

**ANALYZING STUDENTS' ABILITY TO TRANSLATE GRAMMATICAL
EQUIVALENCE FROM ENGLISH INTO INDONESIAN BY THE FIFTH
SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT AT
MUHAMMADIYAH UNIVERSITY OF MAKASSAR**



THESIS

*Submitted to The Faculty of Teacher Training and Education Makassar
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Degree of Education in English Department*

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MOTTO AND DEDICATION

Motto:

Manusia Mati Karena Ketakutan Dan Hidup Karena Keyakinan

Kupersembahkan karya ini buat:

Kedua orang tuaku, saudaraku, keluargaku, sahabatku, dan teman-teman yang selalu membantuku dalam segala hal atas keikhlasan dan doanya dalam mendukung penulis mewujudkan harapan menjadi kenyataan.

ABSTRACT

MARISAH, 2017. *“Analyzing Students’ Ability to Translate Grammatical Equivalence from English into Indonesian By Fifth Semester of English Education Department at Muhammadiyah University Of Makassar”*, under the thesis of English Education Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University (supervised by **H. M. Basri Dalle** and **Amar Ma’ruf**).

The aims of this research are to found out the types of grammatical equivalence students do in translating and the students’ ability in translating grammatical equivalence from English into Indonesian. The research is limited only on two grammatical categories namely person and voice.

The data was analyzed by using descriptive quantitative method. The data is collected by giving test for 95 students. They are taken from the Fifth Semester English Education Department in Muhammadiyah University of Makassar in academic year of 2015/2016 which attended translation II. The researcher was checked the students’ answer, analyzed students’ result, and made conclusion.

The result of analysis the findings and discussion found. The types of grammatical equivalence that the students do in translating were 2 types. First type was person and the second type was voice. In translating person type the researcher got a result that there were 326 sentences of students’ answer accuracy, there were 470 sentences of students’ answer was less-accuracy, and there are 140 sentences of students’ answer less-accuracy. Therefore, in translating voice type, the researcher got a result that there were 95 sentences of students’ answer accuracy, there were 421 sentences of students’ answer less-accuracy, and there were 334 sentences of the students’ answer inaccuracy

Hence, the researcher concluded that in translating the types of grammatical equivalence the students got (34,31%) for accuracy, (49,47%) for less-accuracy, and (14,73%) for inaccuracy. The students’ got for voice type were (10,15%) for accuracy, (44,31%) for less-accuracy, and (35,15%) for inaccuracy. The students ability was (44,10%) for person type and (-2,57%) for voice type. The mean score was 71,61 for person type and 57,49 for voice types.

Keywords: Translation, Equivalence, Grammatical Equivalence

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Makassar, January 18, 2018

The Writer

Marisah

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CHAPTER I

INTRODUCTION

A. Background

Translation consists of translating the meaning of the source language into the receptor language. Students must have ability in translation as a primary necessity for students who learn language especially foreign language. For example, In Indonesia English is thought as a foreign language. Nowadays, many sources or learning materials are provided by a lot of experts, and most of them are written in English. The ability in translation is very useful to help students in understanding those materials such as article, journal, essay or even a textbook. Moreover, it also can be a tool for students to study about English.

However, translation is not an easy work. A good translation must fulfill the criteria of accuracy. The meaning is important in translation (Catford, 1965 : 35). Indeed, translation has often been defined with reference to meaning. Translation is the replacement of meaning from a source language into a target language. Translation may involve two languages. The language translated is mentioned as a source language (SL) and the language used to translate is mentioned as a target language (TL). In this particular study, the source language is English while the target language is Indonesian Language. Another difficulties in translation

were the fact that every language has their own rule and system. Every language has different way in arranging word by word to be a phrases, sentences or even a paragraphs.

Translation is an activity that raises students' awareness toward similarities and differences between source and target language grammatical structure. The differences of grammatical structures between source and target language often result in some change in the meaning during the process of translation. A translator had been comprehend both the structure of source and target language well, because a translation is not simply a matter of different word choice, but of different grammatical structures as well. A good translator must have sufficient knowledge in the area of the translate materials and must be proficient in both languages (Priyono, in Tefl in journal, 2005:224).

In translation, the same meaning may have to be expressed in another language by different form both lexical and grammar (Baker, 1992:83). To make a translation which sounds natural and meaningful in target text, a translator must be able to find the grammatical equivalence from source language into the target language. Translation was not about seeking of other words with similar meaning. It was about how to finding an appropriate way to express a think in another language.

Equivalence as proposed by Baker (1992) is divided into five categories, that is equivalence at word level, equivalence above word level, grammatical equivalence, textual equivalence and pragmatic equivalence. However, this study focuse on discuss grammatical equivalence. According to Langgeng (2010:69)

defines grammatical equivalence as the equality of the grammar/syntax/sentence in structure between two different languages.

B. Problem Statement

Based on the background above, the researcher formulated the following problems:

1. What types of grammatical equivalence do the students make in translating By the fifth Semester of English Education Department at Muhammadiyah University of Makassar in academic year of 2015/2016?
2. How is students' ability to translate grammatical equivalence By the fifth Semester of English Education Department at Muhammadiyah University of Makassar in academic year of 2015/2016?

C. Objective of the Study

Based on problem statement above, the objectives of this study are to find out:

1. The types of grammatical equivalence do the students make in translating By the fifth Semester of English Education Department at Muhammadiyah University of Makassar in academic year of 2015/2016.
2. The students' ability to translate the grammatical equivalence By the fifth Semester of English Education Department at Muhammadiyah University of Makassar in academic year of 2015/2016.

D. Significance of the Study

The results of this study are hoped to give benefit to the teachers, students, researcher and other readers.

1. For the teachers

The result of this research can be used for the teacher to give evaluation on teaching learning translation especially about grammatical equivalence.

2. For students

By reading this paper, students are going to expected to be able to enlarge their understanding in translation and grammatical equivalence particularly.

3. For researcher

Through this study the researcher will be able to improve the researcher's knowledge in writing a good paper and the writer herself in mastering translation especially in translating grammatical equivalence.

4. For other readers

Other readers will use the finding of this research as a comparative study or as a referent for a similar case research.

E. Scope of the Study

The scope of this study was analyzing the types of grammatical equivalence that the students make in translating and the students's ability in translate grammatical equivalence. Researcher used the theory from Mona Baker who divided grammatical equivalence into five categories such us number,

gender, person, tense, and voice sentence. However, the researcher just focused on two categories; person and voice sentence.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The General Concept of Translation

1. The Notion of Translation

Translation has various definitions since in this field many experts have their own idea about the notion of translation. Each of the definition is propose from the different point of view. In Merriam-Webster dictionary (1947) cited in Sudartini (2009) as quoted by Larson “translation is consist of changing from one state or form to another, to turn into one’s own or another’s language”.

Nida and Taber (1982) cited in Choliludin (2002) states that translation consists in reproducing in the receptor language the closest natural equivalence of a source language message, firstly in the term of meaning and secondly in term of style.

Brislin (1976) cited in Poppy (2003) defines translation as follows: translation is the general term referring to the transfer of thoughts and ideas from one language (SL) to another (TL), whether the languages are in written or oral form, whether the language have established orthographies or do not have such standardization, or whether one or both language are based on signs, as wit sign languages of the deaf.

Cotford (1965) cited in Cholimudin (2002) defines translation as replacement of textual material in one language (source language or SL) by equivalent textual material in another language (target language or TL). To complete Catford's definition, Bassnett (2002:12) understood translation as a process that involves the delivering of a source language (SL) text into the target language (TL) so as to ensure that the surface meaning of the two will be approximately similar and the structures of the SL will be preserved as closely as possible, but not so closely that the TL structures will be seriously distorted.

Larson (1984:3) states that translation is a process which involves activities such as studying lexicon, grammatical structure, communication situation, and cultural context of the source language text. Furthermore, the translator must analyze the text in order to determine its meaning, and then reconstructing this same meaning using the lexicon and grammatical structure which are appropriate in the receptor language and its cultural context.

Regarding the definitions above, the researcher may conclude that translation involves two different languages. They are Source Language (SL) and Target Language (TL) or Receptor Language. Among the definitions, there are two key words that is, meaning or message and equivalence. Meaning/message in the target text (TT) must be equal with the meaning in source text (ST). In conclusion, translation is a process of delivering/replacing message from one form to another by finding the equivalence both in meaning and style.

2. Translation Process

To make a good translation, a translator should pass a process because translation is not only an activity for seeking a word with similar meaning. The aim is to reproduce as accurately as possible all grammatical and lexical features of the source language original by finding equivalents in the target language (Bell: 1991 cited in Sudartini: 2009). The following is the flow chart of translation process proposed by Suryawinata quoted by Nababan (1999: 25):

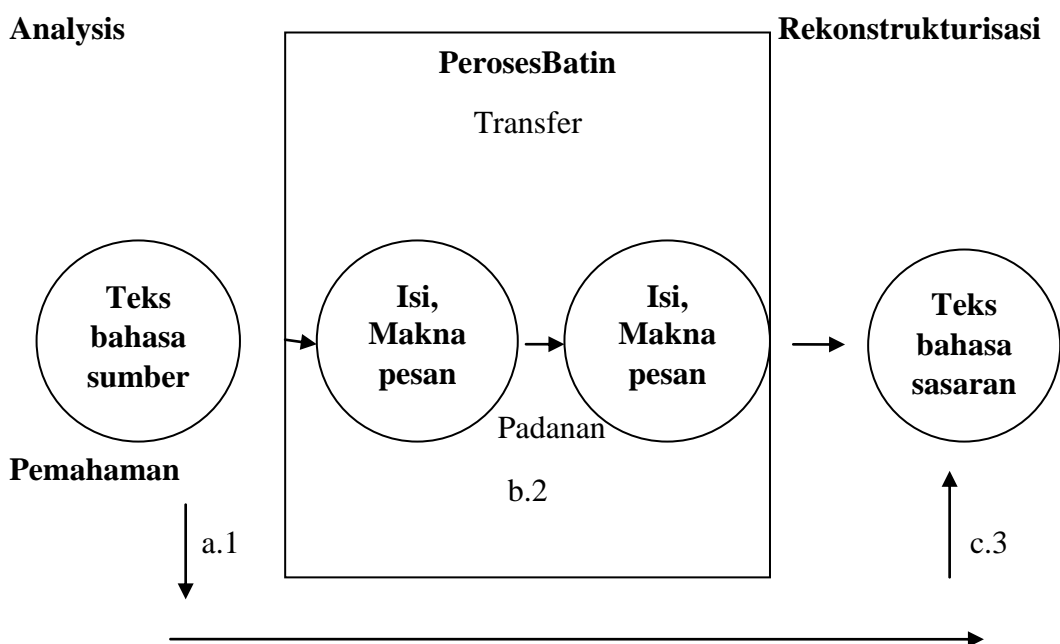


Figure 2.1 The Process of Translation

a. (1) Analyzing the source text

Translation is always started by analyzing the text will be translated. To gain the meaning, the comprehension of linguistics and *extralinguistics* elements of the text is needed. Linguistics elements deal with language element, while *extralinguistics* relate to the element beyond language such as the culture and social context of the text. Analysis of linguistics element must cover at some level such

as sentence, clause, phrase and word. By doing this, translators are expected to obtaining a complete understanding of meaning in the source text.

b. (2) Transferring the meaning

It is about how to transfer the ST meaning into target form. In this level, translator must be able to find the equivalent of the source text. Nababan call this step as *proses batin* because it only happens on the mind.

c. (3) Reconstructing

The last is reconstructing. It is a process to reconstruct the source text into a target language form. This new arrangement must be easily understood by the target language reader. The use of language style must be conformed to kind of translated text as well.

3. Types of Translations

Nida argues (as quoted in Hatim&Munday, 2004:126) differences in translations can generally be accounted for by three basic factors in translating: (1) the nature of the message, (2) the purpose or purposes of the author and, by proxy, of the translator, and (3) the type of audience. Regarding to Larson (1984) cited in Choliludin (2002), there are two main kinds of translations. One is *form-based* and the other is *meaning-based translation*. *Form-based translations* attempt to follow the form of the source language and are known as literal translations. It lay on between *word-for-word* and *free* translation (Nababan, 1999:32).

The structure of target text is modulated with the structure of target language. It is appropriate to translate a text which have a few similarities of

grammatical form. Whereas, *meaning-based translations* efforts to communicate the meaning of the source text in the natural forms of the receptor language. This type well-known as *idiomatic translations*. It uses the natural forms of the receptor language, both in the grammatical constructions and in the choice of lexical items.

Catford (as cited by Leonardi, 2000) propose very broad types of translation in terms of three criteria:

- a. The extent of translation (full translation vs partial translation);

In a full translation, the entire text is submitted to the translation process, that is every part of the source language text is replaced by the text material. By text Catford (1965) cited in Choliludin (2002) means any stretch of language, spoken or written, which is under discussion and according to the circumstances a text, may be a whole library of books, a single volume, a chapter, a paragraph, a sentence, a clause, etc. in a partial translation, some parts of the SL text are left untranslated. They are simply transferred to the TL text. In a literary translation, it is uncommon for some SL lexical items to be treated in this way.

- b. The grammatical rank at which the translation equivalence is established (rank-bound translation vs. unbounded translation). Rank-bound translation is translation in which the selection of TL equivalents is deliberately confined to one rank a few ranks in the hierarchy of grammatical unit, usually at word or morpheme rank, that is, setting up word-to-word or morpheme-to- morpheme equivalence. In contrast, normal translation in which the equivalence shifts freely up and down the rank scale is called unbound translation. Sometimes it tends to be at the higher ranks,

sometimes between larger units than the sentence. Brislin (1976) cited in Cholimudin (2002) bounded translation is the translation in which the translator translates in one rank usually in an interlinear way without changing the form of the original text. It is done to keep the original style of the source text. Unbounded translation is the translation in which the translator is free to move from one form to another. It done since it is only information needed in the translation and there is no importance of the form.

- c. The levels of language involved in translation (total translation vs. restricted translation). A total translation means replacement of SL grammar and lexis by equivalence TL grammar and lexis with consequential replacement of source language phonology/graphology by non equivalent TL phonology/graphology, while a restricted translation means replacement of SL textual material by equivalent TL textual material at only one level, that is translation performed only at the phonological or at the graphology level, or at only one of the two levels of grammar and lexis.

Other types of translations are:

- a. Word-for-word Translation

This is often categorized as interlinear translation, with the target text immediately below the source text words. The structure of ST is preserved and the words translated one-by-one by their most common

meanings, out of context. The sentence below is the example of word-for-word translation.

English: I will go to Jakarta tomorrow.

Indonesia: Aku akan pergi ke Jakarta besok.

b. Literal Translation

The ST grammatical constructions are converted to their nearest TT equivalents in order to get the natural meaning of the source text.

Example:

English: My older brother is married to an English girl. He loves her very much.

Indonesia: Kakak laki-lakiku menikah dengan seorang gadis Inggris. Dia sangat mencintainya.

c. Free Translation

Free translation reproduces the source text without the manner, or the content without the form of the original. Usually it is a paraphrase much longer than the original. So, it called as “intralingual translation”, as Catford said, free translation is unbounded.

B. Equivalence in Translation

The researcher takes the review of relate literature from other graduating papers as the principle or comparison with this research. The literature review of this research namely:

The first, the research done by Sudartini (2009) entitle “*The Question of Grammatical Equivalence in Translation*”, this research was focused to determine

grammatical equivalence occur in English- Indonesia translation. It was focused on three aspects of grammatical equivalence namely, person (pronoun), tense and voice. In doing research, Sudartini used eight books of social sciences together with the translation to collect data sources. In the end of the research, the writer found a fact that in order to find the equivalence, translators used numerous ways to translate those categories.

The differences both of research is the product of translating and the aim of the research, Sudartini's research focus on the questions, while this study focus on the text. In this study, researcher will be going to describe the ability of students' in translating grammatical equivalence. In this chapter, the writer would like to define about the notion of translation, translation process, kind of translation, equivalence in translation and grammatical equivalence.

Te second, Irmawati (2003) did a study about grammatical equivalence in the Indonesian Translation of J. K. Rowlings novel, "*Harry Potter and the Chamber of Secrets*". This study purposes to identify the grammatical equivalence, which includes number, person and gender, tense and aspects, and voice as well as to see whether the translated sentences can be justified with the Indonesian structure.

There are some conclusions given by Irmawati (2003). The first conclusion is that with regard to number, grammatical equivalence can be achieved through translating from the source language (SL) singular into the target language (TL) singular or plural, and SL plural into TL singular or plural. The second conclusion is that with regard to person and gender, grammatical equivalence can be achieved by translation from SL first person singular into TL first person singular familiar

or non familiar, SL first person plural into TL first person plural inclusive or exclusive, SL second person singular into TL second person singular familiar or non familiar, SL second person plural into TL second person plural familiar or non familiar, SL third person singular male into TL third person singular neuter, SL third person singular female into TL third person singular neuter, SL third person singular neuter into TL third person singular person neuter by restating the name or the thing, SL third person plural into TL third person plural , SL reflexive pronouns into TL reflexive pronouns, SL indefinite pronouns into TL indefinite pronouns, SL possessive adjectives into TL pronouns.

The third conclusion is that with regard to tense and aspects, grammatical equivalence can be achieved through translating from SL past into TL present or TL past by giving temporal determiners and adverbs of time, and from SL non past into TL non past. The last, but not least with regard to voice, grammatical equivalence can be achieved through translation from SL active into TL active or passive and SL passive into TL passive. There is a suggestion suggested by Irmawati (2003), that is that translators should pay attention to such grammatical categories as number, person and gender, tense and aspect, and voice in English and Indonesian so that he/she can find the closest equivalence.

1. The Concept of Equivalence

Since equivalence become a key word in translation, some research held to find out the equivalence occur in some translation work. According to researcher, the discussion about equivalence become more interesting because there are many scholars who present their idea about the definition of equivalence from different

point of view. Yet, the discussion about equivalence became controversial topic among theorists.

The varying concept of equivalence exists due to the increasing of research quantity in this field from time to time. The last one sees that translation is not the equivalence of individual words, and not only the equivalence of the pragmatic meaning however, it is the equivalence at all levels (Leonardi:2000). Baker is one of the theorists of this group and sees that equivalence must be at different levels. However, all translation theories are related to the notion of equivalence in one way or another. Equivalence is important to maintain the authenticity of source text message.

Bell (1991) cited in Sudartini (2009) argues that one of problems in translation process is finding the nature of equivalence. Further, he states that texts in different languages could be equivalent in different degrees (fully or partially equivalent) in respect of context, of semantics, of grammar, of lexis, etc) and at different ranks (word-for-word, phrase-for-phrase, sentence-for-sentence).

Halverson (1997) define equivalence as a relationship existing between two entities, and the relationship is describe as one of likeness/ sameness/ similarity/ equality in terms of any of a number of potential qualities. Proponents of equivalence define it as a term to describe the relationship which exists between SL and TL items or texts.

Vinay and Darbelnet (2000) cited in Panou (2013) view equivalence-oriented translation as a procedure which 'replicates the same situation as in the original by using completely different wording'. Thus, if this procedure is apply during the translation process, it can maintain the stylistic impact of the SL text in

the TL text. They suggest, equivalence is therefore the ideal method when the translator has to deal with proverbs, idioms, clichés and nominal or adjectival phrases.

However, even there are many definitions about equivalence, it must be remembering the meaning is the most common basis for equivalence. The meaning on the target text must be equivalent to the source text. Therefore, to obtain same meaning in target text, sometimes, finding grammatical equivalence is an obligation.

2. Types of Equivalence

Apart from the various definition of equivalence, theorists also determine equivalence into several types. The distinction occurs because they see the equivalence from different aspect. Nida and Taber (1969) cited in Choliludin (2002) suggest two different types of equivalence: *formal equivalence* and *dynamic equivalence*. In *formal equivalence* focus attention is on the message itself, in both form and content. While in *dynamic equivalence* based on the principal equivalent effect. The goal of the dynamic equivalence is seeking the closest natural equivalent to the source message. In addition, according to the types above equivalence can be reach through three possibilities (as cited in Alim and Nurhayati, 2008: 14).

- a. Equivalence in same form, as in the sentence *John reads* which translated as *John membaca*.
- b. Equivalence in different form, as in the noun phrase *white house* which translated to be *rumah putih*.

c. Equivalence, but do not have either similarity in meaning nor in form, like in the phrase *by the will of God* which translated to be *diluar kemampuan manusia*.

Baker (1992) divides equivalence into several types:

a. Equivalence at word level and above word level

The first thing must be considered by translator in translating a text is a word as a single unit. Baker gives a definition of the term *word* since it should be reminded that a single word can sometimes be assigned different meanings in different languages and might be regarded as being a more complex unit or *morpheme*. This means that the translator should pay attention to a number of factors which affect a word such as number, gender and tense.

b. Grammatical Equivalence

It became the main discussion in this study. The translator must compare the structure of two languages then find the equivalence if required. According to Baker, there are five categories of grammars which may lead a translator into difficulties. They are number, gender, person, tense and aspect, and voice.

c. Textual Equivalence

It is based on equivalence in terms of information and cohesion. It is up to the translator to decide whether or not to maintain the cohesive ties as well as the coherence of the SL text. His or her decision will be guided by three main factors that is, the target audience, the purpose of the translation and the text type.

d. Pragmatic Equivalence.

This level is based on implicatures and strategies of avoidance during the translation process. The translator needs to work out imply meanings in translation in order to get the ST message across.

3. Grammatical Equivalence

a. Definition of Grammar

In translating a text, lexical choice is not only factors that influence the result of translation work. Another powerful factor which determines the way a text translate is grammatical system of a language. Baker (1992:83) said: “Grammar is the set of rules which determine the way in which units such as words and phrases can be combined in a language and the kind of information which has to be made regularly explicit in utterance”.

Thus, grammar is very important in any language. There is no language which has not its specific grammar and no one can learning a language without learning its grammar. Al-Muttawa and Kailani (as cited in Housna, 2009) said that a language cannot be learn without learning its grammar because it is the element that makes meaning in language use.

b. Translating Grammatical Equivalence

According to Langgeng (2010:69) defines grammatical equivalence as the equality of the grammar/syntax/sentence in structure between two different languages. Grammarians differentiate between two kinds of grammar, universal and grammar of a particular language.

Universal grammar is the set of rules which consists of properties that all languages of the world have. A grammar of particular language consists of specific rules which distinguish this language from other languages (Langedoen:1970 cited in Housna: 2009). Since every language has its grammar system, it may result in some change in the information content of the message which carryout.

This change may take translator to either add or omit information which does not express in the source text. This can occur when the target language lack of particular grammatical devices to express the information in the source text (Baker: 1992). Sometimes we do not omit the information, but state it or explain it according to the structure or grammar of TL. So, lack of equivalence between languages in terms of grammar leads to grammatical problems in translation. Baker focuses on five grammatical categories in which the translators often encounters problems, they are number, gender, person, tense and aspect, and voice.

c. The Types of Grammatical Equivalence

Baker mentions five categories of grammar which may lead a translator into difficulties because of the lack of grammatical structure in the target language, those are: number, gender, person, tense and voice.

1). Person

This category relates to the notion of participant roles. Those can define through a closed system of pronoun. English has three types of pronoun with person reference; namely, personal pronouns, reflexive pronouns and possessive pronouns. Baker said (1992:96) that a large

number of modern European languages, not including English, have a formality/politeness dimension in their person's system. The pronouns system has classifications of person: first person referring to the speaker or a group which includes the speaker (*I* and *we*); second person identifying the person(s) addressee (*you*), and the third person referring to persons and things other than the speaker and addressee(*he/she/it/they*) Emzir (2015: 41). The personal pronouns have two sets of case-forms; the subjective and the objective forms.

While the reflexive pronouns replace a co-referential noun phrase, normally within the same finite clause and the possessive fuses genitive function with pronominal function. The table below shows the classification of English pronouns cites by Quirk and Greenbaum (cited in Sudartini 2009: 35).

Table 2.1 Classification of English Pronoun

		Personal Pronoun		Reflexive Pronoun	Possessive Pronoun		
		Subject	Object		Determines function	Nominal function	
1.	Singular	I	Me	myself	my	mine	
	Plural	we	Us	ourselves	Our	Ours	
2.	Singular	You		Yourself	your	yours	
	Plural			Yourselves			
3.	Singular	Masc	He	Him	Himself	His	
		Fem	She	Her	Herself	Her	Hers
	Non Person	It		Itself	Its		

	Plural	They	Them	themselves	Their	Theirs
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Here are the examples how pronoun use in English sentence: (1) *I* open this door, (2) *She* is waiting for me, (2) This book is for *you*. On the other hand, English as Catford says in baker (1992:95) has a seven system. It distinguishes into three categories; first person (the speaker), the second person (the person spoken to), and third person (the person being spoken (Chaer: 2003 cited in Sudartini: 2009). Personal pronouns reflect social relations between people far more than do other parts of the language and a brief discussion of their social role is required. (Sneddon: 1996 cited in Sudartini: 2009)

Table 2.2 Indonesian Pronoun System

Person	Meaning			
	Singular	Plural		
		Neutral	Exclusive	Inclusive
First Person	saya, aku, daku, ku- (proklitik), -ku (enclitik)		Kami	Kita
Second person	engkau, kamu, anda, dikau, kau- (proklitik), -kau(enclitik), -mu(enclitik), saudara	kalian, kamusekalian, andasekalian		
Third person	ia, dia, beliau, -nya	mereka		

To maintain the equivalence, translator should notice the differences between English and Indonesia pronoun system, for instance; Gender, degree of intimacy or the relationship pertaining between

participants, and the involvement of addressee. Moreover, there are three parameters that use as measurement to use the category of person in Indonesia, as follows: (1) age, (2) social status, and (3) intimacy. Sneddon (1996) in Sudartini (2009) states both “*saya*” and “*aku*” mean “*I*”, “*me*”, but “*aku*” is only used when speaking to intimate friends, younger, and lower status or position. “*Kita*” means “*we*” where the person being spoken to is included that is “*I and you*”. “*Kami*” means “*we*” where the person being spoken to is not included, that is “*I*” and *others* but, not “*you*”. *Aku, engkau, kau, kamu, kalian*, are intimate forms, use to children and between equals who have a close relationship with each other. “*Anda*” is sometime use to addressing someone in higher position or strangers of the same age.

2). Voice Sentence

Voice Sentence is a grammatical category which defines the relationship between a verb and its subject (Baker, 1992: 102). Frank (1972: 47) states: “voice relate to special verb forms that arranged in certain positions with nouns to indicate whether the grammatical subject of a sentence is performing an action or it itself being acted upon”. The similar description about voice also suggested by Baker (1992:102), she said that voice is a grammatical category which defines the relationship between a verb and its subject. In English grammar, voice refers to the active or passive use of a verb. The active voice is used in making a clear statement about an action; that is, the subject is the “agent” responsible for performing the action.

Active voice divided into two groups, as follows: transitive and intransitive. Transitive is active voice which uses transitive verbs that are verbs followed by an object, such as "*My father bought a car*". Active intransitive is an active voice which uses intransitive verbs that are verbs are not followed by an object, for example '*He is coming tomorrow*'.

Baker (1992:102) states "in passive clause, the subject is the affected entity, and the agent may or may not be specified, depending on the structures available in each language". To make a passive sentence from an active sentence in English as follows: (1) exchange S with O, (2) change the predicate form of V with be + v3, (3) add the word "by" in front of the former S. The example is: *the boy was helped by marry*, is made from an active "*marry helped the boy*". Notice that the form of the verb changes in a passive structure to indicate that its subject is the affected entity rather than the agent.

Since the grammatical subject of a passive verb is the original object of an active verb, thus, only a transitive verb may be used in the passive voice. The use of word "by" is optional. It is not used when the greater emphasize is on the "event" than on the "actor" or when the "agent" of the action is unimportant or unknown. Other function of passive voice is to show a condition like in the sentence "All the passengers *are tired* after the journey".

There are differences between the constructions in Indonesian and the active and passive in European languages such as English, in both structures and function. Nevertheless, there are also important similarities,

and the relationship between the two constructions is often similar to the relationship between active and passive in English, allowing the same terms to be used to describe them. The structure of a passive clause can be described with reference to the corresponding active. The passive construction is more frequent in Indonesian than in English. Where a passive translation would sound unnatural, translation by an active construction is usually given in the following sections.

In Bahasa Indonesia, active verbs may be transitive or intransitive. Transitive can be marked by prefix *me-* or its variation such as *men-*, *meng-*, *me-kan* and *me-i*. The examples are: (1) Rakyat pasti *mencintai* pemimpin yang jujur, (2) Saya suka *menonton* televisi, and (3) Dia akan *mengambil* uang di bank. The example of active intransitive as follow: (1) Kita harus *bekerja* keras untuk membangun Negara, (2) Saya ingin *berjalan* kaki saja.

To transform from an active into passive as follows:

1. Making the object of the active sentence become the subject of the passive sentence;
2. Replacing the prefix *me-* with *di-*, *ter-*, or *ke-an*.
3. Making the subject of the active sentence become the agent, recipient of the passive form signaled by the preposition *oleh* (by) which may be left out if the doer is obvious or unimportant. Further, there are four types of passive sentences suggested by Dardjowidjojo (2003) in Sudartini. Those are:

1. The passive sentences which expressed intentional acts (generally marked by the use of prefix *di-*)

Example: Tiga pejabat baru *dilantik*.

2. The passive sentences which expressed unintentional acts (commonly marked by the use of prefix *ter-*).

Example: Kakiku *terinjak* oleh seseorang.

3. The adversative passive sentences which expressed unpleasant meaning (that usually marked by the use of affix *ke-an*).

Example: Soal itu *ketahuan* oleh orang tuanya.

4. The passive sentences for the first and second person usually marked by the use of base-verb

Example: *Saya* sudah *mencuci* mobil itu. (Active form)

Mobil itu sudah saya *cuci*. (Passive form)

However, an active voice not always translated to be an active and vice versa. Sometimes, in order to get a proper meaning, an active must translated into passive or passive translated into active without changing the meaning/message of the source text. Here the example:

SL: I cut my finger.

TL: Saya memotong jari saya. (Incorrect)

Jariku *terpotong*. (Correct)

d. Translation Evaluation

Rahimi (2004) believes if a translation is to be efficient and adequate, it is important to use the natural form of the receptor language. Nababan (2011:44) states a good translation has to fulfill criteria such as accuracy and acceptability

in order to avoid ambiguity and awkwardness in translation result. He further proposes a standard assessment to measure quality of translation.

1). Accuracy

Accuracy is important aspect in translation assessment. According to Shuttleworth and Cowie (1997) as cited by Anari, accuracy is a term used in translation evaluation to refer to the degree of correspondence between the translated and original text. While Nababan (2011) states that accuracy refer to an equivalence between source text and target text on the level of meaning.

A translation is categorized accurate if meaning in target text is equivalence with the source text, there is no additional or deleting information from ST into TT. In other hand, a translation will be considered less-accurate or even inaccurate if it inadvertently omits some piece of information, adds some information, which is not available in the source text, zero meaning (when the form used does not communicate any meaning at all) and differences in meaning.

Accuracy has higher grade in translation assessment that is 3. This is due to the fact that the purpose of translation is to deliver a message from source text into target text.

C. Conceptual Framework

Conceptual framework in this research is showed in the following diagram :

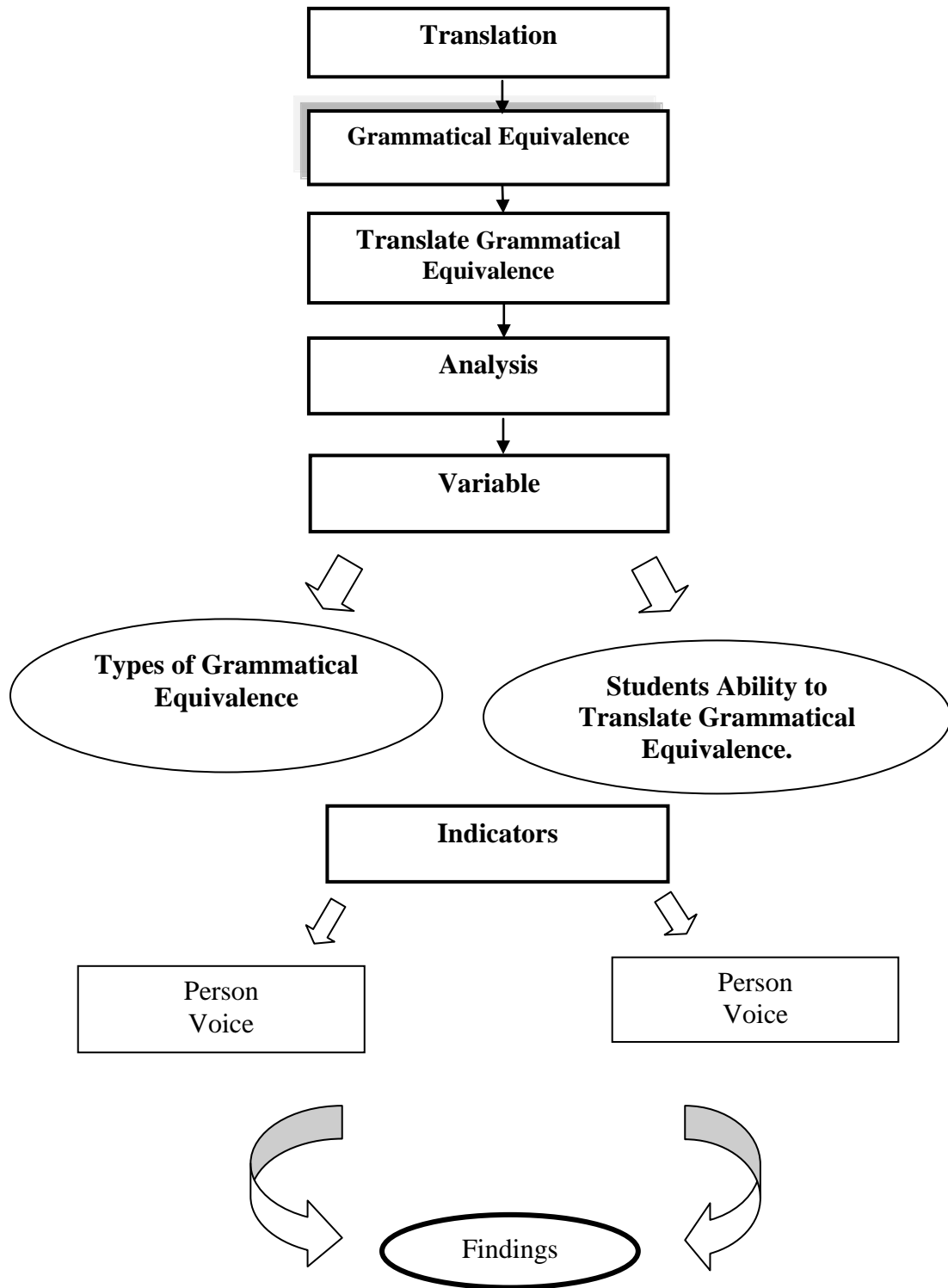


Figure 2.2 Conceptual framework

Translation is the important skill, in translation there is grammatical equivalence that the important thing we have to know in translation. In this particular study in translating grammatical equivalence focus discusses about the types of grammatical equivalence, namely: person and voice. The sentences consisted two kind, the result translate will be analyzing and the result of analyzing is the finding of this research.

CHAPTER III

RESEARCH METHOD

A. Research Design

In conducting the study, the researcher used a descriptive quantitative method. Regarding Issac (1984:46), descriptive research was the kind of research that describes systematically the situations and facts of a given population factually and accurately. In describing the types of grammatical equivalence and ability in translating grammatical equivalence, the researcher used a quantitative method in collecting the data, analyzing them and drawing conclusion.

B. Research Variable and Indicator

1. The variables of this research were the types of grammatical equivalence and the ability to translated grammatical equivalence.
2. The indicator of this researcher are :

The indicator about the types of grammatical equivalence were person and voice and the indicator of the students' ability to translate the grammatical equivalence were person and voice.

C. Population and Sample

a. Population

The researcher took students of the Fifth Semester of the English Education Department in Muhammadiyah University of Makassar in the academic year of 2015/2016 as population. The total amount of population were about 377 students who divided into 10 classes. The population can be classified into the table below.

Table 3.1 The Number of Students at Fifth Semester

Class	Account
A	39 students
B	38 students
C	38 students
D	37 students
E	38 students
F	39 students
G	38 students
H	34 students
I	36 students
J	40 students
Total	377 students

Source: SIMAK English Education Department in Muhammadiyah University of Makassar.

b. Sample

Arikunto (1998:117) states that samples were part of population, while research sample was a part of population which took as a data sources and it represents the whole population.

Sample gained by using clustered random sampling technique. When the population is large and widely dispersed, gardering a simple random sample poses administrative problems. Instead of traveling around a city to test all high school

selection of groups that already exist (C.M. 1993: 98, Borg, WR. & Gall, M.D. 1989: 225, Cited in Adnan: 2011). In this research, researcher took sample of each class at the fifth semester English Education in Muhammadiyah University of Makassar which had learned about translation practice I in the fourth semester. The sample is showed in this table below:

Table 3.2. The Number of sample

Class	Population	Percentage 25 %
A	39 students	10
B	38students	10
C	38 students	10
D	37 students	9
E	38 students	10
F	39 students	10
G	38 students	9
H	34 students	8
I	36 students	9
J	40 students	10
Total	377 students	95

D. Research Instrument

The researcher used test as instrument. Adnan (2012: 81) Quantitative researcher assumed that well-developed instruments can be used to collected valid data, they can relied so much on their instruments. They have to developed their best possible way to meet their purpose so that the instrument called non-human instrument, an instrument that can ran by itself to collect data. There was one test consisted of 10 sentences, which students have to translated into Indonesian.

E. Data Collection

This research a used quantitative data collection, to gained the data, the researcher used test as the instrument. Researcher gave a test to the students to translate. Students have to translated those sentences into Indonesian, and the

researcher checked and analyzed the result of translating and from the result the researcher made conclusion and discovery the quantitative data as numeric data and the score was students' ability in translating grammatical equivalence.

F. Data Analysis

In analyzing the data, the researcher follows the steps:

a. Accuracy

Nababan (2011:44) states a good translation has to fulfilled criteria such as accuracy in order to avoid ambiguity and awkwardness in translation result. He further proposes a standard assessment to measure quality of translation. In scoring, the researcher followed the criteria:

Table 3.2 scoring in accuracy

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

1).Count the students' ability in translating grammatical equivalence in percentage

by using formula:

$$P = \frac{F}{N} \times 100\%$$

Where :

P : the percentage of students' personal ability

F : total score

N : maximum score

2. Students ability to translate grammatical equivalence were accuracy for correct meaning, less-accuracy for minimum omission, edition or changes meaning and the last was inaccuracy for different meaning, unclear, ambiguous. The less-accuracy was the transition score between accuracy and inaccuracy. Therefore the score of accuracy minus the score of inaccuracy, that was the score of students' ability.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter present an finding and the discussion about the types of grammatical equivalence do the students make in translating and the students' ability to translate grammatical equivalence. According to the description in chapter III, the researcher used a test as a primary data. This research was conducted from October 2, 2017 at the Fifth Semester English Department Students of UNISMUH in the academic year 2015/2016 who has taken Translation II. Here, the result of the students test.

Before the researcher discusses the types and the result of students' ability to translate grammatical equivalence, it will be better to present the findings about the types of grammatical equivalence that the students make and students' ability to translate grammatical equivalence.

1. The Types of grammatical Equivalence

There are two types of grammatical equivalence that students translate from English into Indonesian, namely person and voice sentence.

Table 4.1 Types of Grammatical Equivalence that the Students Make in Translating

No.	Criteria Types	Accuracy		Less-Accuracy		Inaccuracy	
		Score	(%)	Score	(%)	Score	(%)
1	Person	978	34,31	940	49,47	140	14,73
2	Voice Sentence	285	10,15	842	44,31	334	35,15

From the table above, in translating person type the researcher get a result that there are 326 sentences of students' answer accuracy (34,31%), there are 470 sentences of students' answer less-accuracy (49,47%), and there are 140 sentences of students' answer less-accuracy (14,37%).

Therefore, in translating voice type, the researcher get a result that there are 95 sentences of students' answer accuracy (10,15%), there are 421 sentences of students' answer less-accuracy (44,31%), and there are 334 sentences of the students' answer inaccuracy (35,15%).

2. Students Ability to Translate Grammatical Equivalence

Table 4.2 Students Ability to Translate Grammatical Equivalence

No.	Indicators	Accurate	Inaccurate	Difference	
				Score	(%)
1.	Person	978	140	838	44,10
2.	Voice Sentence	285	334	-49	-2,57

Based the table above, in translating person type the researcher get a result that there are 326 sentences of students' answer accuracy (34,31%) and there are 140 sentences of students' answer inaccuracy (14,73%). The difference between the score accurate and inaccurate was 838 (44,10%).

Therefore, in translating voice type, the researcher get a result that there are 95 sentences of students' answer accuracy (10,15%) and there were 334 sentences of the students' answer inaccuracy (35,15%). The difference between score accurate and inaccurate is -49 (-2,57%).

Table 4.3 Mean Score of The Types of Grammatical Equivalence

Types	Mean Score
Person	71,61 %
Voice Sentence	57, 49 %

Based on the table above, the mean score of the types of grammatical equivalence is 71,61 % in translating person type, and 57,49 % in translating voice sentence type.

B. Discussion

1. Types of Grammatical Equivalence

a. Person

In the previous explanation, the researcher had present the result of students' score. There are some level of accuracy to analysis the data of the students, namely: accuracy, less-accuracy, and inaccuracy.

1). Accuracy

No. 1

ST: Thought I might be late. “ said Yaxley to his friend”.

TT: Kupikir aku akan terlambat, “ kata Yaxeley pada temannya

STT: kupikir sepertinya saya terlambat, “kata Yaxley pada temannya”

No. 2

ST : My lord, I have heard differently.

TT: Yang mulia, yang saya dengar berbeda

STT: Raj aku saya sudah mendengar dengan cara yang berbeda

No. 3

ST: Schrimgeour must be sourrounded by our people before I act.

TTS: Scrimgeour akan dipenuhi oleh rakyat kita sbelum saya bertindak

No. 5

ST: The men’s long cloaks flapped around their ankles as they
marched

TT: Jubah panjang kedua lakilaki itu berkepak-kepak disekeliling
pergelangan kaki mereka selagi mereka berjalan.

STT: Laki-laki berjubah panjang mengepak disekitar pergelangan kaki
mereka saat mereka bergerak.

No. 6

ST: Voldemort, however, seemed to be speaking more to himself than
to any of them, still addressing the unconscious body above him.

TT: Namun, Voldemort tampaknya bicara lebih kepada diri sendiri dari pada kepada salah satu dari mereka, masih tetap menunjukkan ucapannya kepada sosok yang pingsan di atasnya.

STT: Voldemort namun sepertinya berbicara banyak kepada diri sendiri dari pada salah satu dari mereka yang masih menangani tubuh tak sadar di atasnya.

No. 8

ST: I shall need, for instance, to borrow wand from one of you before I go to kill Potter.

TT: Saya akan butuh, misalkan saja, meminjam tongkat salah satu dari kalian sebelum aku pergi membunuh Potter.

STT: Saya dapat membantu, misalnya meminjam tongkat salah satu dari kalian sebelum saya membunuh potter.

No.10

ST: The company around the table watched Voldemort apprehensively, each of them, by his or her expression, afraid that they might be blamed for Harry Potter's continued existence

TT: Orang-orang disekeliling meja menatap Voldemort dengan gelisah, masing-masing, tampak dari ekspresi wajah merek, takut dipermasalahkan Harry Potter masih ada sampai saat ini Tamu-tamu disekitar meja itu menonton Voldemort dengan penuh kekhawatiran, masing-masing dari mereka dengan ekspresinya takut mereka akan disalahkan untuk kelangsungan Harry Potter.

STT: Tamu-tamu disekitar meja itu menonton Voldemort dengan penuh kekhawatiran, masing-masing dari mereka dengan ekspresinya takut mereka akan disalahkan untuk kelangsungan Harry Potter.

2). Less-Accuracy

No. 1

ST: Thought I might be late. “ said Yaxley to his friend”.

TT: Ku pikir aku akan terlambat, “ kata Yaxeley pada temannya”

STT: Saya akan telat, kata Yaxeley kepada temannya.

The students translated this sentence “*Thought I might be late*” into “*saya mungkin terlambat*” the result translated missing “*kupikir*”. Same situation happened with some students who translated this sentence “*Thought I might be late*” into “*Saya pikir boleh terlambat*” the students missed the meaning “*kupikir*”.

No. 2

ST: My lord, I have heard differently.

TT: Yang mulia, yang saya dengar berbeda

STT: Aku telah mendengar dengan cara yang berbeda

There are many students translated less-accurately. The students translated word “*I*” into “*aku*”. I mean that this is not appropriate because the speaker talk with his/her Lord, so the meaning of “*I*” was “*saya*”.

No. 3

ST: Schrimgeour must be sourrounded by our people before I act.

TT: Schrimgeour harus dikelilingi oleh orang-orang kita sebelum aku bertindak.

STT: Srimgeour harus dikelilingi oleh orang-orang kita sebelum dia beraksi.

The Students translated the word “*I*” into “*dia*” it was not appropriate. Some students also translated the sentence missing the word “*we*”. Beside that there 3 students missed the meaning of “*I*” and “*we*”. Students number 15 and 19 translated “I act” into “*kami beraksi*”

No. 4

ST: Yes, My Lord, that is true- but you know, as a Head of department of Magical Law Enforcement.

TT: Ya- Yang Mulia, itu benar tetapi anda tahu, sebagai kepala pelaksanaan hukum sihir.

STT: Ya tuhanku itu benar tapi hanya kau yang tahu

There are many students translated this sentences less-accurately. Students translated this “*My Lord, that is true- but you know*” into “*Ya tuhanku itu benar tapi hanya kau yang tahu*” the translator translated the word “*you*” into “*kau*” it was not appropriate because the speaker talk with his/her Lord, so the appropriate meaning was “*Anda*”. And some students also translated the word “*kamu*”. It was the same situation and not respectful.

No. 5

ST: The men’s long cloaks flapped around their ankles as they marched.

TT: Jubah panjang kedua lakilaki itu berkepak-kepak disekeliling pergelangan kaki mereka selagi mereka berjalan.

STT: Jubah panjang berkepak-kepak disekeliling pergelangan kaki mereka selagi berjalan.

No. 6

ST: Voldemort, however, seemed to be speaking more to himself than to any of them, still addressing the unconscious body above him.

TT: Namun , Voldemort tampaknya bicara lebih kepada diri sendiri dari pada kepada salah satu dari mereka, masih tetap menunjukkan ucapannya kepada sosok yang pingsan diatasnya.

STT: Voldemort bagaimanapun juga, terlihat memberikan ceramah kepada dirinya sendiri dari pada ke mereka sambil menangani orang-orang yang tidak sadar diatasnya.

Students missed the meaning of “*to any of them*”. Therefore, they missed the meaning of “*himself*” and “*to any of them*”.

No. 8

ST: I shall need, for instance, to borrow wand from one of you before I go to kill Potter.

TT: Saya akan butuh, misalkan saja, meminjam tongkat salah satu dari kalian sebelum aku pergi membunuh Potter.

STT: Meminjam tongkat sihir salah satu dari kamu sebelum saya pergi membunuh Potter.

There are many errors in translated result, such as “you” into “*kamu*”, “you” into “*Anda*”, “one of you” into “*milikmu*”. All of the result are not appropriate, because the true meaning was “*salah satu dari kalian*”.

No. 9

ST: As their eyes grew accustomed to the lack of light, they were drawn upward to the strangest feature of the scene: an apparently unconscious human figure hanging upside down over the table, revolving slowly as if suspended by an invisible rope, and reflected in the mirror and in the bare, polished surface of the table below.

TT: Setelah mata mereka menyesuaikan diri dengan ketiadaan cahaya, pandangan mereka tertarik keatas, kepemandangan yang paling aneh: sosok manusia yang tampaknya pingsan tergantung terbalik diatas meja, berputar pelan seakan tergantung pada tali yang tidak kelihatan, dan bayangannya terpantul di cermin serta permukaan meja yang terpelitir dan kosong dibawahnya.

STT: Mata mereka terbiasa tumbuh seperti tak punya cahaya, mereka ditarik keatas oleh orang asing yang diistimewakan di adegan itu. Figure orang yang tidak sadar jelas kelihatan menggantung dibagian bawah meja, dibutar secara lambat seakan akan tergantung oleh tali ajaib dan terbayang dicermin dan mEmbuka dipoles permukaan dibawah meja.

The error translated result such as, the word “*they*” into “*mereka*”, actually the addresses of the word was “*eyes*” not “*mereka*” so the meaning is not appropriate meaning.

No. 10

ST: The company around the table watched Voldemort apprehensively, each of them, by his or her expression, afraid that they might be blamed for Harry Potter's continued existence.

TT: Orang-orang disekeliling meja menatap Voldemort dengan gelisah, masing-masing, tampak dari ekspresi wajah mereka, takut dipermasalahkan Harry Potter masih ada sampai saat ini,

STT: Tamu-tamu disekitar meja itu menonton Voldemort dengan penuh kekhawatiran, masing-masing dari mereka dengan ekspresinya takut mereka akan disalahkan untuk kelangsungan Harry Potter.

There are missing the meaning of "*each of them*" and the students number 15 translate "*each of them*" into "*masing-masing dari perusahaan*". There are some students miss the meaning of "*by his or her expression*".

3). Inaccurate

No. 3

ST: Scrimgeour must be surrounded by our people before I act.

TTS: Scrimgeour akan dipenuhi oleh rakyat kita sebelum saya bertindak

No. 5

ST: The men's long cloaks flapped around their ankles as they marched

TT: Jubah panjang kedua laki-laki itu berkepak-kepak disekeliling pergelangan kaki mereka selagi mereka berjalan.

STT: Orang-orang yang memakai jubah panjang itu mengepakkan jubahnya disekitar mata kakinya sementara mereka melakukan pawai.

The students number 1, 6, 7, 8, 14, and 17 translated this sentence inaccurately. *“their ankles”* into *“matakakinya”*. The true meaning was *“matakaki mereka”*.

No. 6

ST: Voldemort, however, seemed to be speaking more to himself than to any of them, still addressing the unconscious body above him.

TT: Namun , Voldemort tampaknya bicara lebih kepada diri sendiri dari pada kepada salah satu dari mereka, masih tetap menunjukkan ucapannya kepada sosok yang pingsan di atasnya.

STT: Voldemort bagaimanapun juga, terlihat memberikan ceramah kepada dirinya sendiri dari pada kepada orang lain sambil menangani orang-orang yang tidak sadar di atasnya.

The students translate *“any of them”* into *“kepada orang lain”*. Student number 4 translated *“still addressing the unconscious body above him”* into *“dari mereka seperti berbicara kepada oranglain”* the true meaning was *“masih tetap menunjukkan ucapannya kepada sosok yang pingsan di atasnya”*.

No. 9

ST: As their eyes grew accustomed to the lack of light, they were drawn upward to the strangest feature of the scene: an apparently unconscious human figure hanging upside down over the table, revolving slowly as if suspended by an invisible rope, and reflected in the mirror and in the bare, polished surface of the table below.

TT: Setelah mata mereka menyesuaikan diri dengan ketiadaan cahaya, pandangan mereka tertarik keatas, kepemandangan yang paling aneh: sosok manusia yang tampaknya pingsan tergantung terbalik diatas meja, berputar pelan seakan tergantung pada tali yang tidak kelihatan, dan bayangannya terpantul di cermin serta permukaan meja yang terpelitur dan kosong dibawahnya.

STT: Seperti yang mereka lakukan mata menjadi terbiasa dengan kekurangan cahaya, benda-benda itu digambar cirri paling aneh dari pemandangan sosok manusia yang Nampaknya tidak sadar tergelincir terbalik diatas meja, berputar perlahan seolah-olah disandarkan oleh tali yang tidak terlihat dan tercermin dalam minor dan telanjang, permukaan yang dipoles dari table dibawah ini mengejutkan masing-masing.

Students translate the word "*them*" into "*benda-benda*" and the word into "mereka". The true meaning is "mata".

b. Voice Sentence

In the previous explanation, the researcher had present discussion about person. There are some steps to analysis the data of the students, namely: accuracy, less-accuracy, and inaccuracy.

1). Accuracy

No. 3

ST: Schrimgeour must be sourrounded by our people before I act.

TT: Schrimgeour harus dikelilingi oleh orang-orang kita sebelum saya bertindak.

STT: Scrimgeour harus dikelilingi oleh orang-orang kita sebelum saya bertindak.

No. 4

ST: Yes, My Lord, that is true- but you know, as a Head of department of Magical Law Enforcement.

TT: Ya- Yang Mulia, itu benar tetapi anda tahu, sebagai kepala pelaksanaan hukum sihir

STT: Ya tuhanku, itu benar tapi hanya kamu tahu sebagai Kepala Department Penegakkan Hukum Magical.

No. 8

ST: I shall need, for instance, to borrow wand from one of you before I go to kill Potter.

TT: Saya akan butuh, misalkan saja, meminjam tongkat salah satu dari kalian sebelum aku pergi membunuh Potter.

STT: Saya akan butuh, misalkan saja, meminjam tongkat salah satu dari kalian sebelum aku pergi membunuh Potter.

No. 10

ST: The company around the table watched Voldemort apprehensively, each of them, by his or her expression, afraid that they might be blamed for Harry Potter's continued existence.

TT: Orang-orang disekeliling meja menatap Voldemort dengan gelisah, masing-masing, tampak dari ekspresi wajah mereka, takut dipermasalahkan Harry Potter masih ada sampai saat ini. Tamu-tamu disekitar meja itu menonton Voldemort dengan penuh

kekhawatiran, masing-masing dari mereka dengan ekspresinya takut mereka akan disalahkan untuk kelangsungan Harry Potter.

STT: Tamu-tamu disekitar meja itu menonton Voldemort dengan penuh kekhawatiran, masing-masing dari mereka dengan ekspresinya takut mereka akan disalahkan untuk kelangsungan Harry Potter.

2). Less-Accuracy

No. 1

ST: Thought I might be late. “ said Yaxley to his friend”.

TT: Kupikir aku akan terlambat, “ kata Yaxeley pada temannya

STT: Sepertinya saya terlambat, “kata Yaxley pada temannya”

This sentence is less-accurate, because the students missed the meaning of “Thought”. The word “*might be*” translated into “*akan*”, but the students missed the meaning.

No. 2

ST: My lord, I have heard differently

TT: Yang mulia, yang saya dengar berbeda

STT: Rajaku saya sudah mendengar dengan cara yang berbeda

No. 3

ST: Schrimgeour must be sourrounded by our people before I act.

TT: Schrimgeour harus dikelilingi oleh orang-orang kita sebelum saya bertindak.

STT: Scrimgeour akan dipenuhi oleh rakyat kita sbelum saya bertindak.

\All students missed the meaning of “*our*”.

No. 4

ST: Yes, My Lord, that is true- but you know, as a Head of department of Magical Law Enforcement.

TT: Ya- Yang Mulia, itu benar tetapi anda tahu, sebagai kepala pelaksanaan hukum sihir

STT: Ya tuanku itu benar tapi kau tahu sebagai Kepala Departemen Penegak Hukum Sihir

Students translate the word “you” into “kau”.

No. 5

ST: The men’s long cloaks flapped around their ankles as they marched

TT: Jubah panjang kedua laki-laki itu berkepak-kepak disekeliling pergelangan kaki mereka selagi mereka berjalan.

STT: jubah panjang laki-laki itu, dikepakkan disekitar pergelangan matakaki mereka saat mereka berjalan.

This sentence is active voice but in target text must passive voice. There are 10 students translate this sentence less-accurately. Students translate word “flapped” into “mengepak” / “berkibar” it was not appropriate because “berkibar” using for flag and “mengepak” was verb for subject.

No. 6

ST: Voldemort, however, seemed to be speaking more to himself than to any of them, still addressing the unconscious body above him.

TT: Namun , Voldemort tampaknya bicara lebih kepada diri sendiri dari pada kepada salah satu dari mereka, masih tetap menunjukan ucapannya kepada sosok yang pingsan diatasnya.

STT: Voldemort namun sepertinya berbicara banyak kepada diri sendiri dari pada salah satu dari mereka yang masih menangani tubuh tak sadar di atasnya.

This sentence is active voice and the result translate must be active voice.. They translate the word "*however*" into "*bagaimanapun*". It is not appropriate for this sentence. The word "*still addressing*" translate into "*menangani*" actually the true meaning was "*masih berbicara*".

No. 7

ST: The lane was bordered on the left by wild, low-growing brambles, on the right by a high, neatly manicured hedge.

TT: Jalan kecil itu sebelah kirinya dibatasi semak rendah yang tumbuh liar, disebelah kanannya oleh pagar tanaman tinggi yang terpankaskan rapi.

STT: Pedesaan itu dibatasi pada bagian kiri oleh hutan belantara semak berduri, sebelah kanan ditumbuhi tanaman yang tertata rapi dan tinggi.

This sentence is passive voice and the result translate is active voice. Students translate the word "*the lane*" into "*pedesaan*" it is not appropriate meaning because "*pedesaan*" bordered on the left and on the right, so the true meaning was "*jalur/jalan*". The other students translated the word "*lane*" into "*jalan/jalur*", but they translated the word "*bordered*" into "*berbatasan*" the true meaning is "*dibatasi*" not "*berbatasan*" or another.

No. 8

ST: I shall need, for instance, to borrow wand from one of you before I go to kill Potter.

TT: Saya akan butuh, misalkan saja, meminjam tongkat salah satu dari kalian sebelum aku pergi membunuh Potter.

STT: saya membutuhkan, misalnya meminjam tongkat sihir salah satu dari kamu sebelum pergi membunuh Potter.

This sentence is active voice so the result translated is active voice. Students miss the meaning of “*before I*”. Students number 1 and 10 add the meaning “*misalnya*”. Students translate the sentence “*from one of you*” into “*salah satu dari anda/kamu*” the true meaning is “*salah satu dari kalian*”. 2 students translate the word “*from one of you*” into “*dari milikmu/salah satu milikmu*”.

No. 9

ST: As their eyes grew accustomed to the lack of light, they were drawn upward to the strangest feature of the scene: an apparently unconscious human figure hanging upside down over the table, revolving slowly as if suspended by an invisible rope, and reflected in the mirror and in the bare, polished surface of the table below.

TT: Setelah mata mereka menyesuaikan diri dengan ketiadaan cahaya, pandangan mereka tertarik keatas, pemandangan yang paling aneh: sosok manusia yang tampaknya pingsan tergantung terbalik diatas meja, berputar pelan seakan tergantung pada tali yang tidak

kelihatan, dan bayangannya terpantul di cermin serta permukaan meja yang terpelitir dan kosong dibawahnya.

STT: Selama mata mereka terbiasa dengan cahaya yang kurang, mereka tertarik keatas menjadi fitur teraneh, yang nampaknya sosok manusia yang tidak sadarkan diri menggantung terbalik diatas meja, berputar seolah-olah tergantung pada tali yang tidak terlihat dan cermin dalam cermin dan polos, dipoles dioermukaan bawah meja.

This sentence is active voice, and the must be active voice. They translated word “*them*” into “*mereka*”. The other error is students translated this sentence “*and and reflected in the mirror and in the bare, polished surface of the table below*” into “*dan cermin dalam cermin dan polos, dipoles dioermukaan bawah meja*” the true meaning is “dan bayangannya terpantul di cermin serta permukaan meja yang terpelitir dan kosong dibawahnya”.

No. 10

ST: The company around the table watched Voldemort apprehensively, each of them, by his or her expression, afraid that they might be blamed for Harry Potter’s continued existence

TT: Orang-orang disekeliling meja menatap Voldemort dengan gelisah, masing-masing, tampak dari ekspresi wajah merek, takut dipermasalahkan Harry Potter masih ada sampai saat ini.

STT: tamu-tamu disekitar meja itu menonton Voldemort dengan oenuh kekhawatiran, masing-masing mereka dengan ekspresinya takut mereka akan disalahkan untuk kelangsungan Harry Potter.

This sentence is passive voice the result is active voice. They translated the word “*The company*” into “*tamu-tamu*”, the true meaning is “*orang-orang*”. Some students translated this word “*by his or her expression*” into “*dengan ekspresinya*”, the true meaning is “*ekspresi mereka*”. Student number 16 miss the meaning of the word “*apprehensively*”.

3). Inaccurate

No. 2

ST : My lord, I have heard differently.

TT: Yang mulia, yang saya dengar berbeda

STT: Rajaku saya sudah mendengar dengan cara yang berbeda

No. 3

ST: Schrimgeour must be sourrounded by our people before I act.

TT: Schrimgeour harus dikelilingi oleh orang-orang kita sebelum saya bertindak

STT: Scrimgeour akan dipenuhi oleh rakyat kita sbelum saya bertindak

Students translated the word “*surrounded*” into “*terapit*” / “*terkepung*” / “*mengelilingi*”.

No. 4

ST: Yes, My Lord, that is true- but you know, as a Head of department of Magical Law Enforcement.

TT: Ya- Yang Mulia, itu benar tetapi anda tahu, sebagai kepala pelaksanaan hukum sihir

STT: Ya tuanku itu benar tapi kau tahu sebagai Kepala Departemen
Penegak Hukum Sihir

1 student miss the meaning of “*My Lord*”. She is student number 17.
Student number 1 missed the meaning of “*as a Head of department of Magical Law Enforcement*”. There are 4 students translated the word “*My Lord*” into “*tuhanku*”, the true meaning was *tuanku/rajaku*.

No. 5

ST: The men’s long cloaks flapped around their ankles as they marched

TT: Jubah panjang kedua lakilaki itu berkepak-kepak disekeliling
pergelangan kaki mereka selagi mereka berjalan.

STT: Laki-laki berjubah panjang mengepak disekitar pergelangan kaki
mereka saat mereka bergerak.

This sentence in ST is active voice but in TT this sentence must be passive voice. There are many students translated this sentence less-accurately. Students translated active into active voice.

No. 6

ST: Voldemort, however, seemed to be speaking more to himself than
to any of them, still addressing the unconscious body above him.

TT: Namun, Voldemort tampaknya bicara lebih kepada diri sendiri dari
pada kepada salah satu dari mereka, masih tetap menunjukkan
ucapannya kepada sosok yang pingsan di atasnya.

STT: Voldemort namun sepertinya berbicara banyak kepada diri sendiri
dari pada salah satu dari mereka tetap dalam keadaan pingsan

ST is active voice and the TT is active voice. There are 13 students translate this sentence inaccurately. Students translate “*still addressing the unconscious body above him*” into “*tetap dalam keadaan pingsan*”. The TT is ambiguity. Student number 10 translated the sentence into “*Voldemort, bagaimanapun, salah satu dari mereka seperti berbicara lebih banyak pada saat dia tidak sadarkan diri*”. It was not true. Student number 11 translated this sentence into “*Voldemort, bagaimanapun. Ketika melihat pria itu berbicara dari pada yang lainnya yang masih menangani tubuh tak sadar di atasnya*”.

No. 7

ST: The lane was bordered on the left by wild, low-growing brambles, on the right by a high, neatly manicured hedge.

TT: Jalan kecil itu sebelah kirinya dibatasi semak rendah yang tumbuh liar, disebelah kanannya oleh pagar tanaman tinggi yang terpankas rapi.

STT: Batas desa itu berada disebelah kiri hutan belantara semak berduri yang tumbuh pendek, sebelah kanan dari ketinggian, tanaman pagar yang tertata rapi.

The same situation, ST is passive voice and TT is active voice. There is 1 student translate this sentence less-accurately. He/she is student number 9. Students translate the word “*the lane*” into “*batas desa*” it was not appropriate meaning because “*pedesaan*” bordered on the left and on the right, so the true meaning is “*jalur/jalan*”. The other students translate the word “*by a high*” into “*dari ketinggian*”, the true meaning is “*tanaman yang tumbuh tinggi*”. So the result translated is inaccurate.

No. 8

ST: I shall need, for instance, to borrow wand from one of you before I go to kill Potter.

TT: Saya akan butuh, misalkan saja, meminjam tongkat salah satu dari kalian sebelum aku pergi membunuh Potter.

STT: saya akan membutuhkan meminjam tongkat salah satu milikmu sebelum saya pergi membunuh Potter.

ST is active voice so the TT is active voice. There are 5 students translate this sentence inaccurately. Student number 7 translated "*one of you*" into "*kepada kamu*" the true meaning is "*salah satu dari kalian*". Students number 14 translated word "*wand*" into "*itu*", the true meaning is "*tongkat sihir*". Students number 1, 9, and 18 translate "*for instance*" into "*sekarang*", the true meaning is "*misalnya*". Beside that, they translate the word "*one of you*" into "*salah satu dari kamu*" the true meaning is "*salah satu dari kalian*". Student number 7 translate the sentence "*I shall need*" into "*saya dapat membantu*".

No. 9

ST: As their eyes grew accustomed to the lack of light, they were drawn upward to the strangest feature of the scene: an apparently unconscious human figure hanging upside down over the table, revolving slowly as if suspended by an invisible rope, and reflected in the mirror and in the bare, polished surface of the table below.

TT: Setelah mata mereka menyesuaikan diri dengan ketiadaan cahaya, pandangan mereka tertarik keatas, ke pemandangan yang paling aneh: sosok manusia yang tampaknya pingsan tergantung terbalik

diatas meja, berputar pelan seakan tergantung pada tali yang tidak kelihatan, dan bayangannya terpantul di cermin serta permukaan meja yang terpelitur dan kosong dibawahnya.

STT: seperti yang mereka lakukan mata menjadi terbiasa dengan kurangnya cahaya, benda-benda itu digambar cirri paling aneh dari pemandangan sosok manusia yang tampaknya tidak sadar tergelincir terbalik diatas meja berputar perlahan seolah-olah dan disandarkan pada tali tak terlihat dan tercermin dalam mimor dan telanjang permukaan yang dipoles dari table dibawah ini secara mengejutkan masing-masing.

The ST is active voice, and the TT is active voice. They translate word “they” into “benda-benda”. They also translate the word “suspended” into “disandarkan” the true meaning is “tergantung”. They translate this sentence “and reflected in the mirror and in the bare, polished surface of the table below” into “tercermin dalam mimor dan telanjang permukaan yang dipoles dari table dibawah ini secara mengejutkan masing-masing”, the true meaning is “dan bayangannya terpantul di cermin serta permukaan meja yang terpelitur dan kosong dibawahnya”.

No. 10.

ST: The company around the table watched Voldemort apprehensively, each of them, by his or her expression, afraid that they might be blamed for Harry Potter’s continued existence

TT: Orang-orang disekeliling meja menatap Voldemort dengan gelisah, masing-masing, tampak dari ekspresi wajah merek, takut

dipermasalahan Harry Potter masih ada sampai saat ini. Tamu-tamu disekitar meja itu menonton Voldemort dengan penuh kekhawatiran, masing-masing dari mereka dengan ekspresinya takut mereka akan disalahkan untuk kelangsungan Harry Potter.

STT: perusahaan disekeliling juga mengawasi Voldemort mereka dengan ekspresinya takut bahwa mereka mungkin takut karena mereka diatas keberadaan Harry Potter yang terus berlanjut.

The ST is passive voice and TT is active voice. There are 6 students translate this sentence inaccurately. They translate the word “*company*” into “*perusahaan*” and the student number 8 translate the word into “*pemilik perusahaan*”, the students number 3 translate the word into “*sekelompok orang*”. Students number 3, 2, also translate “*each of them*” into “*salah satu dari mereka*”, the true meaning is “*masing-masing*”. Student number 15 translate the word into “*masing-masing dari perusahaan itu*”.

2. Students Ability to Translate Grammatical Equivalence

Students’ ability to translate grammatical equivalence was 838 (44,10%) for person type and -49 (-2,57%) for voice type. in translating person type the researcher get a result that there are 326 sentences of students’ answer accuracy (34,31%) and there are 140 sentences of students’ answer inaccuracy (14,73%). The difference between the score accurate and inaccurate was 838 (44,10%).

Therefore, in translating voice type, the researcher get a result that there are 95 sentences of students’ answer accuracy (10,15%) and there were 334 sentences of the students’ answer inaccuracy (35,15%). The difference between score accurate and inaccurate is -49 (-2,57%)

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

After some findings in the previous chapter, the researcher is going to conclude the result of the findings. Moreover, the researcher also convey suggestions for teacher and students based on the finding.

A. Conclusion

Based on the analysis and discussion about the types of grammatical euivalence and students ability in translating grammatical euivalence in chapter four, the researcher concluded the result of the study as follows:

1. The Types of grammatical euivalence that the students make in translating. The result of analysis the findings and discussion found that the types of grammatical euivalence do the students make in translating were 2 types namely, person type and voice type. In translating person type the researcher got a result that there were 326 sentences of students' answer accuracy (34,31%), there were 470 sentences of students' answer less-accuracy (49,47%), and there were 140 sentences of students' answer inaccuracy (14,73%). Therefore, in translating voice type, the researcher got a result that there were 95 sentences of students' answer accuracy (10,15%), there were 421

sentences of students' answer less-accuracy (44,31%), and there were 334 sentences of the students' answer inaccuracy (35,15%).

2. The students ability to translate grammatical equivalence were 838 (44,10%) for person type and -49 (-2,57%) for voice type. The mean score of the types of grammatical equivalence are 78,19% for person type and than 62, 78% for voice sentence type.

B. Suggestion

According to the result in chapter four, the researcher present suggestions that might be taken as consideration for students and teachers.

1. Suggestion for Students

Since the finding have described about the students' ability intranlation, this study can be reference for students to: learning from the error, encouraging self-assessment so that the student is aware of the kinds of errors he/she makes, their causes and how to avoid them. Students should study and learn more to improve their ability in translation. In studying English, they should improve their vocabulary, and also grammar

2. Suggestion for Lectures.

The finding of the study can be taken as consideration for lectures to evaluate their way in teaching translation especially about grammatical equivalence.

3. For the next researcher

The researcher admits that there are so many limitations in conducting research. The researcher realizes that this thesis is far from perfect. This can be caused by many factors, such as the limitation of time, so it is not prepared well or perhaps because the lack of the researcher understanding. the researcher hopes that the next researchers can prepare everything as good as possible in conducting the researcher and can do follow up of this research. The researcher should observe carefully to result an exact observation. In addition the researcher need to find the error and the solution for translation skill not only the ability of the students.

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APPENDICES

APPENDIX A

Table. The Score of Students in Translating Person Type

No.	1	2	3	4	5	6	7	8	9	10	Total	%
1	2	3	3	2	1	3	3	2	1	1	21	70
2	2	3	3	2	3	1	3	3	1	2	23	76,66
3	2	3	3	2	3	3	3	3	1	2	22	73,33
4	2	3	3	2	3	1	3	2	1	2	23	76,66
5	2	3	2	2	3	2	3	3	1	2	23	76,66
6	2	3	3	2	1	3	3	2	1	3	23	76,66
7	3	3	2	2	1	2	3	3	1	3	22	73,33
8	2	3	2	2	1	2	3	3	1	2	21	70
9	2	3	3	2	2	1	3	2	1	2	21	70
10	2	3	2	2	2	2	3	3	1	2	22	73,33
11	2	3	2	2	2	2	3	2	1	2	21	70
12	2	3	2	2	2	2	3	2	1	2	21	70
13	2	3	2	2	3	3	3	2	2	3	26	86,66
14	3	3	1	2	1	2	3	2	2	3	22	73,33
15	2	2	2	2	2	3	3	3	1	2	24	80
16	2	3	2	2	2	3	3	2	1	2	22	73,33
17	2	3	2	2	2	3	3	2	2	3	24	80
18	3	3	2	2	2	1	3	2	1	2	22	73,33
19	2	2	2	2	2	3	3	2	1	2	22	73,33
20	2	3	2	2	2	3	3	3	1	3	24	80
21	2	3	2	2	2	2	3	3	1	2	22	73,33
22	2	3	2	2	2	3	3	2	1	2	23	76,66
23	2	2	3	2	3	2	3	3	1	1	22	73,33

24	1	1	3	2	2	1	3	3	2	2	20	66,66
25	2	2	3	2	2	1	3	3	2	3	23	76,66
26	2	2	3	2	2	1	3	3	2	2	22	73,33
27	2	3	3	2	2	1	3	2	2	3	23	76,66
28	3	3	3	2	3	3	3	2	1	3	26	86,66
29	2	3	2	2	1	3	3	2	1	3	22	73,33
30	2	3	2	2	3	2	3	1	1	2	21	70
31	2	3	2	2	3	2	3	2	1	2	22	73,33
32	2	2	2	2	2	2	2	1	3	2	20	70
33	3	2	2	2	1	2	2	3	1	2	20	70
34	2	2	2	2	3	2	2	2	1	2	20	70
35	2	3	2	2	3	3	2	2	3	2	24	80
36	2	3	2	2	3	3	2	2	3	2	24	80
37	1	3	2	2	2	1	2	1	3	1	18	60
38	2	3	2	1	3	1	2	1	2	2	19	63,33
39	2	3	2	2	3	3	2	2	2	2	21	70
40	2	3	2	2	3	1	3	1	2	3	22	73,33
41	2	1	2	2	3	3	2	2	2	2	21	70
42	3	3	3	2	1	2	2	1	2	2	21	70
43	3	3	2	1	1	3	2	3	1	2	21	70
44	2	3	3	3	3	3	2	3	3	2	27	90
45	2	1	2	2	3	1	2	1	3	1	18	60
46	2	1	2	1	3	1	2	1	2	2	17	56,66
47	2	3	2	2	3	3	2	2	2	2	23	76,66
48	2	3	3	2	3	1	3	1	2	3	23	76,66
49	2	1	3	2	3	3	2	2	2	2	22	73,33
50	2	1	3	2	1	2	2	1	2	2	18	60
51	2	2	3	1	1	3	2	3	1	2	20	66,66

52	2	2	2	2	3	2	2	2	3	2	22	73,33
53	3	2	2	2	3	3	2	1	3	1	22	73,33
54	3	2	2	1	2	1	2	1	2	2	18	60
55	2	2	3	2	3	3	2	2	2	2	23	76,66
56	1	2	3	2	2	1	3	1	2	3	20	66,66
57	2	2	3	2	3	3	2	2	2	2	23	76,66
58	2	2	3	2	3	3	3	3	3	3	22	73,33
59	2	3	3	1	3	2	1	2	2	2	21	70
60	1	3	3	2	3	2	1	3	1	3	22	73,33
61	2	3	3	3	1	2	2	2	2	3	23	76,66
62	2	3	3	3	3	2	2	3	2	2	25	83,33
63	3	3	3	2	3	2	3	3	2	2	26	86,66
64	3	3	3	1	3	2	3	3	2	2	25	83,33
65	3	3	3	1	2	2	2	3	2	2	23	76,66
67	2	3	3	1	2	2	1	3	2	2	21	70
68	2	3	3	2	1	2	3	3	1	2	22	73,33
69	2	3	3	2	2	3	3	3	3	2	26	86,66
70	3	3	3	2	3	2	3	2	1	2	24	80
71	3	2	3	3	2	1	2	2	1	2	21	70
72	3	2	3	3	2	2	2	2	2	3	24	80
73	1	3	3	2	1	1	2	3	3	2	21	70
74	3	3	2	2	1	2	3	3	3	2	24	80
75	3	3	2	2	2	3	3	3	3	2	26	86,66
76	3	1	2	1	2	3	3	2	2	1	20	66,66
77	3	2	2	1	1	3	2	2	2	1	19	63,33
78	3	2	2	1	2	3	2	2	2	2	21	70
79	1	2	2	2	1	2	2	3	2	2	19	63,33
80	3	3	1	2	2	2	3	2	3	2	23	76,66

81	1	3	1	3	1	2	3	3	3	2	22	73,33
82	3	3	2	3	2	1	3	3	3	2	25	83,33
83	1	3	2	3	2	2	2	2	3	2	22	73,33
84	3	2	2	2	1	3	2	2	2	2	21	70
85	3	3	2	2	2	3	2	2	1	2	22	73,33
86	2	2	1	2	2	3	2	2	1	3	20	66,66
87	2	2	1	2	2	3	2	2	1	3	20	66,66
88	3	2	2	3	3	2	2	1	2	2	22	73,33
89	3	1	2	2	2	2	3	3	2	1	21	70
90	2	2	2	1	2	2	3	2	2	1	19	63,33
91	2	2	3	3	3	2	3	2	1	2	23	76,66
92	3	3	2	2	2	1	2	2	1	2	20	66,66
93	2	1	2	2	2	3	3	3	2	2	22	73,33
94	3	3	3	2	2	2	3	1	2	2	23	76,66
95	2	2	2	1	3	3	2	1	1	3	20	66,66
Total											$\Sigma X=6.803,38$	

$$\begin{aligned} \bar{X} &= \frac{\sum X}{n} \\ &= \frac{6.803,38}{95} \\ &= 71,61 \end{aligned}$$

APPENDIX B

Table. The Score of Students in Translating Voice Type

No.	1	2	3	4	5	6	7	8	9	10	Total	%
1	2	1	3	2	2	2	2	2	1	2	19	63,33
2	2	1	3	2	1	1	2	1	1	1	15	50
3	2	1	1	2	1	1	2	3	1	1	15	50
4	2	1	1	1	1	1	2	2	1	2	14	46,66
5	2	1	2	1	2	1	2	2	1	2	16	53,33
6	2	1	3	2	1	2	2	2	1	2	18	60
7	2	1	2	1	1	1	2	1	1	2	14	46,66
8	2	1	1	2	1	1	2	2	1	1	14	46,66
9	2	1	2	1	1	1	1	1	2	1	13	43,33
10	2	1	1	2	1	1	2	2	2	2	16	53,33
11	2	2	2	2	2	1	2	2	1	2	18	60
12	2	2	1	3	2	1	2	2	1	2	18	60
13	2	2	2	3	1	2	2	2	2	2	20	66,66
14	2	1	1	2	1	2	2	1	1	2	15	50
15	2	1	2	3	2	1	2	3	1	1	17	56,66
16	2	2	1	2	2	2	2	2	1	2	18	60
17	2	2	2	1	1	2	2	2	2	2	18	60
18	2	1	2	1	1	2	2	2	1	2	14	46,66
19	2	2	1	3	2	2	2	2	1	1	18	60
20	2	2	1	3	2	2	2	3	2	3	22	73,33
21	2	2	1	3	2	1	2	3	1	2	18	60
22	2	2	1	2	2	2	2	2	1	2	18	60
23	2	1	2	1	2	1	2	2	1	1	15	50
24	1	1	2	2	1	1	2	1	3	1	15	50

25	2	1	2	1	1	1	2	1	1	2	14	46,66
26	2	2	2	2	1	3	2	2	2	1	19	63,33
27	2	2	1	2	1	1	3	1	1	1	15	50
28	2	1	2	2	3	1	2	2	1	2	18	60
29	2	1	3	2	1	2	2	1	2	1	17	56,66
30	1	2	1	1	1	3	2	3	1	1	16	53,33
31	2	2	2	2	2	1	1	2	1	2	17	56,66
32	1	2	1	2	1	1	2	1	3	1	15	50
33	3	2	1	1	2	1	2	1	2	2	17	56,66
34	1	2	2	2	1	2	2	2	2	1	17	56,66
35	1	2	2	2	1	1	3	1	1	2	16	53,33
36	2	2	1	2	1	1	2	2	1	2	16	53,33
37	2	2	1	2	1	2	2	2	1	1	16	53,33
38	2	2	1	1	2	2	1	2	1	1	15	50
39	1	2	2	2	1	2	1	3	1	1	16	53,33
40	2	2	1	1	1	2	2	2	2	3	18	60
41	2	2	2	1	2	2	2	2	2	2	17	56,66
42	2	2	2	2	1	2	1	1	2	2	17	56,66
43	2	1	2	1	1	2	2	2	1	1	15	50
44	1	2	2	1	2	2	2	3	2	1	18	60
45	2	1	2	1	2	2	1	3	2	2	18	60
46	2	1	3	2	1	2	1	1	1	2	16	53,33
47	2	2	1	2	2	1	1	2	2	1	16	53,33
48	1	2	1	2	1	2	3	2	1	1	16	53,33
49	1	2	1	3	2	1	2	2	1	1	16	53,33
50	2	1	2	3	2	2	2	2	2	3	21	70
51	1	2	1	2	1	1	2	3	2	2	17	56,66
52	3	2	2	2	1	2	1	1	2	1	17	56,66

53	1	2	2	2	2	1	2	2	1	1	16	53,33
54	3	1	2	1	2	1	3	2	2	1	18	60
55	3	2	2	1	1	1	2	2	2	1	17	56,66
56	3	2	2	1	2	3	2	2	1	2	20	66,66
57	1	2	2	2	1	2	2	3	2	2	19	63,33
58	3	1	1	2	2	2	3	2	3	2	21	70
59	1	3	1	3	1	2	1	3	1	1	17	56,66
60	3	2	2	3	2	1	3	3	1	2	22	73,33
61	1	3	2	1	2	2	2	2	1	1	17	56,66
62	3	2	2	2	1	3	2	2	2	2	21	70
63	3	3	2	2	2	3	2	2	1	2	22	73,33
64	2	2	1	2	2	3	2	2	1	3	20	66,66
65	2	2	1	2	2	3	2	2	1	3	20	66,66
67	2	3	1	1	1	3	2	3	1	1	18	60
68	2	1	2	2	3	1	2	1	3	1	18	60
69	2	1	2	1	3	1	2	1	2	2	17	56,66
70	2	3	2	2	2	1	2	2	1	1	18	60
71	2	2	1	2	3	1	3	1	2	1	18	60
72	2	1	2	2	3	3	2	2	1	1	19	63,33
73	2	1	2	2	1	2	2	1	2	2	17	56,66
74	2	2	3	1	1	3	2	3	1	2	20	66,66
75	2	2	2	1	3	2	1	2	1	2	18	60
76	1	2	2	2	3	3	2	1	1	1	18	60
77	2	2	2	1	2	1	2	1	2	1	16	53,33
78	2	2	1	2	3	1	2	2	1	1	17	56,66
79	1	2	1	2	2	1	3	1	2	3	18	60
80	2	2	3	2	1	1	2	2	2	2	19	63,33
81	2	2	3	2	2	2	1	2	2	3	21	70

82	2	2	2	1	2	1	1	2	2	2	17	56,66
83	1	1	2	2	3	2	1	3	1	3	18	60
84	2	1	2	3	1	1	2	2	2	3	19	63,33
85	2	2	1	2	1	2	2	1	2	2	17	56,66
86	2	1	2	2	2	2	1	1	2	2	17	56,66
87	2	1	3	1	2	2	2	3	2	2	20	66,66
88	2	2	2	1	1	2	2	1	2	2	17	56,66
89	2	1	2	2	2	2	2	3	2	1	19	63,33
90	2	2	2	1	1	1	3	2	2	1	17	56,66
91	2	2	1	1	3	2	3	2	1	2	16	53,33
92	1	2	2	2	1	1	2	2	1	2	16	53,33
93	2	1	2	2	2	1	1	2	2	2	17	56,66
94	1	2	2	2	2	2	1	1	2	2	17	56,66
95	2	2	2	1	1	1	2	1	1	3	16	53,33
Total											$\Sigma X =$ 5.462,33	

$$\bar{X} = \frac{\sum X}{n}$$

$$= \frac{5.462,33}{95}$$

$$= 57,49$$

APPENDIX C

TRANSLATE THOSE SENTENCES INTO INDONESIAN

TEST

1. Thought I might be late. “said yaxley to his friend.
2. ”My Lord, I have heard differently.
3. Scrimgeour must be surrounded by our people before I act.
4. ”Yes—my Lord, that is true—but you know, as Head of the Department of Magical Law Enforcement.
5. The men’s long cloaks flapped around their ankles as they marched.
6. Voldemort, however, seemed to be speaking more to himself than to any of them, still addressing the unconscious body above him.
7. The lane was bordered on the left by wild, low-growing brambles, on the right by a hight, neatly manicured hedge.
8. I shall need, for instance, to borrow wand from one of you before I go to kill Potter.
9. As their eyes grew accustomed to the lack of light, they were drawn upward to the strangest feature of the scene: an apparently unconscious human figure hanging upside down over the table, revolving slowly as if suspended by an invisible rope, and reflected in the mirror and in the bare, polished surface of the table below.
10. The company around the table watched Voldemort apprehensively, each of them, by his or her expression, afraid that they might be blamed for Harry Potter’s continued existence

APPENDIX D

ANSWER KEY

1. Kupikir aku akan terlambat,” kata Yaxley pada temannya,
2. “Yang mulia, yang saya dengar berbeda.
3. Scrimgeour harus dikelilingi orang-orang kita sebelum aku bertindak.
4. “Ya—Yang Mulia, itu betul tetapi anda tahu sebagai kepala Departemen Pelaksanaan Hukum Sihir.
5. Jubah panjang kedua laki-laki itu berkepak-kepak disekeliling pergelangan kaki mereka selagi mereka berjalan
6. Namun Voldemort tampaknya bicara lebih kepada diri sendiri dari pada kepada salah satu dari mereka, masih tetap menunjukkan ucapannya kepada sosok yang pingsan diatasnya.
7. Jalan keci litu sebelah kirinya dibatasi semak rendah yang tumbuh liar, disebelah kanannya oleh pagar tanaman tinggi yang terpangkas rapi.
8. Saya akan butuh, misalnya, meminjam tongkat salah satu dari kalian sebelum aku pergi membunuh Potter.
9. Setelah mata mereka menyesuaikan diri dengan ketiadaan cahaya, pandangan mereka tertarik keatas, kepemandangan yang paling aneh: sosok manusia yang tampaknya pingsan tergantung terbalik diatas meja, berputar pelan seakan tergantung pada tali yang tidak kelihatan, dan bayangannya terpantul di cermin serta permukaan meja yang terpelitur dan kosong dibawahnya.
10. Orang-orang disekeliling meja menatap Voldemort dengan gelisah, masing-masing, tampak dari ekspresi wajah mereka, takut dipermasalahkan Harry Potter masih ada sampai saat ini.

CURRICULUM VITAE



Marisah was born on July, 7th, 1996 in Maros, South of Sulawesi. She is the third child of Muhammad Idris and Hayatia. She has a two older sister Mariyatih and Mariana and a younger sister and brother Mayanti and Muhammad Ikram.

She began her study at Elementary school namely SD Negeri 1 Tinanggea in 2001. She continued her education at Junior High School SMP Negeri1 Tinanggeain 2007 and she got graduation in 2010. She registered her Senior High School in 2010 at SMA Negeri1 KONSEL, she finished in 2013. Afterwards, she continued her study in collage Muhammadiyah University of Makassar, she registered as a student of English Education Department in 2013. She joined in organization Hizbul Wathan UNISMUH Makassar since the fifth semester. She could finished her study in 2017 with the Thesis under title “*Analyzing Students’ Ability to Translate Grammatical Equivalence from English into Indonesian by the Fifth Semester English Education Department at Muhammadiyah University of Makassar*”.