of this research, the Sixth Semester Students of English Department at Muhammadiyah University of Makassar.
7. My greatest thanks to all her classmates (Awesome Class) who have given me many experiences in developing my character.
8. Finally, for everyone who has given the valuable suggestion, guidance, assistance, and advice to complete this thesis Allah S.W.T be with us now and happily ever after.

Makassar, 2021

**NURMILDA**

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## CHAPTER I

### INTRODUCTION

This chapter deals with the background, problem statement, objective of the study, the significant of the study, and scope of the study.

#### A. Background

Any discussion regarding translation revolves around the subject of language. It is a method of being able to do interactions with other people. McArthur, T. (2008: 247), defines "A language is a system of communication utilized by individuals in a given country in speech and writing." Every country has its own language, in other words, Because each country has its own language, translation is a critical component of engagement. "Translation is an important phenomenon that has a major impact on everyday life," writes Nida (1982). Another quotation from Goethe, the great German writer, is "Translation is impossible, necessary, and important," as Harner (2006: 209) puts it. Because of its role in facilitating communication and avoiding misunderstandings, translation is required. misunderstandings between one language and another language. Bell (1991: 22) states, "The objective of translation theory is to gain a knowledge of the processes involved in the act of translation, not to establish a set of norms for achieving perfect translation, as is usually perceived."

Many people are aware that English has become a second language in many places worldwide. Primaningtyas (2010: 1) declares that "English is one of the most

widely spoken languages on the planet. It is recognized as an international language and is spoken in many regions of the world. The majority of knowledge, such as science, technology, and health literature, has been written in English "... As a result, English proficiency is a must for everyone in the community. English may be used to communicate with individuals from other countries and as a tool for harnessing current science and technology as an international language. As a result, English has become one of the most significant components of translation studies, and people must be fluent in it.

The transfer of an idea, information, or purpose from the Source Language (SL) to the Target Language (TL) is known as translation (TL). Newmark (1988: 7) "Translation is a craft consisting of the endeavor to replace a written message and/or statement in one language with the same message and/or statement in another language," according to the dictionary. The activity of translation is divided into two parts: SL, or the language into which the work will be translated, and TL, or the language in which the work will be organized by the translator. The goal of translation is to recreate various types of spoken or written content in a different language so that they can be read by a wider audience. The definition of translation given by Wills (in Noss, 1982: 3) is as follows: "Translation is a transfer process aimed at the transformation of a written SL text into an optimally equivalent T text."

Learning to translate is a difficult task. It just converts SL to TL texts. There are a lot of things to think about. Not only do various countries speak distinct languages, but they also have different cultures. It is like Nobar (2000), "Scholars



believed that translation might be utilized to spread one nation's culture, knowledge, and beliefs to other countries with other languages," she writes in her journal. The disparities and problematic characteristics of translation between SL and TL, such as form, meaning, equivalent, proverbs, style, idiom, and so on, as well as the cultural differences, make the process of translation a little more difficult.

Newmark determines that translation has two main types, they are communicative and literal translation. In communicative translation, Newmark (1981: 62) has a statement, "Translation is basically a means of communication or a manner of addressing one or more persons in the speaker's presence". According to Newmark, the communicative translation produces the same effect as close as possible to express on the readers of the original. Literal translation is the combination of free and word translation.

The focus of this research is on literary translation analysis. Literary work, according to Vocabulary.com, is "imaginative or creative writing." It says that literary work is the writer's work, which includes anything stated in letters as well as the writer's emotions, which might be inventive depending on the writer's desires. Poems, novels, lyrics, and other literary works exist in a variety of forms. Literary works are divided into literary and non-literary works in the sense that the first is "symbolical or allegorical," while the second is emotive in imaginative literature.

Poetry, as a literary work, has a unique quality when compared to other literary works. The art of rhythmical writing, whether written or spoken, for the exhilarating pleasure of beautiful, imaginative, or emotional thoughts is known as

poetry. Some forms of poetry are more difficult than others. Novels and short tales are not the same as poetry. It also features rhythm, rhyme, meter, and unique expressions and structures that may or may not be found in everyday speech. The aesthetic points in poetry are rhythm, rhyme, and meter, which make poetry beautiful, inventive, and emotive. Translators of poetry require "something more" than translators of other literary forms. Translations must follow the rules. Jakobson (in Venuti 2001: 118) "Poetry is untranslatable by definition," says the author.

Poetry is a form of literature that has been shown to be useful. For the language learner or pupils, this is essential. The advantages are not just as a source of inspiration, but also as a means of improving language learning capacities. Students can improve their English skills by learning poetry. Furthermore, it is envisaged that poetry as a material will aid in the development of students' competency and feelings, allowing them to have a positive self-concept, self-esteem, value, and morality. Salder and Hayllar (1991), add that poetry can enrich the reader's feeling. It stimulates feeling. It accomodates students' to feel happiness, sadness, concern, and interest. Hence, poetry gives abundant bevefits to the students.

Furthermore, the pupils' achievement in poetry must be measured through evaluation. Aside from determining the students' mastery, it can also demonstrate the success of the teaching and learning process. It also demonstrates the difficulty that kids have with poetry. As a result, it is critical to do research on *"The Students'*

*Ability in Translating Poetry at Muhammadiyah University of Makassar's Sixth Semester English Department."*

**B. Problem Statement**

Based on the background that has been described, the problem studied can be formulated as follows: "How is the students' ability to translate poetry at the Sixth Semester of the English Department at Muhammadiyah University of Makassar?"

**C. Objective of The Study**

Based on the problem statement, the objective of this research is to examine the students' ability to translate poetry at the Sixth Semester of the English Department at Muhammadiyah University of Makassar.

**D. Significance of The Study**

In the results of this research, it is expected that there would be some contributions as follow:

**1. Theoretically Contribution**

The findings can be utilized to add to the current literature on the analysis of students' ability to translate as a theoretical addition. The findings of the study should corroborate and clarify prior beliefs about translation poetry, and future research should add more hypotheses regarding students' abilities to translate poetry.

## 2. Practically Contribution

### a. For the Researcher

The research not only has significance for the researcher, but it also answers the researcher's question regarding the topic. However, the researcher can also add to his or her translation knowledge.

### b. For the Lectures

It used as reflection tools for knowing students' ability in translation subject, especially translating poetry.

### c. For Students

Students will be given new exercises in order to assess their abilities to translate poetry. As a result, pupils can determine how far they can translate for themselves.

### E. Scope of the Study

The researcher analyzed the students' ability by looking at their ability to write the target language in a Readable, Accurate, and Acceptable manner in translating the Indonesian poem "*Mengejar Mimpi*" (free poem) into English at Muhammadiyah University of Makassar's Sixth Semester of English Department.



## CHAPTER II

### REVIEW OF LITERATURE

This chapter deals with some previous related findings, the concept of translation, poetry, and poetry translation.

#### A. Previous Related Findings

There are some studies that have been conducted by some researches related to this research. Firstly, Nurbaeni (2014) in her research the *Students Translation Ability on Narrative Text at Eleven Grade Students of SMA NEGERI 5 PINRANG*. The student were fair in translating text. Their mean score was 70,66 which were classified as "fair" the high score of the students in translation a narrative text 90 and the low score 50. There are 4 students classified excellent, 8 students classifies good, 11 students classified fair, And 7 students classified poor.

Sofutri (2013), in her research entitle *An Analysis of the Fourth Year Students' Ability in Translating Scientific Text from Indonesian into English Department of University Bung Hatta*. Showed that in general the fourth year student's ability is moderate. Her research showed 0% students had high ability 85.71% students had moderate ability 14.29% students had low ability. In detail, the percentages of each aspect in translation test were 85.71% students had moderate ability to adjust lexical equivalence and 90.58% students had moderate ability to adjust grammatical adjustment. She concluded to give suggestions to the lecturers to consider their method in teaching, teaching strategy, teaching technique, teaching

materials, students' exercise of translation subject connected with the two aspect; lexical equivalence and grammatical adjustment. Furthermore, she suggested to the next researcher to find the other relevant aspects related to translate scientific text from Indonesian into English.

Ratih et. al (2015), conducted research entitled *"An Analysis on English Students' Ability in Translating from English into Indonesian"*. According to the results of the analysis of the students' capacity to translate from English to Indonesian, 8 students earned a good level and 15 students achieved an excellent level. Overall, the report determined that the normal a Sixth Semester Students of English Education Study Program at Tanjungpura University Pontianak Academic Year 2014/2015 were excellent at translating from English to Indonesian. It was discovered that the pronoun common errors made by students in translating from English to Indonesian are that the students did not mention or omitted the pronoun in the target text.

Based on some of the above-mentioned important study findings, it can be determined that the researcher's work will have some similarities and differences. The following are the similarities and differences between this study and the related research above:

1. The analysis of the pupils' ability to translate is similar to Nurhaeni's research. The distinction between Nurhaeni's and this study is that Nurhaeni's examines the students' capacity to translate narrative texts, whereas this study examines the students' ability to interpret poetry.

2. The purpose of Sofutri's research was to assess students' ability to translate Indonesian into English; however, the goal of Sofutri's research was to assess students' capacity to translate scientific texts, whereas the purpose of this study was to assess students' ability to translate poetry.
3. Ratih's research aimed to assess students' capacity to translate; however, unlike the current researchers, Ratih's goal was to translate common pronoun errors from English to Indonesian, whereas this study aimed to assess students' ability to translate poetry from Indonesian to English.

## **B. The Concept of Translation**

### **1. Definition of Translation**

Based on Catford's opinion (cited in Hosseini, 2013: 392) translation is the replacement of textual material in one language (source language) by equivalent textual material in another language (target language). Relevant to Catford's statement, Newmark (1988: 5) also mentions that translation is a process of rendering the meaning of a text into other language in the way that the author intended the text. Similar to those definitions above, Wilks (Ordudari' 2008: 2) stated that translation is a transfer process which aims at the transformation of a written source language text into an optimally equivalent target language into another language by converting the source text language using the closest or equivalent word in the target language.

Catford (1995:20), stated translation is the replacement of textual material in one language (SL) with the equivalent of textual material in another language



(TL) this definition shows that translation is a process in the sense that it is an activity, people all the time, when expressions are translated into simple language (rewording and para-phrasing).

Wills and Noss as cited in Nugraha (2015), translation is a transfer process with aims at the transformation of a written SL text into optimally and the pragmatic understand and analytical processing of the SL. Translation is a craft consisting in attempt to replace a written and or statement in one language by the same message and statements into another language. Translation is basically a change of form. When we speak the form of a language, we are referring to the actual words, phrase, clause, sentence, paragraphs, etc. Which are spoken or written, these forms are referred to the surface structure of a language. Based on the definition above, it can be concluded that the translation could be defined as an activity of replacing or changing the form in other language literally and culturally. It means that translation does not only change the form of the language but also the content or the meaning of it.

## 2. Process of Translation

In order to translate a text from a source language (SL) to a target language (TL), translators must first understand the source language. After understanding the source language, translators must communicate the information from the source language into the target language in the text step. In order to preserve the information, the translator must recreate it as naturally as possible in the target language; in this instance, the translators use a guidance approach during the



translation process. Nida and Taber, (1982: 34), say that in the translation process, the first thing to do is understand the total meaning of the source text.

Nida and Taber (2001: 39), divide the process of translation into three steps as follows:

a. Analyzing

By rendering and analysing the content and form of the source language text, the translators attempt to grasp the message from the source language text in this step.

b. Transferring

The translators attempt to replace the information gained from the source language into the target language by looking for equivalent meanings or terms in this phase.

c. Restructuring

The translators must alter and reconstruct the message into an appropriate form of the target language in this step, taking into account as many of the target language's rules and conventions as feasible.

3. Type of Translation

As a result of the industry's significant transformation, there are now new phrases and words being used to define specialized translation services that do not fall into broad categories like human or machine translation. This page is meant to provide as a quick reference for some of the more popular and fundamental

expressions of freshly developed expressions. These are only a few examples.

According to Cholibuddin (2005), there are:

a. General Translation

General translation, the simplest sort of translation, gives translators a lot of liberty because the source material is primarily layperson and everyday colloquialism. There is no need to know any special terminology, and this word encompasses the majority of translation labor.

Example of general translation

E-mails	-	latter
Newsletters	-	invitation
Curriculum Vitae	-	application letters

b. Administrative Translation

The term "administrative" can apply to a variety of things, but in the context of translation, it simply refers to the translation of managerial language used by various enterprises, businesses, and organizations. Administrative translation overlaps with commercial translation only in the sense that the vast majority of administrative translation can also be classified as commercial translation, but not all commercial translation is administrative.

c. Legal Translation.

Legal translation is one of the more difficult and complicated types of professional translation available. It entails the translation of agreements, contracts, and a variety of other legal documents. Translation services are

responsible for comprehending the legal text's political-legal and socio-cultural context and translating it in such a way that the target audience and people from various cultural, political, and social backgrounds may grasp it. Only human translation organizations with a thorough understanding of the source and target cultures can provide accurate legal translation services. While these experts frequently seek professional legal advice, sections of a contract that are translated are not.

The translation of literary works such as poems, plays, short tales, and novels is known as literary translation. Since general translation is the easiest and legal translation is the most difficult, many in the industry consider literary translation to be the highest form of translation. The reasoning behind literary translation goes beyond contact translation; literary translations must be adept at translating humor, cultural nuances, feelings, emotions, and other subtle elements of a particular work. Some say, on the other hand, that literary translation is impossible, especially when it comes to poetry. Take a look at the following examples:

a) SL: ok, little gay you-all shouldn't be doing that.

TL: *Lihat, anak kecil, kamu seharusnya tidak berbuat seperti itu.*

b) SL: It's raining cats and dogs.

TL: *Hujan kucing dan anjing*

#### 4. Translation Methods

It is not an easy task to translate. When translating a document, translators employ a variety of techniques to make the process easier. Translators can employ a variety of techniques to make the message in the target language understandable and natural to the reader. Newmark (1988: 45) divides translation methods that can be used in the process of translation, as follows:

##### a. Word-for-word translation (Verbatim)

The word order in the source language is always retained in this manner, and the words are translated individually by their most common meanings.

##### b. Literal Translation

The grammatical contractions in the source language are converted to their closest target language equivalents in this procedure, but the lexical words are again translated singly.

##### c. Semantic Translation

Semantic translation focuses on the process of transferring the source language's contextual meaning to the target language utilizing the target language's closest syntax and semantic contractions.

##### d. Free Translation (Contextual)

This method allows the translator to freely translate the message into the target language based on their interpretation. It replicates the target language text without the original's style, form, or content.



e. Ideomatic Translation

It faithfully reproduces the original message, but it tends to skew nuances of meaning by favoring colloquialisms and idioms that do not appear in the original.

f. Communicative Translation

This method allows translators to adjust, develop, omit, and clarify the message of the source language, and then adapt the message based on the valid rules of the target language, ensuring that both the content and language are easily accepted and understood by the target language reader.

5. Translation Principles

There are no universally accepted principles of translation but some experts try to define it based on their own perception. In 1791, toward the end of the eighteenth century, Tytler (Basnett, 2002: 69) in his volume entitled "The Principles of Translation" set up three basic principles of translation as follows:

- a. The translation should give a complete transcript of the idea of the original work.
- b. The style and manner of writing should be of the same character with that of the original.
- c. The translation should have all the case of the original composition.

6. Criteria of Good Translation

To keep translators produce a natural and acceptable translation in the target language, it is really important to them for paying attention about the criteria of

good translation. Durieux (Newmark, 1993: 162) defines criteria for a good translation based on her opinion as follows:

- a. It must faithfully reproduce the information given in the SL text.
- b. Its language must be correct (right, appropriate).
- c. It must take implicit factor and complementary information into account.
- d. Its language must give evidence of abundance and ease of expression.
- e. It must be written in appropriate register.
- f. Its language must be adapted to its readership.

#### 7. Criteria of Accuracy

Nababan (2012), accurate translation is when the meaning of words, technical terms, phrase, clauses, or sentensis of the source language is transferred accurately to the target language, absolutely there are no distortions in meaning.

#### 8. Criteria of Readability

Nababan (2012), readable translation mean word, technical terms, clause, sentence or a translation can be understood easily by the reader.

#### 9. Criteria of Acceptability

Nababan (2012), acceptability is an important aspect in the translation process. The term acceptability refers to whether or not the traslation has been revealed according to the target language rules, norms or cultures that apply the concept of acceptability is important because alt though the translation is equivalent in its contentc or message, the translation can be rejected by the target reader if it is contary to ward the rules, norms, and cultures of the target language.

## C. Poetry

### 1. Definition of Poetry

Poetry is one of the oldest literary works in literary history. Etymologically, poetry originates from the Greek word "poieo" that means is to make or to produce (Klarer, 2004: 27). To get success in translating poetry, translators need to know the definition of poetry is self first. Some different experts have defined of poetry in different ways. Below the writer is going to mention some the definitions of poetry based on experts' opinions.

Delaney et. al (2003: 04) poetry is a writer's attempt to communicate to others his emotional and intellectual response to his own experiences and to the world that surrounds him. It means that poetry is a tool that used by the writer to deliver and tell the reader about what he has felt and experienced. Welosky (2001: 03) mentions that poetry is a language that always means more, it means that language used in poetry may have some levels, connections or meanings that intended for a certain reasons or purpose by the writer to create meaningful and beautiful messages or images. Another definition of poetry is also expressed by Elliot. Elliot (Craft and Cross, 2000: 47) states that poetry is not a turning loose of emotion, but an escape from emotion; it is not the expression of personality but an escape from personality.

Based on the above mentioned viewpoint, the writer believes that poetry is a compilation of the writer's most striking and powerful sentiments or experiences, which are poured into a creative work utilizing the best words to convey a beauty.

- 2) Alliteration is the repetition of the same consonant sound that usually put in the beginning of each word in a single line.

Example : In a summer season when soft was the sun.

I shope me in shrounds as I a shape were.

- 3) Assonance is the repetition of the similar or identical of vowel sound in words placed near each other and usually used to achieve a particular kind of effect.

- 4) Onomatopoeia is a verbal imitation of natural sounds that can reflect their meaning through the sounds.

Example : The murmur of innumerable bees

- 5) Rhythm is used by poems to create many different effects or to emphasize a certain aspect or idea in the poem. By putting words with the same stress pattern side by side and creating an underlying beat in their work, poets can build the natural rhythms of language in it. Rhythm is also used to represent some feelings of movement and life into the poem.

Example : (Written) : Come to the house and speak to my father.

(Read) : COME to the HOUSE and SPEAK to my father.

(the capitalized words is read by emphasizing its intonations).

#### 4. Symbols

Delaney et al (2003: 16) a symbol is an example of the transference of meaning. When images and concrete objects refer to a meaning beyond the material object, they often serve the additional function of symbols. A symbol



may be a detail, an object, a character or an incident. It exists first as something literal and concrete in the work, but it also has the capacity to evoke in the mind of the reader a range of invisible and abstract associations. Here are some symbolic associations that are universally recognized and accepted: the dawn with hope, the serpent with evil, the color of white with innocence, light with knowledge, the crown with royalty and the dark with ignorance.

#### D. Conceptual Framework

Figure 2.1 Conceptual Framework



Discover observation is the conceptual framework for analyzing students' ability to translate poetry (*Mengejar Mimpi*) from Indonesian to English. The first step is to give the students an exam, such as a translation test, in which the students will translate an Indonesian version of a poem into English. This test is used to determine a student's ability. Following that, the researcher will examine and evaluate the students' translation abilities based on the translation test.

## E. Hypothesis

### Hypothesis Formulation

#### a. Alternative Hypothesis ( $H_a$ )

Students are able to translate poetry into Indonesian to English in Sixth Semester of English Department at Muhammadiyah University of Makassar.

#### b. Null Hypothesis ( $H_0$ )

Students are not able to translate poetry into Indonesian to English in Sixth Semester of English Department at Muhammadiyah University of Makassar.

### CHAPTER III

#### RESEARCH METHOD

This chapter deals with research design, research subject, research instrument, data collection, and data analysis.

##### A. Research Design

The present research design is Quantitative Descriptive Research. According to Creswell (2012), Quantitative Descriptive Research is required to use numbers, starting from data, interpreting data, to the appearance of results. This research, focuses on the students' ability to translate poetry at the Sixth Semester of the English Department at Muhammadiyah University of Makassar. In this research there are two variables. They are independent variable and dependent variable. An independent variable is a variable that is presumed to influence another variable. A dependent variable is a category that is influenced by another category or that is the consequent. In this research, the independent variable is students' ability and the dependent variable is translation poetry. The design of the research is pictured in the following diagram.

Students Ability  
in Translation

Translation  
Poetry

## B. Research Subjects

### 1. Population

The population of this research is the sixth semester of English Education at Muhammadiyah University of Makassar. The total population is 205 students. The researcher chose the sixth semester of English Education at Muhammadiyah University of Makassar as a sample because the researcher thinks that the students of the sixth semester have never studied translation in the semester before. Therefore, the researcher wants to know the students' ability to translate poetry.

### 2. Sample

The researchers applied a Simple Random Sampling Technique. According to (Gay, et al., 2012:131), Simple Random Sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of selection for the sample. By this random sample technique, the researcher took a 25% sample in every class in the sixth semester of the English Department of Muhammadiyah University of Makassar. So, from the calculations, it can be concluded that 45 students were selected to be the research sample.



### C. Research Variables and Indicators

#### 1. Variable

In this research, the researchers researched the students' ability to translate poetry from Indonesia into English.

#### 2. Indicators

The indicators of this research were students' ability by looking at the students' competence to write the target language accurately, readable, and acceptable in translating the Indonesian into English poem "*Mengejar Mimpi*" at the Sixth Semester of the English Department at Muhammadiyah University of Makassar.

### D. Research Instrument

To see the students' ability, the researcher gave an Indonesian text which was intended for translation into English about the poem "*Mengejar Mimpi*" as the source text of the translation as the target language. The instrument of the Indonesians' translation text of poetry and found out the data about the students' ability to translate poetry, especially the poem "*Mengejar Mimpi*". Collecting the students' answer sheets and giving a score by analyzing the answers. The maximum score is 3. In scoring, the researcher followed the criteria:

**Tabel 3.1**  
**Criteria of Accuracy**

Criteria	Score
Accurate and clear meaning, without any omission addition or canged meaning	3 (Accurate)
Correct meaning with minimum omission, addition or changes meaning.	2 (Less-Accurate)
Different meaning, unclear, and ambiguous.	1 (Inaccurate)

(Nababan, 2012: 57)

**Tabel 3.2**  
**Criteria of Readability**

Criteria	Score
Words, technical terms, phrases, clauses, sentence or text translation can be understood easily by the reader.	3 (Readable)
In general, that translation can be understood by the reader, however, there are certain parts the should be read more than once to understand the translation.	2 (Less-Readable)
Translation difficult to understand by the readers.	1 (Unreadable)

(Nababan, 2012: 57)

**Tabel 3.3**  
**Criteria of Acceptability**

Criteia	Score
Natural form, appropriate word, none of grammatical errors, read naturally.	3 (Acceptability)
Minimum inappropriate word or unnatural word.	2 (Less-Acceptability)
Unnatural form, any innappropriate word.	1 (Inacceptable)

(Nababan, 2012: 57)

### E. Data Collection

The researcher give a translation of the Indonesian text that the students translated into the English translation of the poem "Mengejar Mimpi" in order to obtain the study's data results. The students are then required to translate the Indonesian text into English. Certain methods of data collection be used by researchers. Due to the epidemic, researchers will form online groups with numerous students who will be the subjects of their studies. Following the making group, the researcher will write a short paper describing how to work on the instrument. The researcher will next distribute the short text to the students to work on, with a time limit of 30 minutes.

### F. Technique of Data Analysis

There were some procedures in doing the analysis of data the researcher applied in research as follow:

1. To count the students' ability in translation from Indonesia into English in percentage by used formula:

$$P = \frac{f}{n} \times 100\%$$

( Sudjana Cited In Nasruddin, 2015:28)

Where P: Percentage of Students' Ability

F: Total Score

N: Maximum Score

In order to find the average level mastery of students, the next step must do is finding out the mean by applied the formula:

$$M = \frac{\sum X}{N}$$

(Gay 1981:361)

Where M : Mean

X : The raw score

N : Number of students

The last step is determining the percentage score of the students' ability.

To find out, the writer used the formula:

$$P = \frac{\sum M}{N} \times 100\%$$

Where P: The percentage score of students' ability

M: The mean

N: The maximum score

Ruhansah (2013) classifies the level of of students' ability in translation, she devided it into four level, namely:



Table 3.4

Level Mastery

Score	Categories
80% - 100%	Excellent
60% - 79%	Good
50% - 59%	Fair
0% - 49%	Poor



## CHAPTER IV

### FINDINGS AND DISCUSSION

In this chapter, the results of the study were presented. The chapter was divided into two main sections; they are findings of the research and the discussion of the research. The findings presented the result of An Analysis Students' Ability In Translating Poetry From Indonesian language Into English language at The Sixth Semester of Department In Muhammadiyah University of Makassar. The discussion deals with interpretation of the findings in the research.

#### A. Findings

After conducting the research, the researcher obtained the data, the result of the test. The result present the interpretation as follows:

##### 1. The Students' Ability in Translating Based on Accurate Indicator

Before the researcher discusses the results of the study, it would be better to present the table of the results of the students' ability to translate poetry from the Indonesian language into English. The table is summed up by accuracy, readability, and acceptability, which are then divided by three to determine the average score of students. Here's the table:

**Tabel 4.1 The Students' Ability in Translation Poetry Based on Accurate Indicator**

Accuracy	Less Accuracy	Inaccurate
15	13	17

Based on the table above, it can be seen that there were 15 students who got an accuracy score, 13 students with less accuracy, and 17 students who got inaccurate in translating Indonesia into English of the poem entitled "*Mengejar Mimpi*" (free poem).

**Tabel 4.2 The Students' Ability in Translation Poetry Based on Readability Indicator**

Readability	Less Readable	Unreadable
15	10	20

Based on the table above, it can be seen that there were 15 students who got readable scores, 10 students with less readable scores, and 20 students who got unreadable in translating Indonesia into English of the poem entitled "*Mengejar Mimpi*" (free poem).

**Tabel 4.3 The Students' Ability in Translation Poetry Based on Acceptability Indicator**

Acceptability	Less Acceptability	Inacceptable
15	9	21

Based on the table above, it can be seen that there were 15 students who got acceptable scores, 9 students with less acceptable scores, and 21 students who got unacceptable scores in translating Indonesia into English of the poem entitled "*Mengejar Mimpi*" (free poem).

Tabel 4.4 Students' Score and Level Mastery

Indicator	Frequency	Percentage	Level Mastery
Accuray	28	60 % - 79%	Good
Readable	11	50 % - 59%	Fair
Acceptable	6	0 % - 49%	Poor

Based on the table above, it can be seen that the level of mastery obtained with the indicators of accuracy, readable and acceptable by the students was different. The first on the accuracy indicator, there were 28 students who got a good level of mastery. Second, on the readable indicator, there were 11 students who got a fair level of mastery. And finally, on the acceptable indicator, there were 6 students who got a poor level of mastery.

B. Discussions

In this part, the researcher would like to present the discussion of the results of the data analysis in line with the scope of the research that has been previously discussed. This discussion was intended to describe the students' experience of translating poetry. The researchers would like to describe the kinds of instruments from this research. The translation of poetry has been done by the researchers to show that the translation process in translating poetry done by students is in accordance with accuracy, readability, and acceptability.

1. Accuracy

Based on the results of student poetry that has been analyzed, the researcher found that there were 28 students who got a good level of mastery.



From this, it can be seen that the students have been able to correctly translate the poem entitled "*Mengejar Mimpi*". As for examples of poetry translated by students that are included in the accuracy indicator:

Source Text: *Kilau sinar di pagi hari*

Target Text: Sparkle in The Morning

Key answer: Sparkle in The Morning

From the sentence above, it can be seen that the poetry translated by students into English is correct because it meets the target text. The students translate these sentences using proper grammar and without adding or omitting words. As Nababan 2012 says that accurate translate is when the meaning of words, technical terms, phrases, clauses, or sentensi of the source language is transferred accurately to the target language, absolutely there are no distortions in meaning.

## 2. Readable

Based on the results of the students' poetry that has been analyzed, the researcher found that there were 11 students who got a fair level of mastery. From this, it can be seen that the reader can understand the translation of the student's poem entitled "*Mengejar Mimpi*" well without having to read it more than once by the reader. The examples of poetry translated by students are included in the Readable indicator:

ST: *Sambut jiwa yang penuh ambisi*

TT: Welcome a soul full of ambition

Key answer: Welcome a soul full of ambition

From the sentence above, it can be seen that the poetry translated by students into English is correct because it meets the target text. Because the translation of the sentence can be understood easily by the reader without having to read it over and over again. As a foreign language, English has problems, moreover, if we enter the poetry field. It is not enough to just understand the language, but we also have to know how to get the meaning. Learning English poems is not easy, but for the need to learn poems, we will find many poems that are easy to understand and enjoy by students based on their ability. Utami (2011) then she also states that teacher should be able to choose poem that suitable with students' ability

### 3. Acceptable

Based on the results of the students' poetry that has been analyzed, the researcher found that there were 6 students who got a poor level of mastery. From this, it can be seen that the students translated the poem entitled "*Mengejar Mimpi*" using the right words without any grammatical errors used in translating. As for examples of poetry translated by students that are included in the acceptable indicator:

ST: *Menatap cahaya sang mentari*

TT: Staring at the light of the sun

Key answer: Staring at the light of the sun

From the sentence above, it can be seen that the poetry translated by students into English is correct because it meets the target text. Because students translate sentences from the poem without any grammatical errors or inappropriate words. Translation does not merely mean changing the source language into the target language, especially in literary works (Newmark, 1998). Some aspect need to be considered in order to have an acceptable translation. An acceptable translation will make the readers not only understand the meaning, but also obtain the appropriate meaning of the literary works. The form of an acceptable literary work translation, especially poetry. Translation as process follow some steps. Based on Nida (1974), there are three steps of translation. The first is analyzing the grammatical patterns of the source language with its meaning and diction. After that, the translators transfer the results of the analysis into the target language inside the mind. The last step is reconstructing the transferred materials into the target language with correct grammar and natural forms.

Based on the explanation above, the researcher can conclude that the students' ability to translate poetry from Indonesian into English entitled "*Mengejar Mimpi*" is more dominant at a good level of mastery in the accuracy category than readable and acceptable. This is because students omit words or add words in their poems so that the meaning is not clear and ambiguous. Not only that, in translating students' poetry, there are also certain parts that must be read more than once so that the translation can be understood. And because a minimum of inappropriate words or unnatural words and unnatural forms.



## CHAPTER V

### CONCLUSION AND SUGGESTION

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

#### A. Conclusion

Based on the analysis and discussion about students' ability to translate poetry from the Indonesian language into English in chapter four, the researcher concluded that the students' ability to translate poetry from Indonesian into English entitled "*Mengejar Mimpi*" is more dominant at a good level of mastery in the accuracy category than readable and acceptable. On the accuracy indicator, the researcher found 62,2%, the readability indicator was 24,4%, and the acceptability indicator was 13,3%. Afterwards, the researcher defined that, in general, Sixth Semester Students' Translation Ability in Translating Poetry From Indonesian into English language is good with level mastery of around 60-70% level mastery, and students who had accuracy ability in translating poetry. It means that the correction is still needed but not too much.

#### B. Suggestion

There are some suggestions that the researcher wants to share that should be taken as consideration for students and lecturers of the Sixth Semester of the English Department at Muhammadiyah University of Makassar.



### 1. For the Lecturers

The researcher suggests that lecturers will further improve students' ability to translate poetry, especially on the readable and acceptable indicators, and use the results of this research as a guideline to improve students' ability to translate poetry from Indonesian to English.

### 2. For the Students

Based on the results of this study, the researchers suggest that students pay more attention to and improve their ability to translate poetry from Indonesian to English, especially on readable and acceptable indicators.

### 3. For the Other Researcher

The last suggestion is proposed for the next researcher to conduct deeper research related to translation, especially translation poetry, in order to glorify translation research in vasiy, and this study as an additional reference in the study of Indonesia into English translation, especially poetry translation.

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## APPENDIX A

### TEST

Name :

Class :

Please Translate the Indonesian Text into English Text.

#### Poetry "Mengejar Mimpi"

Kilau sinar di pagi hari  
Sambut jiwa yang penuh ambisi  
Memulai langkah mengarungi  
Masa depan yang cerah dinanti

Kumulai dengan langkah pasti  
Menatap cahaya sang mentari  
Denyut nadi yang tak henti  
Menapak langkah teguhkan hati

Tentang harapan tentang cita  
Walau jauh kan ku tempuh jua  
Setinggi bintang hias angkasa  
Ku akan tetap tuk menggapainya

Sejuta langkah tuk meraihnya  
Seluas lautan keringatku  
Tak pernah ku pedulikan  
Ku akan raih semua impian

(Karya: Wawan Setiawan)

### Key Answer of Poetry "Pursuing A Dream"

Sparkle in the morning  
Welcome a soul full of ambition  
Star the wading steps  
Of the bright future

I start with certain steps  
Staring at the light of the sun  
Continuous pulse  
Take steps of courage

About hope and dream  
It's far away I've taken it  
As higher as inlaid space  
I will still reach it

A billions steps to reach it  
As wide as my sea of sweat  
I never care  
I'll still reach it



## APPENDIX B

### The Answer of Students

1. Name: \* Nur Faindah

Class: \* Bg.6C

Kilau sinar di pagi hari \*

sparkle in the morning. → (example for criteria of accuracy)

Sambut jiwa yang penuh ambisi \*

Welcome a soul full of ambition

Memulai langkah mengarungi \*

Starting the wading steps

Masa depan yang cerah dinanti \*

A bright future awaited. → (example for criteria of less accurate)

Kumulai dengan langkah pasti \*

I started with certain steps

Menatap cahaya sang mentari \*

Starrin on → (example for criteria of inaccurate)

Denyut nadi yang tak henti \*

Non-stop pulse

Menapak langkah teguhkan hati \*

Take steps to take courage

Tentang harapan tentang cita \*

About hope about mind

Walau jauh kan ku tempuh jua \*

Even though it is far, I have taken it too

Setinggi bintang hias angkasa \*

As high as a star in the sky

Ku akan tetap tuk menggapainya \*

I will still reach for it

Sejuta langkah tuk meraihnya \*

A million steps to reach it

Seluas lautan keringatku \*

As wide as a sea of my sweat

Tak pernah ku pedulikan \*

I never care

Ku akan raih semua impian \*

I will reach all dream (I'll still reach it)





2. Aisyah Anastazia Ramadhani

Class: BG.6C

Kilau sinar di pagi hari \*

The glow of the morning light

Sambut jiwa yang penuh ambisi \*

Welcome a soul full of ambition → (example for criteria of readability)

Memulai langkah mengarungi \*

Starting the wading steps

Masa depan yang cerah dinanti \*

A bright future awaited

Kumulai dengan langkah pasti \*

I started with a definite step → (example for criteria of less readable)

Menatap cahaya sang mentari \*

Staring at the light of the sun

Denyut nadi yang tak henti \*

Non-stop pulse

Menapak langkah teguhkan hati \*

Take steps to take courage

Tentang harapan tentang cita \*

About hope about mind

Walau jauh kan ku tempuh jua \*

Even though it is far, I have taken it too

Setinggi bintang hias angkasa \*

as high as a star in the sky → (example for criteria of unreadable)

Ku akan tetap tuk menggapainya \*

I will still reach for it

Sejuta langkah tuk meraihnya \*

A **million** steps to reach it

Seluas lautan keringatku \*

As **wide** as **a sea of my sweat**

Tak pernah ku pedulikan \*

I never care

Ku akan raih semua impian \*

I will **achieve** all dreams



### 3. Sakinah

Class: BG6A

Kilau sinar di pagi hari \*

sparkle in the morning

Sambut jiwa ySang penuh ambisi \*

Welcome a soul full of ambition

Memulai langkah mengarungi \*

Starting the wading steps

Masa depan yang cerah dinanti \*

A bright future waiting

Kumulai dengan langkah pasti \*

Start with a definite step

Menatap cahaya sang mentari \*

Staring at the light of the sun → (example for criteria of acceptability)

Denyut nadi yang tak henti \*

Non-stop pulse

Menapak langkah teguhkan hati \*

Trad stes Be sting → (example for criteria of unacceptable)

Tentang harapan tentang era \*

About hope of love → (example for criteria of less acceptability)

Walau jauh kan ku tempuh jua \*

Even though it is far, I will still take it

Setinggi bintang hias angkasa \*

As high as a star in the sky

Ku akan tetap tuk menggapainya \*

I will still reach for it

Sejuta langkah tuk meraihnya \*

A **million** steps to reach it

Seluas lautan keringatku \*

As wide as my sea of sweat

Tak pernah ku pedulikan \*

I never care

Ku akan raih semua impian \*

I will **Reach out** all dreams





4. Fauzia Hasmin

Class: BGVI A

Kilau sinar di pagi hari \*

Shine of glow in the morning

Sambut jiwa yang penuh ambisi \*

Welcoming soul with a full ambition

Memulai langkah mengarungi \*

Starting wade step

Masa depan yang cerah dinanti \*

A bright future awaited

Kumulai dengan langkah pasti \*

I start with certainly step

Menatap cahaya sang mentari \*

Staring light of the sun

Denyut nadi yang tak henti \*

Pulse that never stop

Menapak langkah teguhkan hati \*

Stepping on step take heart

Tentang harapan tentang cita \*

About wish about mind

Walau jauh kan ku tempuh jua \*

Though far away i will take it

Setinggi bintang hias angkasa \*

As high as star that decorates the sky

Ku akan tetap tuk menggapainya \*

I will remain for reach it

Sejuta langkah tuk meraihnya \*

A million step for grab it

Seluas lautan keringatku \*

As wide as my sweat ocean

Tak pernah ku pedulikan \*

I never care

Ku akan raih semua impian \*

I will reach all of dream



5. Name: Sharmila Rusmin

Class: BG6E

Kilau sinar di pagi hari \*

A ray of light in the morning.

Sambut jiwa yang penuh ambisi \*

Welcome the soul of ambition.

Memulai langkah mengarungi \*

Commence wading steps.

Masa depan yang cerah dinanti \*

A bright future is awaited.

Kumulai dengan langkah pasti \*

I will start with a definite step.

Menatap cahaya sang mentari \*

Staring into the light of the sun.

Denyut nadi yang tak henti \*

Relentless pulse.

Menapak langkah teguhkan hati \*

Retrace the steps of the heart.

Tentang harapan tentang cita \*

About hope for joy.

Walau jauh kan ku tempuh jua \*

Though far I will go.

Setinggi bintang hias angkasa \*

As high as celestial star.

Ku akan tetap tuk menggapainya \*

I will keep reaching for it.

Sejuta langkah tuk meraihnya \*

A million steps to reaching it.

Seluas lautan keringatku \*

My ocean of sweat.

Tak pernah ku pedulikan \*

Never cared.

Ku akan raih semua impian \*

I will achieve all my dream





6. Name: Uswani Ahdyarti

Class: BG 6E

Kilau sinar di pagi hari \*

The glow of the morning light

Sambut jiwa yang penuh ambisi \*

Welcome a soul full of ambition

Memulai langkah mengarungi \*

Starting the wading steps

Masa depan yang cerah dinanti \*

A bright future awaited

Kumulai dengan langkah pasti \*

I started with a definite step

Menatap cahaya sang mentari \*

Staring at the light of the sun

Denyut nadi yang tak henti \*

Non-stop pulse

Menapak langkah teguhkan hati \*

Take steps to take courage

Tentang harapan tentang cita \*

About hope about mind

Walau jauh kan ku tempuh jua \*

Even though I have taken it far

Setinggi bintang hias angkasa \*

As high as a star in the sky

Ku akan tetap tuk menggapainya \*

I will still reach **for** it

Sejuta langkah tuk meraihnya \*

A **million** steps to reach it

Seluas lautan keringatku \*

**As wide as a sea of my sweat**

Tak pernah ku pedulikan \*

I never cared

Ku akan raih semua impian \*

**I will achieve all dreams**



7. Name: Rizkiani Aulia

Class: BG6B

Kilau sinar di pagi hari \*

Scintillation light in the morning

Sambut jiwa yang penuh ambisi \*

Welcomes soul full of ambition

Memulai langkah mengarungi \*

Start the wading step

Masa depan yang cerah dinanti \*

A bright future awaited

Kumulai dengan langkah pasti \*

I start with definite step

Menatap cahaya sang mentari \*

Staring at the sun light

Denyut nadi yang tak henti \*

Incessant pulse

Menapak langkah teguhkan hati \*

Retracing steps stronger my heart

Tentang harapan tentang cita \*

On expectations of ideals

Walau jauh kan ku tempuh jua \*

Although I traveled nevertheless far right

Setinggi bintang hias angkasa \*

Sky-high ornamental star

Ku akan tetap tuk menggapainya \*

I will continue to reach out it

Sejuta langkah tuk meraihnya \*

Million for steps to achieve it

Seluas lautan keringatku \*

Covering an area of ocean sweat

Tak pernah ku pedulikan \*

I don't even care

Ku akan raih semua impian \*

I will achieve all the dreams





8. Name: Suharti

Class: BG6E

Kilau sinar di pagi hari \*

Shine in the morning

Sambut jiwa yang penuh ambisi \*

Welcome the soul full of ambition

Memulai langkah mengarungi \*

Starting the steps for wading

Masa depan yang cerah dinanti \*

A bright future awaits

Kumulai dengan langkah pasti \*

I start with a definite step

Menatap cahaya sang mentari \*

Staring at the light of the sun

Denyut nadi yang tak henti \*

Unrelenting pulse

Menapak langkah teguhkan hati \*

Take steps to take courage

Tentang harapan tentang cita \*

About hope about mind

Walau jauh kan ku tempuh jua \*

Even though it's far away, i won't do it

Setinggi bintang hias angkasa \*

As high as the star in the sky

Ku akan tetap tuk menggapainya \*

I will still reach **for** it

Sejuta langkah tuk meraihnya \*

A **million** steps to reach it

Seluas lautan keringatku \*

As wide as my sea of sweat

Tak pernah ku pedulikan \*

I never care

Ku akan raih semua impian \*

**I will achieve all dreams**



9. Name: Nurul Asyah Dwizani

Class: 6F

Kilau sinar di pagi hari \*

A ray of light in the morning

Sambut jiwa yang penuh ambisi \*

Welcome the soul of ambition

Memulai langkah mengarungi \*

Setting out on the sailing path

Masa depan yang cerah dinanti \*

A bright future is awaited

Kumulai dengan langkah pasti \*

I'll start with a definite step

Menatap cahaya sang mentari \*

Stare into the sun's light

Denyut nadi yang tak henti \*

Unsteadful pulse

Menapak langkah teguhkan hati \*

Retrace the steps of the heart

Tentang harapan tentang cita \*

About hope of joy

Walau jauh kan ku tempuh jua \*

Though far I'll go

Setinggi bintang hias angkasa \*

As high as a celestial star

Ku akan tetap tuk menggapainya \*

I'll keep reaching for it

Sejuta langkah tuk meraihnya \*

A million steps to reaching it

Seluas lautan keringatku \*

As much as a sea of my sweat

Tak pernah ku pedulikan \*

I never care about

Ku akan raih semua impian \*

I will achieve all my dreams





10. Name: Nur Fadhilah Wardana

Class: BG6G

Kilau sinar di pagi hari \*

Morning Sunshine

Sambut jiwa yang penuh ambisi \*

Welcome the soul full of ambition

Memulai langkah mengarungi \*

Starting the wading steps

Masa depan yang cerah dinanti \*

A bright future awaited

Kumulai dengan langkah pasti \*

I started with a definite step

Menatap cahaya sang mentari \*

staring at the light of the sun

Denyut nadi yang tak henti \*

Non-stop pulse

Menapak langkah teguhkan hati \*

Take steps to take courage

Tentang harapan tentang cita \*

About hope about love

Walau jauh kan ku tempuh jua \*

Even though I am far away, I will try it too

Setinggi bintang hias angkasa \*

As high as a star in the sky

Ku akan tetap tuk menggapainya \*

I will still reach **for** it

Sejuta langkah tuk meraihnya \*

**Million** Steps to reach

Seluas lautan keringatku \*

**All the dry seas**

Tak pernah ku pedulikan \*

**I never cared**

Ku akan raih semua impian \*

**I will achieve all dream**



# APPENDIX C

## Students' Score and Level Mastery

NR	Score	Percentage (%)	Level Matery			
			Poor (0-49%)	Fair (50-59%)	Good (60-79%)	Excellent (80-100%)
1	31,4	65,4 %			✓	
2	29	60,4 %			✓	
3	29,8	62,0 %			✓	
4	32,9	68,5 %			✓	
5	29,1	60,6 %			✓	
6	33	68,7 %			✓	
7	30,1	62,7 %			✓	
8	31,2	65 %			✓	
9	23,2	48,3 %	✓			
10	21,7	45,2 %	✓			
11	37,9	78,9 %			✓	
12	24,5	51,0 %			✓	
13	30,7	63,9 %			✓	
14	24,9	51,8 %			✓	
15	29,2	60,8 %			✓	
16	22,9	47,7 %			✓	
17	33,5	69,7 %			✓	
18	31,9	66,4 %			✓	
19	26,2	54,5 %			✓	
20	31,6	65,8 %			✓	
21	24,2	50,4 %			✓	
22	24,2	50,4 %			✓	
23	27,6	57,7%			✓	
24	29,2	60,8 %			✓	
25	22,2	46,2 %	✓			
26	29,6	61,6 %			✓	
27	29,9	62,2 %			✓	
28	31,6	65,8 %			✓	
29	24,6	51,2 %		✓		
30	26,6	55,4 %		✓		
31	28,9	60,2 %			✓	
32	23,2	48,3 %	✓			

33	30,3	63,1%			✓	
34	24,8	51,6 %		✓		
35	29,7	61,8 %			✓	
36	32,6	67,9 %			✓	
37	23,8	49,5 %	✓			
38	26,6	55,4 %		✓		
39	29,1	60,6 %			✓	
40	24,3	50,6 %		✓		
41	34,4	71,6 %			✓	
42	34,1	71,0 %			✓	
43	33,2	69,1 %			✓	
44	33,3	69,3 %			✓	
45	34,7	72,2 %			✓	





## APPENDIX D

The Comparison of Accuracy, Readability, and Acceptability Score

No	Name	Accuracy	Readability	Acceptability	Total
1.	Nurfaindah	32	32	30	94
2.	Farhan	31	28	27	86
3.	Aisyah Anatasya Ramadani	30	32	28	90
4.	Nurmuslimah Q	34	33	31	98
5.	Nurul Khairani	30	28	28	86
6.	Sri Jusda	31	32	31	94
7.	Sakinah	33	31	30	94
8.	Fitri	32	32	31	95
9.	Adeliana N	21	27	24	72
10.	Astiani	23	23	21	67
11.	Wika Rahmayani	38	38	37	113
12.	Fauzia Hasmin	26	25	25	76
13.	Nur Aziza	31	32	30	90
14.	Sharmila Rusmin	26	25	23	74
15.	Uswani Ahdaryati	31	29	29	89
16.	Rizkiati Aulia	24	23	22	69
17.	Varenda Amir	34	34	33	101
18.	Suharti	33	32	31	97
19.	Lilili Insyirah	28	26	25	79
20.	Nirma Adhiani	33	33	31	97
21.	Nur Marwinda R	24	24	23	71
22.	Nur Asyiah D	26	24	23	73
23.	Nur Hidayat	29	26	26	81
24.	Khusnul Khatimah H	30	30	29	89
25.	Nahdaniar	23	22	22	67
26.	Hasrianti	30	30	29	89
27.	Nurjannah P	33	30	30	93
28.	Anindia Putri	32	32	31	95
29.	Nurhayati	25	25	26	76
30.	Nur Fadliah W	28	26	26	80
31.	Rusni Rahmayani	30	29	28	87
32.	Reyhan Hanif	19	26	27	72
33.	Irmayani	31	30	30	91
34.	Amaluddin	23	26	30	79
35.	Cindy Ayudhia	30	30	29	89

36.	Isnaningsi	33	33	32	98
37.	Reskiana	24	24	22	70
38.	Kasmawati A	27	27	26	80
39.	Eka Novita Sari	26	30	29	85
40.	Riska Amaliyah	22	27	25	74
41.	Asriani Astuti	35	35	34	104
42.	Nurismi	36	35	34	105
43.	Nurfani Alfira	30	29	29	88
44.	Kasmawati Arlan	34	33	32	99
45.	Nur Alim	37	36	34	107



APPENDIX E

The Result of the Students' Ability in Translation Poetry

S R	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Tot
1	3	3	2	1,3	2	2	1,6	2	1,6	1	1	1,6	2	3	3	1,3	31,4
2	2	3	1,6	1	2	1,6	2	3	2	1,6	1,3	1,6	1,3	1	3	1	29
3	1,6	3	2	1,6	2	3	1	2	2	1	1,3	2	2	1	3	1,3	29,8
4	2	3	3	1,6	2	2	2	2	2	1,3	1	2	2	3	3	1	32,9
5	2	3	1,3	1,3	1	3	2	2	1,6	1,3	2	2	1,6	3	1	1	29,1
6	3	3	3	1,6	3	2	2	1,6	1,3	1,3	2	2,3	2,6	2,3	1	1	33
7	3	3	2	1	1	3	1,6	1	2	1	1,6	2	2	2,3	2,6	1	30,1
8	1,6	3	2	1,3	3	2	2	2	1,3	3	2	3	2	1	1	1	31,2
9	2	1	1,6	1	1,6	1,3	1,3	1,6	1,3	1,3	1,3	1,3	1,3	1,3	2	1,3	23,2
10	2	1,6	1	2	1,3	1	1,6	1,3	1	1,6	1,3	1	1	1	2	1	21,7
11	3	3	3	2	3	2	3	2	1,6	1,3	2	2	3	3	1	3	37,9
12	2	1,6	1,3	2	2	2	1	1	1,6	1	1	1	1	2	3	1	24,5
13	2	2	2	2	1,6	3	1,6	1,6	2	2	1,3	1	1,6	3	3	1	30,7
14	2	2	2	1,6	1	2	2	1	1,3	1	1	2	2	1	2	1	24,9
15	1,3	3	2	1,6	2	3	2	2	2	1	1	2	2	1,3	2	1	29,2
16	1,6	2	2	2	2	2	1	1	1	1	1	1,3	2	1	1	1	22,9
17	2	3	3	1,6	2,6	3	2	2	1	1	2	2	3	3	1,3	1	33,5
18	2	2	1,6	2	2	3	2	2	1,3	1	2	2	3	2	3	1	31,9
19	2	2	2	2	1,3	1	1	2	1	1	2	2	1,3	2,3	2,3	1	26,2
20	2	3	2	2	2	3	2	2	2	1,3	1	2	2	1,3	3	1	31,6
21	2	2	2	2	1,6	2	1	1	1	1	1	1	1	1,6	2	1	24,2
22	2	2	1	2	1,6	1	2	1	2	1	1	1,3	2	1,3	2	1	24,2
23	2	3	2	1	1,3	3	2	2	2	1	1	1	2	1,3	2	1	27,6
24	1	3	2	2	1,6	3	2	2	2	1	1	2	2	2	1,6	1	29,2
25	2	2	1	1	1,6	1	2	1	2	1	1,3	1,3	1	2	1	1	22,2
26	3	2	2	2	1,6	2	2	2	2	1	1	2	2	1	3	1	29,6
27	1,3	3	2	2	1,6	3	2	2	2	1	1	2	2	1,3	3	1	29,9
28	3	3	2	2	1,6	3	2	2	2	1	1	2	2	1	3	1	31,6
29	2	3	2	2	1	1	2	1	2	1	1	1,6	2	1	1	1	24,6
30	1	2	2	1,3	1,3	3	2	2	2	1	2	2	1	2	1	1	26,6
31	1	3	2	2	1,3	2	2	2	1	1	2	2	1,6	2	3	1	28,9
32	2	1,6	1,6	1,3	1	2,3	1	1,6	1,3	1,6	1	2	1	1,6	1	1,3	23,2
33	2	2	3	2	2	2	2	2	2	1	1	2	2	1,3	3	1	30,3
34	2	2	1,6	2	1,6	1	2	1,3	1,3	1,6	1	1,6	1,3	1,3	1,6	1,6	24,8



5	1,6	3	2	2	2	2	2	2	2	1,6	1,3	1,3	1,6	2	1,3	3	1	29,7
6	1	3	2	1	1,6	2	3	3	2	1	1	3	2	3	3	1	32,6	
7	2	2	3	2	1,6	1	2	1	1,3	1,3	1	1	1	1	1,6	1	23,8	
8	2	2	2	2	2	2	1	1	2	1	1	2	1,2	2	2	1	26,6	
9	2	3	2	2	1,3	1,3	1,3	2	1	1,3	1,3	2	2	2	1,6	3	29,1	
10	1,6	2	2	1	1,6	1	1,3	1	2	1,3	1,6	2	2	1,3	1,6	1	24,3	
11	3	2	2	2	1,6	2	2	2	2	2	3	1,6	1,6	3	3	1,6	34,4	
12	2,3	2	1,6	1,3	2,6	2	2,3	1,6	2,3	2	2,3	3	2,6	2	2,6	1,6	34,1	
13	2,3	2	3	3	3	1,6	1,6	2	1,6	1,6	1	3	2,3	2,3	1,6	1,3	33,2	
14	3	2	2	2	1,6	1,6	3	1,6	3	2	2	2,3	3	2,6	3	1,6	33,3	
15	2,6	2	3	2,6	1,6	1,6	2,6	2,3	3	2	1,6	2,6	2,3	2	1,6	1,3	34,7	
Total of column score 1.297,4																		





# APPENDIX F

## FINDINGS STUDENTS MISTAKE

No	Sentence (Source Text)	Sentence (Target Text)	Common Errors (Wrong Terminology)
1.	<ul style="list-style-type: none"> <li>- The sparkle in the morning</li> <li>- The glow of the morning light</li> <li>- Shine in the morning</li> <li>- Sunshine in the morning</li> <li>- The shine light in the morning</li> <li>- Shining in the morning</li> <li>- Shine or glow in the morning</li> <li>- The glow of the morning</li> <li>- A ray of light the morning</li> </ul>	Sparkle in the morning ( Kilau sinar di pagi hari)	<ul style="list-style-type: none"> <li>- The</li> <li>- The glow of the morning light</li> <li>- Shine</li> <li>- Sunshine</li> <li>- The shine light</li> <li>- Shining</li> <li>- Shine of glow</li> <li>- The glow of</li> <li>- A ray of light</li> </ul>
2.	<ul style="list-style-type: none"> <li>- Welcome for the ambitious soul</li> <li>- Welcome the soul of ambition</li> <li>- Welcoming soul with a full ambition</li> <li>- Welcome the soul that full of ambition</li> <li>- Welcomes soul full of ambition</li> <li>- Welcome the soul full of ambition</li> <li>- Welcoming the soul that full of ambition</li> <li>- Bring Soul with full ambition</li> </ul>	Welcome a soul full of ambition ( Sambut jiwa yang penuh ambisi)	<ul style="list-style-type: none"> <li>- Welcome for the ambitious soul</li> <li>- Welcome the soul of ambition</li> <li>- Welcoming soul with a full ambition</li> <li>- The that</li> <li>- Welcomes</li> <li>- The</li> <li>- Welcoming the, that</li> <li>- Bring soul with full ambition</li> </ul>

3.	<ul style="list-style-type: none"> <li>- starting step to wade</li> <li>- Starting the wading steps</li> <li>- Getting started with wading steps</li> <li>- Begin ford a step</li> <li>- Setting out on the sailing path</li> </ul>	<p>Star the wading steps (Memulai langkah mengarungi)</p>	<ul style="list-style-type: none"> <li>- Starting step to wade</li> <li>- Starting</li> <li>- Getting started with</li> <li>- Begin ford a step</li> <li>- Setting out on the sailing path</li> </ul>
4.	<ul style="list-style-type: none"> <li>- A bright future awaited</li> <li>- Get a better future</li> <li>- The future is waiting</li> <li>- bright future in the future</li> <li>- Waiting for the light future</li> </ul>	<p>Of the bright future (Masa depan yang cerah dinanti)</p>	<ul style="list-style-type: none"> <li>- A, awaited</li> <li>- Get a better</li> <li>- The future is waiting</li> <li>- In the future</li> <li>- Waiting for the light</li> </ul>
5.	<ul style="list-style-type: none"> <li>- I star with definite step</li> <li>- I start from a certain step</li> <li>- Shining with the precious step</li> <li>- I will start with a definite step</li> <li>- I strated with a definite step</li> </ul>	<p>I start with certain steps (Kumulai dengan langkah pasti)</p>	<ul style="list-style-type: none"> <li>- Definite</li> <li>- From, a, step</li> <li>- Shining with the precious step</li> <li>- I will star with a definite step</li> <li>- I started with a definite step</li> </ul>
6.	<ul style="list-style-type: none"> <li>- Look sparkle the sun</li> <li>- Start at the light of the sun</li> <li>- See the light</li> <li>- Staring into the light of the sun.</li> </ul>	<p>Staring at the light of the sun (Menatap cahaya sang mentari)</p>	<ul style="list-style-type: none"> <li>- Look sparkle</li> <li>- Star</li> <li>- See the light</li> <li>- Into</li> </ul>

7.	<ul style="list-style-type: none"> <li>- Unrelenting pulse</li> <li>- The pulse which unstopable</li> <li>- Non-stop pulse</li> <li>- Incessant pulse</li> <li>- Unsteadful pulse</li> <li>- The endless pulse</li> <li>- Relentless pulse</li> </ul>	<p><b>Continuous pulse</b> (Denyut nadi yang tak henti)</p>	<ul style="list-style-type: none"> <li>- Unrelenting</li> <li>- The pulse which unstopable</li> <li>- Non-stop</li> <li>- Incessant</li> <li>- Unsteadful</li> <li>- The endless</li> <li>- Relentless</li> </ul>
8.	<ul style="list-style-type: none"> <li>- Take steps to take courage</li> <li>- Retrace the steps of the heart</li> <li>- Stepping step with strengthten heart</li> <li>- stare at the steps resolved</li> <li>- Tread steps Be strong</li> </ul>	<p><b>Take steps of courange</b> (Menapak langkah teguhkan hati)</p>	<ul style="list-style-type: none"> <li>- To take</li> <li>- Retrace the steps of the heart</li> <li>- Stepping step with strengthten heart</li> <li>- Stare at the steps resolved</li> <li>- Tread steps be strong</li> </ul>
9.	<ul style="list-style-type: none"> <li>- About hope of love</li> <li>- About hope about feeling</li> <li>- About hope of joy</li> <li>- about hope about love</li> <li>- About wish about mind</li> <li>- On expectations of ideals</li> <li>- About hope as mine</li> </ul>	<p><b>About hope and dream</b> (Tentang harapan tentang cita)</p>	<ul style="list-style-type: none"> <li>- Of love</li> <li>- About feeling</li> <li>- Of joy</li> <li>- About love</li> <li>- Wish about mind</li> <li>- On expectations of ideals</li> <li>- As mine</li> </ul>
10.	<ul style="list-style-type: none"> <li>- Even though it is far, I have taken it too</li> <li>- Even though I have taken it far,</li> <li>- Even though I am far away, I will try it too</li> </ul>	<p><b>It's far away I've taken it</b> (Walau jauh kan ku tempuh jua)</p>	<ul style="list-style-type: none"> <li>- Even though it is far, I have taken it too</li> <li>- Even though I have taket it far</li> <li>- Even though I am far away, Iwill try it too</li> </ul>



11.	<ul style="list-style-type: none"> <li>- As high as a star in the sky</li> <li>- Sky-high ornamental star</li> <li>- As high as a celestial star</li> <li>- as high as the star in the sky</li> </ul>	<p>As higher as inlaid space (Setinggi bintang hias angkas)</p>	<ul style="list-style-type: none"> <li>- as high as a star in the sky</li> <li>- sky-high ornamental star</li> <li>- as high as a celestial star</li> <li>- as high as the star in the sky</li> </ul>
12.	<ul style="list-style-type: none"> <li>- I will still reach for it</li> <li>- I will always raise them</li> <li>- I'll keep reaching for it</li> <li>- I will remain for reach it</li> <li>- i will keep on reaching for it</li> </ul>	<p>I will still reach it (Ku akan tetap tuk menggapainya)</p>	<ul style="list-style-type: none"> <li>- For</li> <li>- I will always raise them</li> <li>- I'll keep reaching for it</li> <li>- I will remain for</li> <li>- I will keep on reaching for</li> </ul>
13.	<ul style="list-style-type: none"> <li>- A million steps to reach it</li> <li>- Million for steps to achieve it</li> <li>- A million steps to reaching it</li> <li>- Millions walk to reach it</li> <li>- A million steps to reach them</li> <li>- A million steps</li> </ul>	<p>A billions steps to reach it (Sejuta langkah tuk meraihnya)</p>	<ul style="list-style-type: none"> <li>- Million</li> <li>- Million for steps to achieve it</li> <li>- Million, reaching</li> <li>- Millions walk</li> <li>- A million steps</li> </ul>
14.	<ul style="list-style-type: none"> <li>- As wide as a sea of my swite</li> <li>- It's my ocean of sweat</li> <li>- All the dry seas</li> <li>- As spacious my ocean sweats</li> <li>- Covering an area of ocean sweat</li> <li>- with my ocean of</li> </ul>	<p>As wide as my sea of sweat (Seluas lautan keringatku)</p>	<ul style="list-style-type: none"> <li>- A sea of my swite</li> <li>- It's my ocean</li> <li>- All the dry seas</li> <li>- As spacious my ocean sweats</li> <li>- Covering an area of ocean sweat</li> <li>- With my ocean</li> </ul>



15.	<p>sweat</p> <ul style="list-style-type: none"> <li>- I will do not care</li> <li>- I mever cared</li> <li>- I Never mind</li> <li>- I don't even care</li> <li>- That I never pay attention</li> <li>- I would never mind</li> </ul>	<p>I never care (Tak pernah ku pedulikan)</p>	<ul style="list-style-type: none"> <li>- I will do not</li> <li>- I mever cared</li> <li>- Mind</li> <li>- I don't even</li> <li>- That I never pay attention</li> <li>- I would never mind</li> </ul>
16.	<ul style="list-style-type: none"> <li>- I will achieve all dreams</li> <li>- I reach all my dreams</li> <li>- I would achieve all my dreams</li> </ul>	<p>I'll still reach it (Ku akan raih semua impian)</p>	<ul style="list-style-type: none"> <li>- I will achieve all dreams</li> <li>- I reach all my dreams</li> <li>- I would achieve all my dreams</li> </ul>













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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

KONTROL PELAKSANAAN PENELITIAN

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Judul Penelitian : *The StudentS' Ability in Translating Poetry at the Sixth Semester Students of English Department at Muhammadiyah University of Makassar*  
Tanggal Ujian Proposal : 23 Februari 2021  
Tempat/Lokasi Penelitian : Universitas Muhammadiyah Makassar

No	Hari/Tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Minggu 11 April 2021	Sampaikan motto each class	Nur Qulby, SS, M.Pd	
2	Rabu 14 April 2021	Provide an explanation of the text as well as gives the text for students	Nur Qulby, SS, M.Pd	
3	Minggu 18 April 2021	Get the result of the previous translation from each student	Nur Qulby, SS, M.Pd	
4	Rabu 21 April 2021	Sampaikan motto each class	Nur Qulby, SS, M.Pd	
5	Senin 24 April 2021	Provide an explanation of the text as well as give the text for students	Nur Qulby, SS, M.Pd	
6	Selasa 27 April 2021	Get the result of the previous translation from each student	Nur Qulby, SS, M.Pd	
7				
8				
9				
10				

Mengetahui

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## CURRICULUM VITAE

The researcher Nurmilda was born on July 17th 1995, Rajuni Bakka, Sulawesi Selatan. She is the first child of the marriage of Lauding dan Linda. She has two sister and two brother. In 2014, she began her study at SD Inpres Rajuni Bakka and graduated in 2010. Then she continued at SMPN 1 Taka Bonerate and graduated in 2013. Afterwards, she continued her study at SMA Darul Muttaqin Maccopa Maros and graduated in 2016. In 2016, she was registered as a student of English Education Department of Teacher Training and Education Faculty at Universitas Muhammadiyah Makassar. And at the end of her study, she could finish her thesis entitled "*The Students' Ability in Translating Poetry at the Sixth Semester of English Department at Muhammadiyah University of Makassar*".





بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LETTER OF ACCEPTANCE  
0380/BG-FKIP/LOA/B/I/1443/2022

Dear NURMILDA

It is our pleasure to inform you that, after reviewing your paper:  
**THE STUDENTS' ABILITY IN TRANSLATING POETRY AT THE SIXTH SEMESTER OF ENGLISH DEPARTMENT AT MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

The manuscript ID: 516

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	✓	
the author has submitted the manuscript through the open journal system (OJS)	✓	
The manuscript according to the limitations or description of the journal	✓	
LoCI has been submitted by the author	✓	
The manuscript has followed the existing templates	✓	
The article processing charge (APC) has been submitted by the author	✓	

has been ACCEPTED to publish with **Journal of Language Teaching and Assessment**, ISSN (online) 2809-5707. We appreciate your contribution.

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