

**THE ANALYSIS OF NATURALNESS AND ACCURACY OF STUDENT'S
TRANSLATION OF SHORT STORY AT FIFTH SEMESTER STUDENTS'
OF ENGLISH DEPARTMENT OF UNISMUH MAKASSAR**

(A Descriptive Research)



A THESIS

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University of Makassar in Partial Fulfillment of the Requirements for the
Degree of Education in English Department*

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Motto and Dedication

"Miracle is another name of hard work."

This ordinary creation is dedicated for my beloved and my most important people in my life; papa', mama naha, mama ria, and om baba.

ABSTRACT

Hamriana , 2017. *The Analysis of Naturalness and Accuracy of Student's Translation of Short Story At Fifth Semester Students' of English Department of Unismuh Makassar.* A Thesis of English Department, the Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. It was supervised by Sulfasyah, MA., Ph. D, and awaliah Azis, S. Pd., M. Pd.

The research aimed at finding out the naturalness and accuracy of the fifth semester students of English Department of UNISMUH Makassar in translating short story and the problems face by students while translating. This research was descriptive quantitative research and conducted at the fifth semester students of English Department of UNISMUH Makassar. The total subject of this research consisted of 30 students.

The data collected by analyzing the text, and questionnaire which consist of 5 items. The result showed that the naturalness and accuracy of students' translation of short story was "Good" with the level mastery around 60-70%. It means that the correction is still needed but not too much. There are two students whose mastery level is fair. 14 students gained good level and 14 students whose mastery level is excellent. Furthermore, the researcher found the problems faces by students are they were lack of vocabulary and difficulties in translate text which contains idioms, and also because they often used Google translate in translating English text.

Based on this research, the researcher suggests that the teacher should pay more attention to the students' problems. They should give more exercise, guidance, motivation to students to do translation and the students should practice to translate text more by themselves and also students have to improve their vocabulary by remembering more vocabulary, learn about grammar as well and should avoid using Google translate very often.

Key Words: Translation, Naturalness, Accuracy

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The researcher realizes that this thesis is still the simplest ones. Remaining errors are the reseach's own; therefore, constructive criticism and suggestion will be highly appreciated.

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Makassar, Oktober 2017

The Researcher

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CHAPTER I

INTRODUCTION

A. Background

Translation is a common thing which is useful in life. It is used in many activities such as transferring information, rendering other culture and many others. It is also used for many printed media such as reports, papers, articles, books, magazines, and novels. Actually, these media are served by using many languages. Because of that, there must be language barriers that impede the reading process. Here, the role of translation is really important in order to transfer knowledge and gather information. As English has become an international language, still there are many people who are not fluent in using English. In order to overcome this, translation is needed to help people to understand English.

Translation is the act of transferring meaning from one language into their equivalence in another language. According to Newmark (1988:7) translation is a craft consisting of an attempt to replace a written message and/or statement in one language by the same message or statement in another language. The language that is going to be translated is called the source language (SL), whereas the language that has been translated is called the target language (TL). In line with Newmark, Nida and Taber (1982:6) state that translation is a process of reproducing receptor language which has the closest natural equivalent with the source language message, in terms of meaning as well as in terms of style. In this

definition there are three implied conditions should be met in order to produce a good translation, namely accuracy, clarity and naturalness.

The students who are taking English major in Indonesia are included into bilingual people, who are able to communicate in two languages, whether spoken or written. As stated in oxford dictionary, bilingual means having, speaking, spoken or written in two languages.” That is why; English students are expected to be able to give information related to English subject to other people. They have to transfer the message from source language into target language in coherence that is what the researcher call translation process.

For bilingual people, translation is an activity which indirectly they do every day. Unfortunately, not every bilingual person can become a good translator. Translation is not only changing language from source language to target language, but also transferring message from source language to target language. Transferring the message to target language is not an easy thing.

Since English become a foreign language in Indonesia, the researcher realizes that most of Indonesian students generally get some difficulties in learning it, especially in translate process. In translating, comprehension of the source text is the easier aspect; the real difficulty is in producing a target text in a language in which composition some naturally and accurately. The researcher also fined that translation is quite complicated and not east to be done especially for beginner. Furthermore In translation people do not simply render the meaning of the text word-per-word, people also need to consider the context of the text. They

need to use the right word for the right context and also have to be careful in choosing the word so that it will be appropriate with the sentence.

There are three aspects of translation to measure the translation quality namely accuracy, clarity and naturalness (Larson 1998:529) as cited in Satria. Moreover, translation is one of the subjects learned by the students in English Department of Unismuh Makassar. The objective of this course is to improve the students' comprehension in translating English into Indonesian and vice versa. In attempts to acquire the target language, the students' of English Department will face many difficulties because of the different systems between source language and target language.

Naturalness and Accuracy are included to the aspect of translation quality. A translation can be considered as a natural translation if it sounds like not a translation work. While, an accuracy in the translation means that, the translator should be able to re-communicate the meaning of the original message as precisely as possible in the language into which she/he is translating.

The mastery of Naturalness and Accuracy in translation is very important because they are frequently used in daily communication. Naturalness in translation is very helpful for people to get to know about what they are read or to know easy to understand about something to be translated. And Accuracy is also important in order to make the meaning or message from source language did not change while translate so there is no miscommunication or misinformation during the transfer message or meaning.

In English Department of Unismuh Makassar, the translation is taught in the semester 4. So, the researcher took fifth semester students as a sample of this research, because they have been learned about the basic of translation. So they understand the technique how to make a good translation.

This intrigued the researcher to investigate students naturally and accurately in translating a text that given in order to make it sense and give a new knowledge to the target readers, and also the researcher want to know what the problems that make the students doing unnatural are and inaccuracy in their translation work.

Based on the background in this research, therefore the researcher was interest in showing how students could achieve the naturalness and accuracy in translating the text by analyzing their translation work and find out the problems that makes students doing unnatural and inaccuracy in their translation work.

B. Problem statement

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

1. How are naturalness and accuracy of the fifth semester students' of Muhammadiyah University of Makassar in translated short story text?
2. What are the problems faced by the fifth semester students Muhammadiyah University of Makassar in translating short story text?

C. Objective of the Research

Relating the problem statement above, the objective of the research are :

1. To find out the naturalness and accuracy of the fifth semester students translation based on their translation worksheet about short story at Muhammadiyah University of Makassar
2. To find out the problems that the students might face while translating the short story Muhammadiyah University of Makassar

D. Significance of the Research

This research is expected to give advantages, especially for students' translation in the fifth semester students of Unismuh Makassar and generally for the entire translator in terms of translating naturally and accurately and find out the problem that may occur during the process of translation.

E. Scope of the Research

It is very impossible to explain all of the factors of translation, so the writer has to limit these problems especially focus on naturalness and accuracy of students' translation of the fifth semester students of Unismuh Makassar. The Naturalness in translation is the translation that is natural. Nida and Taber (cited in Choliluddin, 2005:3) say that translating consists in reproducing in the receptor language the closest natural equivalent of a source language message, firstly in terms of meaning and secondly in terms of style. Furthermore, accuracy in translation is that the translator should re-communicate the meaning of the original message as precisely as possible in language into which the translator is translating. Nababan in Mahfud (2017:23) states that accuracy refers to

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.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

There were some researcher who had conducted some research about translation and what have been shown as follows: Nugraha (2015), had conducted the research under the title “An analysis of translation error of short story at the second year students of SMA Muhammadiyah 7 Makassar” she concluded that the students have low in translating English short story, most of students difficulty in translating story because they are translate word by word, used Google translate, dictionary and the students have low vocabulary, so they difficulties to choose the lexical meaning of word they were translate.

Lestiyanawati, R (2014) had conducted the study under the title “Translation Techniques used by students in Translating English News Items” The study is aimed at analyzing the translation techniques as proposed by Molina and Albir (2002) used by the sixth semester students of the English Department in translating news item texts from English into Indonesian. It also measures the translation quality related to the aspect of accuracy, clarity, and naturalness. And the last, it implies the students’ problems in translation. The findings indicate that, after analyzing and interpreting 225 sentences, literal translation is dominantly used as a technique in translating the source text with the highest used technique in which 149 of 225 sentences applied the technique. In relation to the translation quality, 155 sentences were found as accurate, 172 sentences were clear and 164

sentences were natural with the scoring rate of 2.1, 2.3, and 2.25 points in average.

Julianti (2010), "The difficulties faced by the fifth semester students of English department at UIN Alauddin Makassar in idiomatically translating English sentence into Indonesia" found that the student underwent difficult in idiomatically translating English sentences into Indonesian, and also she found that in doing translating English sentences, the students still difficult to make a good translation because they were less to practice and less about theory of translation.

The study has difference methodology with this research. It was focus to find out the translation techniques used in translating news item texts from English to Indonesian and the translation quality related to the aspect of accuracy, clarity, and Naturalness. But in this research, the researcher was focus to measure the student's translation work in terms of naturalness and accuracy only and also to find out the problem that may occurs during translating Short story. The other difference of this research was the subject. The previous research subject was sixth semester student of English department. Meanwhile, the subject of this research was fifth semester students of Unismuh Makassar

B. The Concept of Translation

1. Definition of Translation

There are many theories about translation that presented by many linguists or translators. According to Simatupang (2000:2) translation is

shifting the meaning in the source language to the target language and demonstrates it to the target language naturally. It means the translator should focus on shifting the meaning do not the form. Therefore, the translator should give the sense of the original in such a way that the reader is unaware that he is reading a translation.

In addition, Nida and Taber in Choliludin (2005:3) says that Translating consists in reproducing in receptor language the closets natural equivalent of the source language message, first in terms of meaning and secondly in terms of style. Catford in Nababan (2003:19) also stated that the translation is the replacement of textual material in one language by equivalent textual material in another language.

Based on the some definitions stated above, it can be concluded that translation is a process of changing textual material from the source language to the target language without change the meaning of the source language. And transfer of meaning in source language into target language with forms as natural as possible according to the rules in target language. So the meaning is transferred non form. Furthermore, a good translation stressed on the meaning or message. The most important is the result of translation has the same meaning and purpose as the source does.

2. Process of Translation

According to Larson in Satria (2014: 28) when translating a text, the translator's goal is an idiomatic translation which makes every effort to communicate their meaning of the SL text into the natural forms of the

receptor language. Furthermore, he states that translation is concerned with a study of the lexicon, grammatical structure, communication situation, and cultural context of the SL text, which is analyzed in order to determine its meaning. The discovered meaning is then re-expressed or reconstructed using the lexicon and grammatical structure which are appropriate in the receptor language and its cultural context.

Translation process can be interpreted as a series of activities done by translators when the translators transfer message from source language into the target language. Translation process can also be interpreted as a system of activities in translating activity. Therefore, in conducting an activity to translate need caution because of an error in one step will cause error in other steps. If something like that happens, the result of translation will contain error

Nababan, 2003:24) divide the process of translation in three major steps. They are:

1. Analysis source language text

The first step is analyzing the text. We analyze the text by first reading the ST and gain the meaning in the text. We also analyze the linguistics and extra linguistics elements in the text. Linguistics elements is the elements deals with language, while extra linguistics is the elements beyond the language, such as the culture and the social context of the text. In analyzing the linguistics elements, we analyze the text at all level such as in the level of sentence, clause, phrase, and

word. By doing this, we can gain the fully understanding of the meaning in the ST.

Linguistic analysis is done on the source language text touching the various levels, such as level of sentences, clauses, phrases, and words. Analysis at the levels is necessary because in fact every text formed from the levels. Example analysis on the level of phrase, which are intended to identify core elements (head) and modifier elements. If this analysis can be done well, the translator will be able to know which part of a phrase that must be translated first.

2. Transfer of Message

After translator can understand the meaning and structure of the source language, the translator will be able to get the messages in it. The next step is to transfer the content, meaning, and the message from the source language into the target language. In this step, translator required to find the equivalent of source language word into target language. This process to transfer the contents, meanings and the messages are internal process. That process takes place in the mind of the translators. After all the content, meaning, and the messages already exist in the translators mind, then they express in target language orally or in written. To obtain a better translation in accordance with the translation process itself, so the translation should be restructured.

3. Restructuring

Restructuring is changing of the transfer process be stylistic form that match with the target language, that the reader or listener. Thus, at the restructuring step, a translator needs to pay attention variety of language to determine style of language according to the type of text to be translated. A translator also need to pay attention for whom its translation. If the steps of the analysis comprehension of the source language text transfer of the content, meaning, the message in the source language into the target language and the restructuring has been completed by a translator. the translator has produced a translation.

3. Kinds of Translation

Nababan (2003:29) also classifies translation into three main kinds, namely:

a) Word for word translation

In this way, the translators translate the source language text into target language text by only looking at the dictionary. Consequently, they often make wrong choice of words and their translation sound strange and unnatural for the readers. In doing their task, the translator just find out the equivalence of source language word in target language without change format or word in its translation. The format of word in sentences translation identical with the format of word in original sentences. This type

of translation can be applied only if the source language and target language has the same structure. Conversely, if the structures of both languages are different one another, word for word translation should be avoided because the result would be difficult to understand it and sentences structure of course violates the sentences structure of the target language.

Example: I like that clever student (saya suka itu anak pintar)
I will go to New york tomorrow (saya akan pergi ke newyork besok)

b) Free translation

Free translation is often not tied on searching equivalence of word or sentences, but the searching of equivalent tends to occur at the level paragraph or discourse. Translator should be able to get message in the source language at the level of the paragraph or discourse as a whole and then transfer it and express it in the target language. It's difficult to do, especially by inexperienced translators. If there any free translation, translation like that in generally limited at the level of phrases, clauses, or sentences. Idiomatic expression and proverbs are often translated freely, for example to *play truant* (membolos), *to kick something around* (membahas) and *killing two birds with one stone* (menyelam sambil minum air).

c) Literal translation

Literal translation is located between the word for word translation and free translation. Literal translation may be at first conducted like word for word translation, but then the translator adapts the format of word for word in the target sentences. This type of translation usually applied if the structure of source language sentences is different from the structure of the target language sentences.

For example:

English sentence	Word for word translation	Literal translation	Free translation
His heart in right place	Kepunyaan hati adalah dalam benar tempat	Hatinya berada ditempat yang benar	Dia baik hati

4. Principle of Translation

Choliluddin (2005, 41) are proposed the principles in translation, they are:

1. The translation should reflect accurately the meaning of the original text. Nothing should be arbitrary added or removed, though sometimes part of the meaning can be transposed.

2. The ordering of the words and ideas in the translation should match the original as closely as possible.
3. Language often differs greatly in their levels of formality in a given context, for example in the business letter. To resolve these differences, the translator must distinguish between formal and fix expression, and personal expression in which the writer or speaker sets the tone.
4. One of the most frequent criticisms of translation is it does not sound 'natural' because the translator's thoughts and choice of words are too strongly molded by the original text, a good way to avoid the influence of the source language is to set the text aside and translate a few sentences aloud from memory. This will suggest natural patterns of thought.
5. It will be better if the translator does not change the style of the original. But if it is needed the translator may change it

5. Criteria of Good Translation

According to Newmark in Hariyanto (2003: 77) a good translation fulfills the intention;

1. In an informative text, it conveys the fact acceptably
2. In a vocative text, its success is measurable, at least in theory and therefore the effectiveness of an advertising agency translator can be shown by the result

3. In an authoritative or an expressive text, form is almost as important as content, there is often a tension between the expressive and the aesthetic function of language and therefore a translation may be useful to explain what the text is about.

6. Naturalness in Translation

Nida and Taber (cited in Choliluddin, 2005:3) say that translating consist in reproducing in the receptor language the closest natural equivalent of a source language message, firstly in terms of meaning and secondly in terms of style. To be able to produce the closest natural equivalence, a translator has to master the message in the original message in the original text up to the details, the find equivalence of that message in the target language, and then he has to restructure it.

Nida in Choliluddin (2005:3) has outlined that the naturalness in target language should be achieved in order to make the readers of the translated version do not realize that they are reading a translation product. a natural translation involves two principal areas of adaptation, namely, grammar and lexicon. In terms of grammar, the grammatical modifications can be made more readily adjusted since many grammatical changes are dictated by the obligatory structures of the receptor language. On the other hand, the lexical structure of the source message is less readily adjusted to the semantic requirements of the receptor language.

From the explanation of naturalness in translation above, the researcher can conclude that translation should be natural in the forms of

meaning and structure (grammar). So, the translators should make the translation be equivalent and natural in the forms of meaning and structure (grammar). They should do it in order to make the readers of the translated version do not realize that they are reading a translation product. They should do it in order to make the readers of the translated version do not realize that they are reading a translation product. They can do it on many kind of translation.

Eventually, the purpose of naturalness tests is to see if the form of the translation is natural and the style appropriate. Larson in satria (2014:16) indicators for the quality category of naturalness is the following:

1. Bad: Unnatural form, with awkward language, linguistically unnatural and stylistically awkward.
2. Fair: Make sense with minimum unnatural words, grammar, phrase and idiom.
3. Good: Correct meaning, appropriate idioms and words but there are some syntactic structure errors.
4. Excellent: Make sense, read naturally (written in ordinary language, common grammar, proper idioms and words)

Generally, translation's naturalness is not a characteristic under the effect of abstract variables. Naturalness represents a real challenge for both novice and professional translators. It is evident that culture, language norms and the reader feedback to a translation are determinant

features of naturalness for a translation. Being familiar with both source and target culture, enables translator to infer some implied information, i.e. culture specific bound terms. Based on the foregoing information, it is significant to stress that the influence of culture on translation's naturalness is undeniable. Different translation procedures to achieve naturalness have been presented. Overall, it should be noted that translators do not always use the same strategy to achieve naturalness.

Those parts of translation seem unnatural can be treated through different strategies such adjustments. Shift of translation are the most common techniques. Shift, as its denotative meaning refers, causes changes in different translation levels.

The goal of natural equivalence is to communicate as much of the source text as possible in a way that is useable for the type of readers that the original author targeted.

7. Accuracy in Translation

Accuracy is important aspect in translation assessment. According to Shuttleworth and Cowdie in Mahfud (2017:22) accuracy is a term used in translation evaluation to refer the degree of correspondence between the translated and original text. While Nababan in Mahfud (2017:23) states that accuracy refer to 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,

Accuracy in translation is Consist of studying the lexicon, grammatical structure, communication situation, and cultural context of the source language text, analyzing 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.

According to Larson in (Satria 2014:28) accuracy in representing the meaning of the original text and using natural idiomatic expressions in the receptor language are the primary goals of the translator. The translator, as he contends, should be faithful to the meaning of the original text as well as to the structure of the receptor language. Moreover, in a good translation incomplete, extraneous, or different information must be avoided.

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 it is due to the fact that the purpose of translation is to deliver a message from source text into target text.

An inclusive and nearly exact indicator for the quality category of accuracy to be utilized in this investigation is adapted from Larson in

Satria (2014:28) He conceives of four levels for accuracy of a translated text:

1. Bad: Semantically misleading and incomprehensible, unclear meaning, there are some grammatical errors, and deviation of meaning.
2. Fair: Correct meaning, with minimum redundancy and grammatical errors.
3. Good: Correct meaning, with no omission, addition or any changes of meaning.
4. Excellent: Accurate and clear meaning, without any omission or changes of meaning.

C. The Concept of Short Story

1. Definition of short story

Some of linguistic have made definition of short story. They have attempted to define short story depends on their knowledge. Hence, the researcher can find a lot of various definition of it.

Kennedy in Muniarti (2008:13) says that a short story is more than just a sequence of happenings. A finely wrought short story has the richness and conciseness of an excellent lyric poem. Spontaneous and natural the finished story may seem, the writer has written it. So art fully that there is meaning in even seemingly casual speeches and apparently trivial details. If we skin it hasty, skipping the descriptive passage, we significant parts.

Another characteristic of short story is that a fiction. Short story, Short Story is not a descriptive of event which is really happened, but it is purely created by the author. Even though, however and whatever it is ever it is based on the real life situation. So it can be concluded that, short story is a relative narration which is not really happened.

2. The Translation of Prose Fiction

The language of literature (or literary language) is much different from the language of science, since it is not technical but open, and characterized by richness and complexity which is a reflection of the richness and complexity of life or man's consciousness of it.

In works of literature (whether poetry, drama, or fiction), form acquires significant importance as does content. If the translator of a certain literary work concentrates on the content as a priority (i.e. the prose argument, or the poetic paraphrase of the content), he will inevitably do much harm to the original text, and produce an inadequate translation of the S.L. text.

As already mentioned, literary translation is far from literal or word-for-word rendering. The translator's duty is not only to express the S.L. author's ideas, but also to take into consideration his style and language (the author's conscious choice of words and their overtones, his structural device, figures of speech, and such stylistic subtleties). It is true that the relation between form and content in fiction is of a different nature compared with that which holds in a poem (weaker in some sense);

but it would be quite unacceptable to approach the translation of a novel, for instance, stressing the content only at the expense of the total structure of the novel. This is what happens indeed when some translators embark on the translation of a novel that they have not read previously, or have read it only once in a quick and careless manner without adequate attention, concentration, and pondering over it. It has been suggested that the sentence in a literary text or work does not consist solely of a statement but aims at something beyond what it usually says since sentences within a literary text are always an indication of something that is to come. In other words, the translator of a literary work should not render sentences at their face value, but should handle them as constituents in a complex overall structure.

Hillaire Belloc in Suryawinata (2003:153) suggested six rules for the translation of prose fiction:

1. The translator should avoid translating his work word by word or sentence by sentence, but should instead tackle the work as an overall unit and keep in mind the whole sense of the work when carrying out his translation.
2. The translator should translate the S.L. idiom by an equivalent T.L. idiom which will naturally differ in form e.g.: The Greek exclamation 'By the dog' if translated literally into English would seem comic, which should therefore be translated as 'By God'.

3. An S.L. intention should be rendered into an equivalent T.L. intention; and as the weight that a given S.L. expression may have is often different from the weight of its counterpart in the T.L. (stronger or could be weaker) if translated literally, the translator might find it necessary to add words to make up for the difference.
4. The translator should avoid the pitfall of similar words in different languages.(For this purpose, one may cite the example of the sign 'brutal' which signifies 'serious' in French but has a different denotation in English. Another interesting example is that of the sign 'vertragen' which appears in both German with the denotation: 'endure' and Dutch with the sense 'slow down'. The sign 'large' appears in English and French, but in French it signifies 'wide'.)
5. The translator should not be slavish to the S.L. text since languages differ in form; he should bring about such changes that he thins to be necessary for the reproduction of the equivalent effect in the T.L.
6. The translator should not add elements that are not in the S.L.

Belloc accepts the translator's moral responsibility to the original text, but thinks that the translator has the right, and is justified in altering the text in order to conform to the S.L. stylistic and idiomatic norms. He emphasizes that the translator should deal with the text as a whole structure, and that the structure of a prose text is not as linear ad it may seem to be, or as the chapter divisions of a novel may indicate.

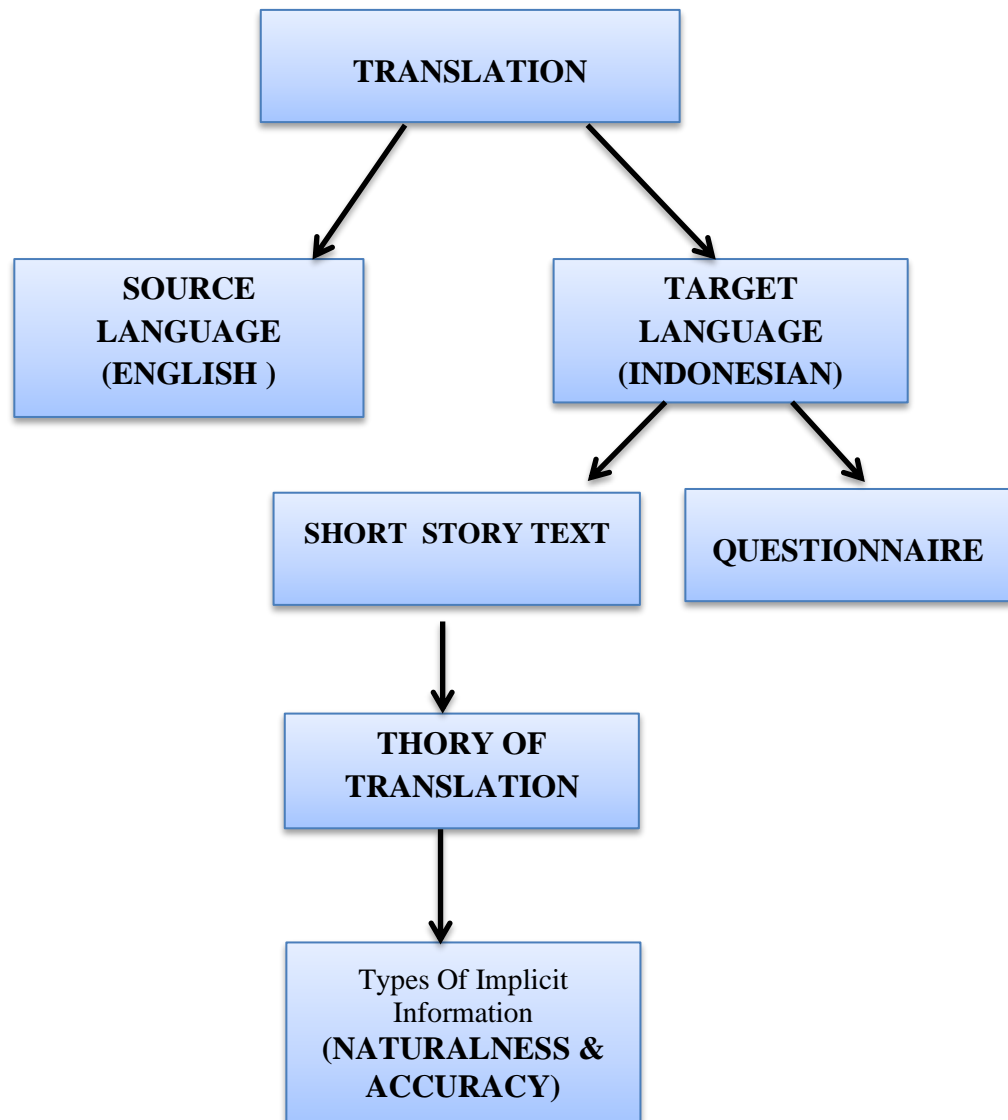
Another problem that is associated with the translation of prose is that of proper names, since language differ with regard to the systems of names and surnames. The customary mode of address in a formal English situation is the use of the surname preceded by one of the forms: Mr., Miss, Mrs., etc; but the surname is not used as a mode of address in a similar Arabic situation; the first name is used preceded by such forms as Mr., Mrs., Miss, etc. Another more serious problem in the translation of prose is the use of dialects by certain characteristics in the novel. The translator has to select an equivalent T.L. dialect. The situation becomes more difficult for the translator if more than one dialect exists in the T.L.

The translator has to decide on the choice of the appropriate dialect as an equivalent one. In Arabic, for instance, many dialects exist besides the standard one. His decision as to select a certain dialect cannot be taken arbitrarily but on some logical backgrounds and relevant situational features (some features at least that are shared by the S.L. and T.L. dialects). The T.L. dialect should have an equivalent social function and status rather than an equivalent geographical distribution.

D. Conceptual Framework

The conceptual framework was the basic from this research and can be visualize in figure below. The figure showed the activity process describing student's translation work in translating short story in forms of naturalness and

accuracy and the things makes students difficult in translating short story. The components of figure are described as follows:



To begin with, the writer was read the original text. This is primary data. Then, the researcher read the original translation by an expert and compared it to the text. Firstly, the researchers categorized the data find and continue with

meaning analysis of Naturalness and Accuracy for each type of implicit information find in SL text. Then the researcher distributed opened questionnaire, consist of 5 items to find out what are the problems that the students faced in translating the short story.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher applied descriptive method that involved text and questionnaire as instrument. The quantitative data were collected first and the result derived by quantitative analysis with further discussion and explanation analysis then took conclusion as the result of the research. It was used to explore, identify, and describe the naturalness and accuracy of the fifth semester students' in translating short story and the problems faced by students'.

B. Population and Sample

1. Population

The population in this research was the students of the fifth semester student of English department of Unismuh Makassar. The total number of subject population was 375 students. It consists of ten classes.

No	Name of Class	Population
1	Class A	36
2	Class B	38
3	Class C	35
4	Class D	36
5	Class D	40
6	Class E	42
7	Class F	39
8	Class G	35
9	Class H	36
10	Class I	38

2. Sample

The students of the fifth semester student of English department of Unismuh Makassar; the researcher took three students for each classes. So the total is 30 students. The sampling that used in this research is random sampling technique.

C. Research Instrument

1. Test

The researcher collected the document by the test. Here students had to translate a short story (*The lost necklace*) which then analyzed in terms of the naturalness and accuracy of translation by students in translating the story.

2. Questionnaire

The questionnaire was the number of written question should be answered or completed by respondent. This research used opened questionnaire, it consist of 5 items. It aim to find out what problems cause the students doing unnatural and inaccuracy in their translation.

D. Procedures Collecting data

This research, the researcher used certain ways to collecting data. The procedures of collecting data are follows:

1. Analyzing the text

To begin with, the researcher read the original text carefully in order to analysed word order common structure, cognate words and lexical words that related to naturalness and accuracy of the text. This

is primary data. Then, the researcher read the original translation from an expert and compared it to the text.

2. Preparing the research instrument. In this case preparing questionnaire and English short story
3. The researcher conducted the research and distributed the research instrument.
4. The researcher collected the document. Here, the researcher read the translation's work and analyzed the student's worksheet. And focused on analyzing the aspect of naturalness and accuracy.
5. Afterwards, the collected data from questionnaire analyzed to reveal student's problem in translating short story.

E. Technique of Data Analysis

Firstly, students had to translate a short story (*The lost necklace*), since this study focuses on the naturalness and accuracy of students' translation in translating short story, the collected data analyzed in terms of naturalness and accuracy. After collecting the document. The researcher read the translation's work done by students and then read the original translation from an expert (abridged from; Compton's Precyclovedia Vol.5 by Soemanto) and compared it to the text. And analyzed the student's worksheet focused on the aspect of naturalness and accuracy using translation assessment rubric.

Afterwards, the collected data from questionnaire was analyzing to reveal students problem in translating and solution they used in solving the problems.

1. Translation Assessment Rubric

Classifying student's score into fifth levels, as follows:

Level	Accuracy in transfer of SL (Source Language content)	Quality of Naturalness in TL (Target Language)	Degree of Task Completion	Score
Level 5	Complete transfer of SL; only minor revision needed to reach professional standard.	Almost all the translation reads like a piece originally written in TL. There may be common grammar, idioms or word for word	Successful	9,10
Level 4	Almost complete transfer, there may be one or two insignificant & inaccuracy that require a certain amount of revision to reach	Large section read like a piece originally written in ST. There are a number of common grammar, idioms or word for word	Almost completely successful	7,8
Level 3	Transfer of the general idea (s) but with a number lapses in accuracy; needs considerable revision to reach professional standard.	Certain parts read like a piece originally written in ST but others read like a translation. There are considerable number of common grammar, idioms or word for word	Adequate	5,6

Level 2	Transfer undermined by serious inaccuracies; thought revision required to reach professional standard.	Almost the entire text reads like a translation; there are common grammar, idioms or word for word	Inadequate	3,4
Level 1	Totally inadequate transfer of ST content; the translation is not worth revising.	The candidate reveals a total lack of ability to express himself/herself adequately in target language	Totally inadequate	1,2

Table 1: Assessment Translation Rubric (Waddington, 2001:22)

2. The steps undertaken in analyzing the students translation work test in this research were as follows;

- a. In order to find the average level mastery of students, the researcher finding out the mean score by applying the formula :

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

Where:

M: Mean

$\sum n$: The Raw Score

N: Total Respondent

(Gay, 2011: 323)

- b. The next step is determining the students' score :

$$P = \frac{\text{The students' score}}{\text{The maximum score}} \times 100 \%$$

(Sudijono, 2011: 318)

To classify the level of students' ability, the researcher divided it into four level, namely:

LEVEL MASTERY

Scale	Categories
80% - 100%	Excellent
66% - 79%	Good
56% - 65%	Fair
40% - 55%	Poor
30% - 39%	Fail

Arikunto (2009 : 245)

- c. To analyze the data collect from the questionnaire, the researcher use tabulation, rate percentage technique by using the following formula :

$$p = \frac{f}{N} \times 100 \%$$

Where:

P = Percentage

f = Frequency

N = Total number of the students

Suharsimi (1989:196)

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter describes the general description of area of study and the research findings and discussion based on the analysis of the collected data derived from students' translation result at the fifth semester students of English Department in Makassar Muhammadiyah University.

A. Findings

The objectives of the research was aimed to know how are naturalness and accuracy of the fifth semester students' in translating short story and the problems that the students' face while translating. The result of this objective is presented on the research findings below.

1. Naturalness

Before the researcher discuss about result of study, it would be better to present the table of the students ability in translating short story naturally and accurate. Here's the table:

Table 1.1 Rate percentage of the students' translation result

Levels of Naturalness and Accuracy	Degree of task completion	Students' Score	Frequency of students' score	Total score
5	<i>Successful</i>	9-10	0	0
4	<i>Almost completely successful</i>	7-8	20	154
3	<i>Adequate</i>	5-6	10	58
2	<i>Inadequate</i>	3-4	0	0
1	<i>Totally inadequate</i>	1-2	0	0
<i>Total</i>			30	212

The scores above are the result of the calculation from the analysis of naturalness from students task paper which classified based on translation assessment rubric. Table I show that 20 of students gained scores 7-8, there are 6 students gained score 7 which is the degree of task completion are called successful and 14 students gained scores 8 which called almost completely successful because the TT translation in large section read like a piece of originally written in ST. There are only a number of common grammars, idioms or word for word but almost all the text translate can read easily.

Furthemore, 10 of students gained scores around 5-6. There are 2 students gained score 5 and 8 students gained score 6 which The translation above includes in category adequate because certain parts read like a piece originally written is source language but others read like a translation. There are considerable numbers of common grammar, idioms or word for word. So, the student should make the translation be equivalent and natural in the forms of meaning and structure (grammar). The researcher used this test as a primary data.

2. Accuracy

The scores from the analysis of accuracy from student's task paper which classified based on translation assessment rubric. Table I show that 20 of students gained scores 7-8, there are 6 students gained score 7 which is the degree of task completion are called successful and 14 students gained scores 8 which called almost completely successful because the

meaning from the source text have been delivered appropriately in target text. It means most of the students had already accurate in translate the short story. There may be one or two insignificant inaccuracies that certain among of revision.

There are 10 of students gained scores around 5-6. There are 2 students gained score 5 and 8 students gained score 6 which The translation above includes in category adequate because the translation work by student is mostly can transfer of general ideas but with a number of lapses in accuracy ; needs considerable revision. Certain parts like a piece originally written in source language but other read like a translation. And there are considerable numbers of common grammar, idioms, or word for word. Furthermore, according to data above, the information in ST is quite suitable conveyed in TL and near to the real one although there is an addition of information in TL.

The research was conducted on 13th-26th October 2017 at the fifth semester students' of English department in Makassar Muhammadiyah University academic year 2017-2018 who has taken translation II. Here is the result of students test.

Table 1.2 Frequency of students' level mastery

Level of mastery	Frequency of students' score	percentage
Excellent	14	80 - 100 %
Good	14	66 - 79 %
Fair	2	56 - 65 %
Poor	-	40 - 55 %
Fail	-	30 - 39 %
Total	30	-

From the table above, the researcher got a result that there are only two students whose mastery level is fair. 14 students gained good level and 14 students whose mastery level is excellent.

In the previous chapter, the researcher had presented the result of students' score and divided it based on the level of mastery. The next step is finding the mean of students ability and the percentage score of the students ability in translating naturally and accurate. From the calculation, it was founded that mean of the score students' ability is 7, 06 from the maximum score 10.

The mean is used to calculate the percentage score of students' ability by using the formula. Based on the calculation, it was gained that the percentage of students ability in translate text naturally and accurate is 70,6 % from the result, the researcher concluded that in general, the ability of the fifth semester students in translating text naturally and accurate is Good. There is sometimes unfamiliar word or more found in the target language text. However, the researcher still manages to understand the content of the text by reading it more than once.

3. Problems face by students

Table 1.3 The Data Obtained Through Items of Questionnaires

No	Frequency				Total
	A	B	C	D	
1	0	9	18	3	30
2	0	14	15	1	30
3	3	22	0	5	30
4	6	21	3	0	30
5	5	13	12	0	30

Table 1.4 Percentages of questionnaires

No	Indicators of Questionnaire	Percentage %			
		A	B	C	D
1.	Translated word by word	0	30,0 %	60,0 %	10,0 %
2.	Grammar	0	46,7 %	50,0 %	3,0 %
3.	Vocabulary	10,0 %	73,3 %	0	16,7 %
4.	Idioms	20,0 %	70,0 %	10,0 %	0
5.	Google translate	16,7 %	43,3 %	40,0 %	0

This part the researcher would like to explain the result of data analysis obtained by students through the items of questionnaires.

Statement in indicators 1 was about translating English text based on word by word. The data showed that there were 30, 0 % agree the statement above, 60,0 % students disagree and 10,0 % strongly disagree. This means that the students did not translate English text word by word.

Statement in indicator 2 was about difficulty in translating English text because of lower from understanding of tenses. The data showed that 46, 7 % students agree with the statement above, 50, 0 % students disagree and 3, 0 % strongly disagree. This mean the students less understanding of tenses form was

not the problems. Understanding of tenses is not influence the students in translate English text.

Statement in indicator 3 was about the difficulty in translating because of limited of vocabulary. The data showed that 10, 0 % students who strongly agree with statement above, 73, 4 % students agree and 16, 7 students strongly disagree. This means that most of the students found that less vocabulary was one problem in translating English text naturally and accurate.

Statement in indicator 4 was about the difficulty in translating when found the idioms in the text. The data showed that 20, 0 % students who strongly agree with the statement, 70, 0 % agree and 10,0 % disagree with the statement. This mean the students less understanding to translate the idioms in text and this was one problem found in translating English text by students.

Statement in indicator 5 was about translating English text using Google translate. The data showed that 16, 7 % students strongly agree, 43, 3 % students who strongly agree with the statement and 40,0 % disagree. This means that most of the students difficult in translating English text naturally and accurate because they often using Google translate.

B. Discussion

1. Naturalness

In this part the researcher would like to present the discussion of the result of data analysis. In line with scope of the research that has been

previously discussed. This discussion was intended to describe the student's naturalness.

The students of the fifth semester translated the short story text naturally, it can be seen by the result above which is fourteen students gained good level which scores around 60-79 and fourteen students gained excellent level which score around 80 and only two students gained fair level which score around 50-59, this means that most of the students are able to translate naturally. Their translation worksheet was easy to understand and large part of their translation read like a piece of originally written in target language. Even though there are some unnatural translations appear but overall their translation can be categorized as Natural because the entire characteristic of natural translation has achieved.

Furthermore, most of the students in translating have lack of knowledge English and good command of English, their lack the ability to construct sentence correctly and properly, the reality that most of students were always inclined to literal translation rather than communicative translation. In this case the students translated word by word.

The researcher found some sentences translated by students':

- *Centuries ago, a young girl sat as still as she could while a man carved her picture into a large stone in a palace wall. = Pada*

abad yang lalu, seorang gadis muda tenang sementara seorang pria sedang mengukir fotonya menjadi batu besar didinding istana.

- *Her fingers tugged at the golden hawk that hung on a string of red beads around her neck. = Ia meyentakkan jari-jarinya dan menarik-narik golden hawk dan berhiaskan manik-manik merah disekitar leher.*

Some students translate the sentences different of language structure in Indonesian as target language. The correct from the sentences above is:

- *Berabad-abad yang lalu, alikisah seorang gadis kecil mematung sementara seorang pria memahat gambarnya disebuah batu besar di tembok istana.*
- *Jari-jarinya memegang bandul berbentuk elang emas yang menggantung pada untaian manik-manik merah yang melingkari lehernya.*

According to Larson in Lestyanawati (2014:94) explains that the criteria of good translation can be measured by these general criteria. Naturalness which deals with the translation's quality, appropriate vocabularies and grammatical structure that sound natural in the TL.

Based on the translation worksheet done by students', throughout the students' worksheet, the researcher found some inappropriate vocabularies and grammatical structure which is sounds awkward. Some students translated the short story including errors of structure or

grammar to Bahasa as target language and their meaning of result translation so funny to even imagine to native speaker. Which is, Kridaklaksana (Nabaaban, 2003:49) says that grammatical meaning is the relationship of the part of language in wider units, for example the relationship between word and the other words in phrases or clause.

2. Accuracy

The students of the fifth semester translated the short story text accurate, it can be seen by the result above which showed that only two students gained fair level which score around 50 – 59. Others fourteen students gained good level and fourteen students gained excellent level. It means that their translation was able to replace or transfer a message from the source language to the target language; they were completely success as the source language receptor. In this case, their translation also categorized as accurate translation.

Occasionally misinterpretation of the text in their translation worksheet consequently failed to create a text which in relevant to the source language, But based on the consideration, the researcher assumes that, it happened because there is miscommunication between the translator, the source language text, and the target language test as result. Therefore, some students' cannot interpret the message.

The researcher found some sentences translated by students':

- *When the girl grew up she gave the necklace to her daughter who in turn gave it to her daughter, too. One day when a terrible war*

broke out, the people of the city ran away leaving many things behind

- *Saat wanita itu tumbuh. Dia memberikan kalung itu ke putrinya dan sang anak juga memberikannya juga. Suatu hari saat perang berbunyi, masyarakat dikota itu berlarian pergi jauh meninggalkan barangnya.*

Some students translate the sentences different of language structure in Indonesian as target language. The correct from the sentences above is:

- *Ketika gadis itu dewasa, dia memberikan kalung itu pada anaknya yang pada gilirannya dilanjutkan pada keturunan selanjutnya pula. Satu hari saat perang yang dahsyat terjadi, para penduduk kota tersebut mengungsi dengan meninggalkan banyak barang.*

According to Larson in Lestyanawati (2014:94) explains that the criteria of good translation can be measured by these general criteria. Accuracy which deals with the complete translation in rendering the meaning from source language into target language. And through the result the students' translation was able to render or transfer the meaning because what exactly author want to express or tell in source language text was translated in the same meaning by students' in their translation worksheet which is in this case target language text.

Eventhough, sometimes students' did not see whole the context, but they saw one of the words that will be translated in a sentences or idiom. Textual meaning related to the context of text (Nababan, 2003:50). In doing translation the students omitted some word in sentence. It could make the sentences wrong or the meaning changes or usually it might be accepted with change in the meaning. In some part the students expressed the different message in translating. Thus message in target language was quite different in source language.

Based on the result of translation worksheet done by students', The researcher found out that most of the students' was be able to translate the text naturally and accurate which is in line with the result from Lestiyawati, R (2014:96) in her thesis, accuracy and naturalness are important aspects for they measure whether the target text conveys the message, clear, use natural language use, or not. In fact, a target sentence could cope with those three aspects, or only fulfill one or two of the three aspects, or even none of the three aspects. For the example is a sentence is accurate and clear, but not natural. Some cases are also found that the sentence fails in dealing with the three aspects, or in other words is inaccurate, unclear and unnatural as well.. According to her observation, it might be caused by the lack of the students' knowledge and understanding related with the meaning of the

context. Consequently, the target sentence is out of order in the grammatical construction or beyond the intended meaning.

Meanwhile, the problems of translation faced by the students in translation are presented below. The data are based on the questionnaire. The problems of translation are described in general as follows:

The analysis of data collected through questionnaire. The researcher found that most of the student problems in translating English text naturalness and accurate because they were lack of vocabulary and difficulties in translate text which contains idioms and also because they often used Google translate in translating English text.

Problems of translating the context of the text word by word. The students found that they have dealing with the source text. The context is easy enough for them so they were not translated the text word by word, but there are also some technical terms that are difficult to be translated by them. There also found the complicated sentences as seen on sentence number 2, 3, and 5.

Problems in the case of the difficulty to translate because students have less understanding about of grammar. The source text given on this study is difficult enough for some students to translate properly although some other students are able to do well. This mean the students less understanding of tenses form was not

the problems. Understanding of tenses is not influence the students in translate English text.

Problems of the vocabulary. Most of the students said that they were difficult to translate the text because of their lack of vocabulary. They are unfamiliar with some words or phrases found in text.

Problem of the idioms and using Google translate. The data reveals that the students have less ability to translate the idiom found in text. And mostly using Google translates in practice to translate so that they face difficulty in translating the source text. It is caused also by the less translation practiced by themselves so that the students have less practice about meaning by context.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the result of the data analysis and the findings in the previous chapter, the researcher would like to give conclusion related to the naturalness and accuracy of the fifth semester students of English Department of UNISMUH Makassar in translated a short story text.

1. Throughout the analysis of students' translation result, the researcher found out there are two students whose mastery level is fair. 14 students gained good level and 14 students whose mastery level is excellent. Afterwards, the researcher defined that in general, The fifth semester students' of English Department translation ability in translating text naturally and accurate is good with the level mastery around 60-70%. It means that the correction is still needed but not too much.
2. The researcher found that most of the student's had problems in translating English text naturally and accurate because they were lack of vocabulary and difficulties in translated text which contains idioms and also because they often used Google translate in translating English text.

B. Suggestion

By considering the conclusion above, the researcher gives some suggestions:

1. To the lecturer, after knowing the problems of students in translating short story, the lecture should pay more attention to the student's problems. Teaching translation, the lecture should explain about the basic knowledge of translation, structure, word usage and understanding of culture. The lecture should give more exercise, guidance, motivation to students to do translation especially in translating short story text and help the students translate based on the context.
2. The students should practice to translate text more and more by themselves, because practice makes perfect. And also students have to improve their vocabulary by remembering more vocabulary, learn about grammar as well and should avoid using Google translate very often.
3. To the other researcher, since this study is far from being perfect, it is expected that the other researcher can discuss and analyze the learner's deeply.

A
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D
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C
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S

Appendix A

LIST OF SAMPLE

The Fifth Semester Students Of English Department

NR	Student Code	Gender	Class	Score
1	NR.1	Female	A	6
2	NR.2	Female	A	7
3	NR.3	Female	A	6
4	NR.4	Female	B	8
5	NR.5	Female	B	8
6	NR.6	Female	B	6
7	NR.7	Female	C	6
8	NR.8	Female	C	8
9	NR.9	Male	C	8
10	NR.10	Male	D	6
11	NR.11	Female	D	8
12	NR.12	Female	D	8
13	NR.13	Female	E	8
14	NR.14	Female	E	5
15	NR.15	Female	E	8
16	NR.16	Female	F	7
17	NR.17	Female	F	8
18	NR.18	Female	F	6
19	NR.19	Female	G	8
20	NR.20	Female	G	6
21	NR.21	Female	G	7
22	NR.22	Female	H	8
23	NR.23	Female	H	8
24	NR.24	Female	H	7
25	NR.25	Female	I	7
26	NR.26	Female	I	8
27	NR.27	Female	I	6
28	NR.28	Female	J	8
29	NR.29	Female	J	5
30	NR.30	Female	J	7
Total		212		

Appendix B

ENGLISH TRANSLATION TEST

THE LOST NECKLACE

Centuries ago, a young girl sat as still as she could while a man carved her picture into a large stone in a palace wall. It had taken many days. She was very glad when he almost finished it. Her fingers tugged at the golden hawk that hung on a string of red beads around her neck. But the necklace broke and the beads scattered on the ground. The carver picked them all up and he promised to fix them in a short time. The girl said that the necklace was a birthday present from her father.

When the girl grew up she gave the necklace to her daughter who in turn gave it to her daughter, too. One day when a terrible war broke out, the people of the city ran away leaving many things behind. One of the things left was the pretty necklace.

The enemy soldiers took everything of value they could find. But the beautiful necklace lay unnoticed among some broken toys. Years went by, the drifting sands covered the city and the walls. Each year the city was buried deeper and deeper. Camel caravans passed on it. But nobody knew there was a city under the desert.

Then one day, some men and women came looking for buried cities. A fresh water spring and the way sand had been heaped by the wind told the something might be buried there. And they started digging. They dug for days, deeper and deeper. Wider and wider but still they found nothing.

One day... a worker shouted, "i've been found something. A wall" then they dug even more carefully. When the palace wall was uncovered, they brushed the earth from the young girl's picture. A few days later as they dug out one

of the royal bedrooms, a tiny bump appeared in the sand. Carefully, they brushed the earth away until a string of dark red beads with a tiny golden hawk was uncovered.

“They are the beads the girl on the wall is wearing” said one of the men. “she must have been a princess.” Now the treasure from the past is in a museum. People come and to look at it and try to imagine the young princess. Then other men and women are digging, looking for cities that have been buried for so long that they had been forgotten. Each time one is discovered, a little bit more is learned about people who lived long, long ago.

Appendix C

INDONESIA TRANSLATION

KALUNG YANG HILANG

Abridged from: compton's precyclopedia vol. 5 by soemarto

Berabad-abad yang lalu, alkisah seorang gadis kecil mematung sementara seorang pria memahat gambarnya disebuah batu besar di tembok istna. Pemahatan itu memakan waktu berhari-hari. Dia sangat senang ketika pria itu hampir menyelesaikan pehatannya. Jari-jarinya memegang bandul berbentuk elang emas yang menggantung pada untaian manik-manik merah yang melingkari lehernya. Namun, kalung itu putus dan manik-maniknya berhamburan diatas tanah. Si pemahat memungutnya semua dan berjanji untuk memperbaikinya dalam waktu singkat. Gadis itu mengatakan bahwa kalung itu adalah hadiah ulang tahun dari ayahnya.

Ketika gadis itu dewasa, dia memberikan kalung itu pada anaknya yang pada gilirannya dilanjutkan pada keturunan selanjutnya pula. Satu hari saat perang yang dahsyat terjadi, para penduduk kota tersebut mengungsi dengan meninggalkan banyak barang.

Salah satu barang yang ditinggal adalah kalung yang indah itu.

Para tentara musuh mengambil barang apa saja yang berharga yang bisa mereka temukan. Namun, kalung indah itu tergeletak tidak tampak diantara mainan yang rusak. Tahun-tahun berlalu, pasir yang berterbangan menutupi kota tersebut beserta dindingnya. Tiap tahun kota tersebut terkubur semakin dalam. Pedati unta melewati tanah yang menimbun kota tersebut, namun tidak ada yang tahu bahwa ada kota yang terkubur di bawah gurun tersebut.

Kemudian pada suatu hari, beberapa orang laki-laki dan perempuan datang untuk mencari kota yang terkubur. Mata air segar dan keadaan pasir yang

terbentuk menggunduk oleh angin memberikan pertanda bahwa mungkin ada sesuatu yang terkubur disana. Mengetahui pertanda tersebut mereka mulai menggali dan dilakukan hingga memakan waktu berhari-hari, semakin dalam dan semakin lebar, namun belum juga mereka menemukan sesuatu.

Hingga suatu hari salah seorang penggali berteriak “aku menemukan sesuatu, sebuah dinding.” Kemudian mereka menyapu tanah dan debu dari pahatan gambar gadis muda pada dinding istana tersebut. Beberapa hari kemudian saat mereka menggali salah satu kamar kerajaan, mereka menemukan gundukan kecil dalam pasir. Dengan hati-hati, mereka menyeka tanah yang menempel hingga tampaklah seuntai manik-manik berwarna merah tua dengan bandul mungil berbentuk elang.

“Benda itu adalah kalung yang dikenakan gadis dalam dinding istana itu.” Salah seorang penggali mengatakan. “dia pastilah seorang puteri.” Saat ini harta karun dari masa silam tersebut berada di museum. Orang-orang datang untuk melihatnya dan mencoba membayangkan sang putri muda tersebut.

Kemudian sekelempok orang lain mengikuti jejak yang sama yaitu menggali tanah untuk mencari tempat yang diduga bekas kota di masa lalu yang telah terkubur begitu lama hingga terlupakan. Setiap sesuatu yang ditemukan, bertambahlah sedikit yang bisa dipelajari tentang orang-orang yang hidup dimasa lalu.

Appendixes D

QUESTIONNAIRE

Nama :

NIM:

Berilah tanda silang (x) pada jawaban yang dianggap sesuai!

1. Saya menerjemahkan kalimat berdasarkan kata demi kata (*word by word*):
 - a. Sangat setuju
 - b. Setuju
 - c. Tidak setuju
 - d. Sangat tidak setuju
2. Saya sulit menerjemahkan kalimat karena saya tidak memahami tenses (*grammar*):
 - a. Sangat setuju
 - b. Setuju
 - c. Tidak setuju
 - d. Sangat tidak setuju
3. Kosakata (*vocabulary*) saya kurang sehingga saya kesulitan dalam menerjemahkan :
 - a. Sangat setuju
 - b. Setuju
 - c. Tidak setuju
 - d. Sangat tidak setuju
4. Saya sulit menerjemahkan, jika dalam kalimat menggunakan *idioms* :
 - a. Sangat setuju
 - b. Setuju
 - c. Tidak setuju
 - d. Sangat tidak setuju
5. Saya sering menggunakan Google translate dalam menerjemahkan konteks bahasa inggris
 - a. Sangat setuju
 - b. Setuju
 - c. Tidak setuju
 - d. Sangat tidak setuju

Appendix E

Analysis of the data obtained through item of questionnaire

No	Frequency				Total
	A	B	C	D	
1	0	9	18	3	30
2	0	14	15	1	30
3	3	22	0	5	30
4	6	21	3	0	30
5	5	13	12	0	30

No	Indicators of Questionnaire	Percentage %			
		A	B	C	D
6.	Translated word by word	0	30,0 %	60,0 %	10,0 %
7.	Grammar	0	46,7 %	50,0 %	3,0 %
8.	Vocabulary	10,0 %	73,3 %	0	16,7 %
9.	Idioms	20,0 %	70,0 %	10,0 %	0
10.	Google translate	16,7 %	43,3 %	40,0 %	0

APPENDIX F

STUDENTS TRANSLATION

N.R 1

KALUNG YANG HILANG

Pada abad yang lalu, seorang gadis muda **tenang** sementara seorang pria sedang mengukir fotonya **menjadi batu besar** di dinding istana. **Hal tersebut** berlangsung sehari-hari. Dia sangat senang ketika ukirannya hampir selesai. Ia **meyentakkan** jari-jarinya dan menarik-narik **golden hawk dan berhiaskan** manik-manik merah disekitar leher. Si **pengukir** memungut manik-manik tersebut dan berjanji untuk memperbaikinya dalam waktu singkat. Gadis itu mengatakan bahwa kalung itu hadiah ulang tahun dari ayahnya.

Ketika gadis itu **telah** dewasa, dia memberi kalung itu kepada putrinya kemudian kalung itu **diberikan kepada putrinya juga**. **Disuatu** hari ketika **terjadinya perang, orang-orang yang tinggal dikota** meninggalkan banyak benda. “salah satunya adalah kalung tersebut”.

Para **prajurit** musuh **membawa** semua benda berharga yang mereka temukan. Tapi kalung yang indah itu tergeletak **tak diperhatikan** diantara mainan yang rusak. Bertahun-tahun berlalu pasir yang berterbangan menutupi kota dan dinding. Setiap tahun kota **semakin terkubur** semakin dalam. Para kafilah unta berjalan di atasnya tapi tak seorangpun **tahu** bahwa ada kota yang terkubur dibawah gurun.

Kemudian suatu hari, beberapa lelaki dan wanita datang mencari kota yang terkubur. Mata air segar dan pasir-pasir yang menumpuk dan **seseorang mengatakan mungkin ada yang terkubur disana**. Dan mereka mulai menggali lebih dalam, lebih luas tetapi mereka **belum** menemukan apa-apa.

Suatu hari pekerja berteriak, “saya telah menemukan sesuatu, dinding”. Kemudian mereka **menggali lebih hati-hati ketika dinding itu ditemukan**, ada gambar gadis muda. Beberapa hari kemudian mereka menemukan kamar tidur, **ada benjolan merah muncul dipasir**. Dengan hati-hati mereka **melihat** manik-manik merah kecil yang mereka temukan.

N.R 2

KALUNG YANG HILANG

Pada abad yang lalu, seorang gadis **kecil sedang duduk diam** sementara seorang lelaki mengukir gambarnya di batu besar di dinding istana. **Hal** itu berlangsung sehari-hari. Gadis itu sangat senang ketika **seorang pria** hampir **menyelesaikannya**. Ia **meyentakkan** jari-jarinya dan **menarik-narik elang emas yang bergantung pada** seuntai manik-manik merah disekitar lehernya. Tapi kalung itu putus dan manik-manik bertebaran di tanah. Pemahat itu mengambil manik-manik tersebut dan berjanji untuk memperbaikinya dalam waktu singkat. Gadis itu mengatakan bahwa kalung itu hadiah ulang tahun dari ayahnya.

Gadis tersebut tumbuh, dia memberi kalung itu kepada anaknya dan pada gilirannya ia pun memberikan pada anaknya juga. Suatu hari ketika perang **menyeramkan** terjadi, **orang-orang** di kota tersebut melarikan diri dan meninggalkan banyak benda. “salah satunya yang tertinggal adalah kalung tersebut”.

Para **prajurit** musuh membawa semua benda berharga yang mereka temukan. Tapi kalung itu tergeletak tak **diperhatikan** di antara mainan yang rusak. Bertahun-tahun berlalu pasir yang berterbangan menutupi kota dan dinding. Setiap tahun kota **semakin** terkubur semakin dalam. Para kafilah unta berjalan di atasnya tapi tak seorangpun tahu bahwa ada kota yang terkubur di bawah gurun.

Kemudian suatu hari, beberapa lelaki dan wanita datang mencari kota yang terkubur. Mata air segar dan tumpukan pasir yang ditiup oleh angin **berbicara mengatakan** sesuatu mungkin terkubur disana. Dan mereka mulai menggali selama sehari-hari lebih dalam dan **lebih** dalam dan lebih luas tetapi mereka tetap saja **mereka** tidak menemukan apa-apa.

Suatu hari seorang pekerja berteriak, “saya menemukan sebuah dinding”. **Lalu** mereka menggali lebih hati-hati. Ketika dinding **tempat itu terungkap disisir bumi dan gambar gadis itu**. Beberapa hari kemudian mereka menggali **satu persatu dari kamar tidur** kerajaan. **Manik-manik merah muncul dipasir**. “itu adalah **manik-manik** yang dipakainya di dinding.” Kata salah satu pria, “dia adalah seorang putri. Sekarang harta karun dari masa lalu ada di museum. Orang-orang datang melihatnya dan mencoba membayangkan sang putri.

KALUNG YANG HILANG

Berabad abad **tahun** yang lalu, seorang gadis **kecil sementara** seorang lelaki mengukir gambarnya pada batu besar didinding istana. **Itu** berlangsung sehari-hari. Gadis itu sangat senang ketika si pengukir hampir menyelesaikannya. Ia **menyentakkan** jari-jarinya pada **burung elang emas** yang menggantung pada tali manik-manik merah yang melingkar dilehernya. Tetapi, kalung itu putus dan manik-maniknya jatuh **berserakan** ditanah. Si pengukir memungutnya dan berjanji akan memperbaikinya secepatnya. Si gadis mengatakan bahwa kalung tersebut adalah hadiah ulang tahun dari ayahnya.

Saat gadis itu bertumbuh dewasa, ia memberikan kalung tersebut kepada putrinya, yang kemudian diberikan lagi kepada putrinya. Suatu hari ketika perang dahsyat **pecah, orang-orang** dikota melarikan diri dan meninggalkan banyak benda. Salah satu yang tertinggal adalah kalung indah tersebut.

Para tentara musuh mengambil semua yang berharga yang bisa mereka dapatkan. Tetapi kalung yang indah itu tergeletak **tak diperhatikan** diantara mainan rusak. **Bertahun-tahun** berlalu, pasir yang **melayang** menutupi kota dan dinding. Setiap tahun kota itu terkubur semakin dalam. Para kafilah unta **melaluinya** tetapi tidak seorang pun yang mengetahui bahwa ada kota tersembunyi dibawah gurun pasir.

Lalu suatu hari, beberapa lelaki dan wanita datang mencari kota yang terkubur. Sebuah sumber mata air segar dan **dalam pasir menumpuk melalui airnya yang mengatakan bahwa** ada yang terkubur disana. Dan mereka mulai menggali. Mereka menggali sehari-hari semakin dalam dan dalam, luas dan lebih luas tetapi mereka tidak menemukan apa-apa.

Suatu hari seorang pekerja berteriak “saya **telah** menemukan sesuatu, sebuah dinding” dan mereka pun menggali dengan hati-hati **ketika dinding istana terbuka, mereka menyikat tanah pada gambar si gadis kecil**. Beberapa hari kemudian mereka menggali dan menemukan kamar tidur megah, **sebuah benjolan merah muncul dipasir**. Dengan hati-hati mereka **menggosok tanahnya sehingga tak ada manik-manik berwarna merah gelap dengan burung emas terlihat**. Ini adalah manik-manik yang dikenakan sigadis didinding. Kata salah satu lelaki itu, dia pasti adalah seorang putri. Saat ini harta karun dari masa lalu tersebut berada dimuseum. Orang orang datang dan melihatnya serta mencoba membayangkan sang putri.

N.R 4

KALUNG YANG HILANG

Berabad abad yang lalu, gadis muda **yang duduk berdiam** sementara seorang pria mengukir fotonya kesebuah batu besar ditembok istana. **Itu diambil beberapa hari.** Dia sangat senang ketika pria itu hampir menyelesaikannya. Jari-jarinya **menarik-narik** kalung elang emas yang tergantung pada manik-manik merah dilehernya. Tapi kalung itu **pecah** dan manik-maniknya **jatuh** ditanah. **Pengukir mengambil semua yang berserakan** ditanah dan berjanji untuk memperbaiki **kesalahan mereka** dalam waktu singkat. Gadis itu mengatakan bahwa kalung itu adalah hadiah ulang tahun dari ayahnya.

Ketika gadis itu tumbuh dewasa. Ia memberikan kalung tersebut kepada anaknya dan anaknya memberikan kalung tersebut kepada putrinya. Suatu hari ketika perang dahsyat terjadi. **Orang-orang** dikota melarikan diri dan meninggalkan banyak benda “ salah satu yang tertinggal adalah kalung indah itu”

Tentara musuh mengambil semua yang berharga. Tapi kalung indah itu tergeletak **tak diperhatikan** diantara boneka rusak. Bertahun-tahun berlalu, pasir yang **melayang** menutupi kota dan tembok. Setiap tahunnya kota tersebut terus terkubur oleh pasir dalam dan lebih dalam. **Segerombolan unta** melewatinya tetapi tidak ada yang tahu bahwa ada sebuah kota dibawah padang pasir.

Kemudian suatu hari, beberapa pria dan wanita datang mencari kota yang terkubur, sebuah mata air dan **jalan berpasir yang dibuat oleh angin mengatakan** bahwa ada sesuatu yang terkubur disana. Dan mereka mulai menggali. Mereka menggali berhari-hari, lebih dalam dan dalam. Lebih luas dan luas tetapi mereka masih tidak menemukan apa-apa.

Suatu hari seorang pekerja berteriak “saya telah menemukan sebuah dinding”. Lalu mereka menggali lebih hati-hati lagi. **Ketika kerajaan dinding itu terbongkar.** Terdapat sebuah lukisan gadis. Beberapa hari kemudian saat mereka menggali salah satu kamar tidur kerajaan, **sesuatu muncul dipasir.** Dengan hati-hati mereka **menyingkirkan pasir** sampai manik-manik merah dengan elang emas kecil ditemukan.

N.R 5

Berabad abad yang lalu, seorang gadis muda duduk diam **sembari ia memperhatikan** seorang pria mengukir fotonya kesebuah batu besar di dinding istana. **Sudah berhari-hari**. Dia sangat senang ketika pria itu hampir menyelesaikannya. Jari-jarinya **menarik-narik pada** elang emas yang tergantung pada seutas manik-manik merah dilehernya. tetapi kalung itu **pecah** dan manik-maniknya berhamburan ditanah. Pengukir memungut manik-manik itu dan berjanji untuk memperbaikinya dalam waktu singkat. Gadis itu **menyatakan** bahwa kalung itu **merupakan** hadiah ulang tahun dari ayahnya.

Ketika gadis itu tumbuh **besar**. dia memberikan kalungnya kepada anak perempuannya. Suatu hari ketika perang terjadi. **Orang-orang** dikota melarikan diri dan meninggalkan banyak benda “ salah satu yang tertinggal adalah kalung indah itu”

Tentara musuh mengambil semua barang yang mereka temukan tetapi kalung indah itu tak terlihat diantara beberapa mainan rusak. Bertahun-tahun berlalu, pasir yang **bertebaran** menutupi kota dan tembok. Setiap tahunnya kota tersebut terus terkubur oleh pasir dalam dan lebih dalam. **sekumpulan unta** melewatinya tetapi tidak ada yang tahu bahwa ada sebuah kota dibawah padang pasir.

Kemudian suatu hari, beberapa pria dan wanita datang mencari kota yang terkubur, sebuah mata air segar dan **jalan berpasir yang dibuat oleh angin** membuktikan bahwa ada sesuatu yang terkubur disana. Dan mereka mulai menggali. Mereka menggali berhari-hari, lebih dalam dan dalam. Lebih luas dan luas tetapi mereka masih tidak menemukan apa-apa.

Suatu hari seorang pekerja berteriak “saya telah menemukan sebuah dinding”. Lalu mereka menggali lebih hati-hati lagi. **Ketika kerajaan dinding itu terbongkar**, terlihat lukisan gadis muda. Beberapa hari kemudian saat mereka menggali salah satu kamar tidur kerajaan, sesuatu muncul dipasir. Dengan hati-hati mereka **menyingkirkan pasir** sampai manik-manik merah dengan elang emas kecil ditemukan.

N.R 6

Berabad-abad yang lalu, seorang gadis muda **duduk diam seperti saat pria** memahat fotonya dibatu besar didinding istana. **Sudah beberapa hari**, dia sangat senang saat ia hampir menyelesaikannya. Jari-jarinya **menarik-menarik elang emas** yang tergantung pada **seuntai** manik-manik merah dilehernya. Tapi kalung itu putus dan manik-maniknya bertebaran ditanah. si pemahat itu **mengangkat semuanya** dan dia berjanji untuk memperbaikinya dalam waktu singkat. Gadis itu mengatakan bahwa kalung itu adalah hadiah ulang tahun dari ayahnya.

Ketika gadis itu tumbuh **besar**, dia **menyerahkan** kalungnya kepada putrinya yang pada gilirannya memberikan kepada putrinya juga. Suatu hari ketika sebuah perang mengerikan terjadi, orang-orang dikota itu **kabur meninggalkan banyak hal**. Salah satu yang **tersisa** adalah kalung indah itu”.

Tentara musuh mengambil **semuanya berharga** yang bisa mereka temukan. Tapi kalung indah itu **terbaring tak terlihat** diantara beberapa mainan rusak. Bertahun-tahun berlalu, pasir yang **melayang menutupi kota dan tembok**. Setiap tahun kota itu **dikuburkan lebih dalam dan dalam**. Kafilah unta melewatannya namun tidak ada yang tahu ada sebuah kota dibawah padang pasir.

Kemudian suatu hari beberapa pria dan wanita datang mencari kota **yang dikuburkan**. Sebuah mata air segar dan **bagaimana pasir ditumbuk oleh angin bahwa ada sesuatu yang bisa dikubur disana**.

N.R 7

Berabad-abad yang lalu, ada seorang gadis muda duduk **sebisanya sejak** seorang lelaki memahat gambarnya ke batu besar di dinding istana. **Itu membutuhkan waktu lama.** Dia sangat bahagia ketika lelaki itu hampir menyelesaikannya. Jari-jarinya **dihentakan keburung elang emas** yang tergantung pada tali manik-manik merah disekitar lehernya. Namun kalung tersebut rusak dan manik-manik berhamburan ditanah. Pemahat memungut semuanya dan dia berjanji untuk memperbaikinya dalam waktu dekat. Gadis itu mengatakan bahwa kalung tersebut adalah hadiah ulang tahun dari ayahnya.

Ketika gadis itu tumbuh dewasa, dia memberikan kalung tersebut kepada anak perempuannya dimana akan diwariskan kepada anak perempuannya juga. Suatu hari ketika **perperangan buruk** terjadi. Orang-orang dikota tersebut **berlarian meninggalkan banyak hal.** “salah satu yang tertinggal adalah kalung yang indah”

Para tentara musuh mengambil semua barang berharga yang dapat mereka temukan. Akan tetapi kalung indah **tak ketahuan** diantara mainan mainan rusak. **tahun-tahun berganti, timbunan pasir** menutupi kota dan **dinding-dinding.** Setiap tahun kota terkubur dalam dan semakin dalam. Kafilah unta melewatinya akan tetapi tidak ada yang mengetahui bahwa ada kota dibawah gurun pasir.

Kemudian suatu hari, beberapa laki-laki dan perempuan datang **kekota terkubur. Sumber air bersih dan air bersih telah tertimbun oleh angin** yang menyiratkan sesuatu mungkin tertimbun disana. Dan mereka memulai penggalian.mereka menggali selama beberapa hari, dalam dan lebih dalam, lebih luas dan luas lagi tapi mereka tidak menemukan apa-apa.

Suatu hari, pekerja berteriak “ saya telah menemukan sesuatu, dinding” kemudian mereka menggali dengan lebih hati-hati. **Ketika dinding istana tidak terlihat disikatlah tanah dari gambar seorang gadis.** Beberapa hari kemudian seperti yang telah digali pada salah satu kamar tidur raja, **benjolan kecil muncul kembali mereka disikat sampai tali dan manik-manik merah gelap dengan elang kecil terlihat.**

Mereka adalah manik-manik dari gadis yang dipakai oleh gadis didinding itu” kata salah satu dari mereka. **Dia adalah seorang putri raja.** Sekarang harta karun dari masa lalu disimpan dimuseum. Orang datang dan melihat itu dan mencoba membayangkan seorang putri muda.

N.R 8

Berabad-abad yang lalu, seorang gadis muda **duduk diam seperti saat pria** memahat gambarnya ke sebuah batu besar didinding istana. Pemahatan itu memakan waktu berhari-hari dan dia sangat senang saat dia hampir menyelesaikannya. Jari-jarinya **menarik-narik gelang** emas yang bergantung pada manik-manik merah dilehernya. Tapi kalung itu rusak dan manik-maniknya bertebaran di tanah. Pemahaat **mengambil mereka semua** dan berjanji untuk memperbaikinya dalam waktu singkat. Gadis itu mengatakan bahwa kalung itu adalah hadiah ulang tahun dari ayahnya.

Ketika gadis itu tumbuh dewasa, dia menyerahkan kalungnya kepada putrinya yang pada gilirannya memberikan kepada putrinya juga. Suatu hari ketika sebuah perang yang menegrikan terjadi, orang-orang dikota **kabur meninggalkan banyak hal**. “salah satu yang tertinggal adalah kalung cantik itu”

Tentara musuh mengambil semua yang berharga yang bisa mereka temukan. Tapi kalung itu terkubur **terbaring tak terlihat** diantara beberapa mainan yang rusak. bertahun berlalu pasir **yang melayang menutupi kota yang dikuburkan**. Setiap tahun kota itu terkubur lebih dalam dan dalam. Kafilah unta melewatannya tapi tidak ada yang tahu ada sebuah kota dibawah padang pasir.

Kemudian suatu hari pria dan wanita datang mencari kota yang terkubur. Sebuah mata air segar dan bagaimna pasir tertimbun oleh angin memberikan pertanada ada sesuatu yang terkubur disana. Mereka mulai menggali dalam dan lebih dalam, luas dan lebih luas tapi tetap saja mereka tidak menemukan apa-apa.

Suatu hari, sorang pekerja berteriak, “saya telah menemukan sesuatu, dinding” mereka menggali lebih hati-hati lagi. **Ketika dinding pallace terungkap, menggosok bumi**. Beberapa hari kemudian saat mereka menggali salah satu kamar tidur kerajaan. Benjolan muncul dipasir, dengan hati-hati mereka **bergegas menghampiri bumi** sampai sikat manik-manik merah tua dengan elang emas kecil ditemukan.

Mereka adalah manik-manik yang dipakai gadis didinding” kata salah satu pria. Dia pastilah tuan putri. Sekarang harta karun dari masa lalu ada dimuseum. Orang-orang datang dan melihatnya dan mencoba membayangkan sang putri muda.

Kemudian pria dan wanita menggali, mencari kota-kota yang terkubur sampai terlupakan. Setiap kali ada yang ditemukan , sedikit lebih banyak yang bisa dipelajari dari orang-orang yang hidup pada zaman dahulu.

N.R 9

Berbada-abad yang lalu, seorang gadis muda duduk diam saat pria memahat gambar nya kesebuah batu besar didinding istana. **Selama berhari-hari**, dia sangat senang saat pemahat hampir menyelesaikannya. Jari-jarinya **menarik-narik elang emas yang tergantung** pada seuntai manik-manik merah dilehernya. Tapi kalung itu **pecah** dan manik-maniknya bertebaran di tanah. Pemahat memungut mereka dan dia berjanji untuk memperbaikinya dalam waktu singkat. Gadis itu mengatakan bahwa kalung itu adalah hadiah ulang tahun dari ayahnya.

Ketika gadis itu tumbuh dewasa. Dia menyerahkna kalungnya kepada putrinya yang pada gilirannya memberikan kepada putrinya juga. Suatu hari ketika sebuah perang yang menggerikan terjadi. Orang-oarang dikora tersebut **kabur meninggalkan banyak hal**. “salah satu yang tertinggal adalalah kalung indah itu”

Tentara musuh mengambil semua yang berharga yang bisa mereka temukan. Tapi **kalung indah itu terbaring tak terlihat** diantara mainan yang rusak. bertahun-tahun berlalu, pasir yang **melayang** menutupi kota dan tembok. Setiap tahun kota itu terkubur dalam dan lebih dalam. Kafilah unta melewatinya tapi tidak ada yang tahu ada sebuah kota yang terkubur dbawah padang pasir.

Kemudian suatu hari, beberapa pria dan wanita datang mencari kota yang terkubur. Sebuah mata air segar dan bagaimana pasir tertimbun oleh angin menyiratkan bahwa ada yang terkubur disana dan mereka mulai menggali beberapa hari, lebih dalam dan dalam, lebih luas dan luas tapi tetap saja mereka tidak menemukan apa-apa.

Suatu hari, seorang pekerja berteriak “saya telah menemukan sesuatu, sebuah dinding. Lalu mereka menggali lebih hati-hati lagi. **Ketika dinding pallace terungkap, menggosok bumi dari gadis muda itu**. Beberapa hari kemudian saat mereka menggali salah satu kamar tidur kerajaan. **Sebuah gambar kecil rebumb dipadang pasir**. Dengan hati-hati mereka **menghampiri bumi** sampai seikat manik-manik merah tua denga elang emas terungkap.

Mereka adalah manik-manik yang dipakai gadis didinding. “ kata salah satu pekerja. Dia pastilah seorang putri. Sekarang harta kalung dari masa lalu tersebut ada dimuseum. Orang-orang datang dan melihatnya dan mencoba membayangkan sang putri muda.

N.R 10

Berabad-abad yang lalu. Seorang gadis muda **duduk selama yang dia mampu selagi dia memahat gambarnya kesebuah batu yang ada didinding istana. Ini memakan waktu beberapa hari. dia amat senang saat dia mampu menyelesaikannya. Jarinya menarik emas yang tergantung disekitar lehernya.** Tapi kalung itu rusak dan manik-manik **berjatuhan le rantai.** Pemahat memungutnya dan berjanji memperbaikinya dalam waktu singkat. **Sang wanita berkata bahwa kalung itu pemberian dari orangtuannya.**

Saat wanita itu tumbuh. Dia memberikan kalung itu ke putrinya dan **sang anak juga memberikannya juga.** Suatu hari **saat perang berbunyi,** masyarakat dikota itu **berlarian pergi jauh meninggalkan barangnya. Satu barang yang berharga kalung yang indah”.**

Tentara mengambil semua barang berharga yang bisa diambil. Tetapi kalung itu tergeletak **disamping mainan rusak. setahun-tahun lewat ,** pasir menutupi kota dan dinding. Setiap tahun kota terkubur dalam dan semakin dalam. **Kuravan unta melintasinya** tapi tidak seorang pun yang mengetahui ada kota yang terkubur dibawah gurun.

Suatu hari lelaki dan wanita datang mencari kota yang terkubur. Mereka menggali beberapa hari, dalam dan dalam, luas dan lebih luas tetapi mereka tetep tidak menemukan apa-apa.

Suatu hari seorang pekerja berteriak “saya menemukan sesuat, sebuah dinding” dan mereka menggali lebih hati-hati saat dinding istana ditemukan. Beberapa hari kemudian **sebuah batu kecil keluar dari tanah.** Denganhati-hati mereka menyeka tanah dan kalung dengan manik-manik merah pun ditemukan.

N.R 11

Berabad-abad yang lalu, seorang gadis muda **duduk diam** saat seseorang pria mengukir gambarnya di sebuah batu besar di dinding istana. Sudah berhari-hari dia melakukannya. Dia sangat senang saat pemahat hampir menyelesaikannya. Jari-jarinya **menarik-narik** elang emas yang tergantung pada seuntai manik-manik merah dilehernya. Tapi kalung itu **pecah** dan manik-maniknya berhamburan ditanah. Pemahat mengambil semua manik-manik dan berjanji memperbaikinya dalam waktu singkat. Gadis itu mengatakan kalung itu adalah hadiah ulang tahun dari ayahnya.

Ketika gadis itu tumbuh dewasa, dia pun memberikan kalung tersebut kepada putrinya dan pada gilirannya memberikan pada putrinya juga. Suatu hari ketika sebuah perang yang dahsyat terjadi, orang-orang di kota **kabur dan meninggalkan banyak hal**. “salah satu yang tertinggal adalah kalung indah itu “

Tentara musuh **merebut** semua yang berharga yang bisa mereka temukan. Tapi kalung indah itu tersembunyi tak terlihat diantara beberapa mainan rusak. bertahun-tahun pun berlalu, pasir menutupi kota dan tembok. Setiap tahunnya kota terkubur semakin dalam dan dalam. Kafilah unta melewatinya namun tak ada yang tahu bahwa ada sebuah kota yang terkubur di bawah padang pasir.

Kemudian pada suatu hari, beberapa pria dan wanita datang mencari kota yang terkubur itu. Sebuah mata air segar dan pasir **yang terhembus oleh angin mengatakan** bahwa ada sesuatu yang terkubur disana. Dan mereka pun mulai menggali. Mereka menggali selama berhari-hari, dalam dan lebih dalam, luas dan lebih luas tapi mereka tetap saja tidak menemukan apa-apa.

Suatu hari, seorang pekerja berteriak, “ saya telah menemukan sesuatu sebuah dinding” lalu mereka menggali lebih hati-hati. Ketika dinding itu terlihat, **mereka menggosok dinding itu**. Beberapa hari kemudian saat mereka menggali salah satu kamar kerajaan, **sebuah gambar terlihat**. Dengan hati-hati mereka melihatnya sampai **seikat** manik-manik merah dengan elang emas terlihat.

“itu adalah kalung yang dipakai gadis di dinding” kata salah satu pria itu. Dia pastilah seorang puteri. Sekarang harta karun dari masa lalu ada dimuseum. Orang-orang datang dan melihatnya dan mencoba membayangkan sang putri.

Kemudian pria dan wanita lain menggali dan mencari kota-kota yang telah lama terkubur dan terlupakan. Setiap kali ditemukan, sedikit lebih banyak yang dipelajari tentang orang-orang pada zaman dahulu.

N.R 12

Berabad-abad yang lalu, seorang gadis kecil duduk sembari seseorang lelaki mengukir gambarnya pada batu besar di dinding istana. **Itu membutuhkan banyak hari dalam membuat.** Gadis itu sangat senang ketika ia hampir menyelesaikannya. **Ia meletakkan** jari-jarinya pada burung emas yang menggantung pada tali manik-manik merah yang melingkar dilehernya. Tetapi kalung itu putus dan manik-maniknya berhamburan ditanah. Si pengukir menungutnya dan berjanji akan memperbaikinya secepatnya. **Gadis itu bersedih tentang kalung yang dulunya** hadiah ulang tahun dari ayahnya.

Ketika gadis itu tumbuh dewasa, ia memberikan kalung tersebut kepada anaknya dan anaknya memberikan kalung tersebut kepada putrinya. Suatu hari ketika perang dahsyat terjadi, orang-orang dikota melarikan diri dan meninggalkan banyak benda. “ salah satu yang tertinggal adalah kalung indah itu”.

Tentara musuh mengambil semua yang berharga yang bisa didapatkan. Tapi kalung indah itu tergeletak tak diperhatikan diantara **boneka-boneka.** Bertahun-tahun berlalu, pasir yang melayang menutupi kota dan didinding. Setiap tahun kota itu terkubur dalam dan semakin dalam. Para kafilah unta melewatinya, tetapi tidak seseorang pun menyadari ada kota dibawah gurun pasir.

Lalu suatu hari, beberapa lelaki dan wanita datang mencari kota yang terkubur. Sebuah mata air segar dan **jalan yang berpasir menumpuk dengan angin** yang memberikan pertanda ada yang terkubur dibawah pasir. Da mereka mulai menggali berhari-hari. dalam dan lebih dalam, luas dan semakin luas tetapi mereka tidak menemukan apa-apa.

Suatu hari seorang pekerja berteriak, “saya telah menemukan sesuatu, sebuah dinding”. Dan mereka pun menggali dengan lebih hati-hati. Ketika dinding istana terbongkar, **mereka menyikat tanah pada gambar.** Beberapa hari kemudia mereka menggali dan menemukan kamar tidur kerajaan. Sebuah benjolan **mengah** muncul dipasir, dengan hati-hati mereka **menggosok tanah** sehingga manik-manik merah dengan elang emas kecil terlihat.

Ini adalah manik-manik yang digunakan si gadis pada gambar didinding”. Kata salah satu lelaki itu. “dia pastilah seorang puteri”. Sekarang harta karun dari masa lalu berada dimuseum. Orang-orang datang dan melihatnya dan mencoba membayangkan sang puteri muda.



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : 1596/FKIP/A.1-II/IX/1439/2017
Jumlah Lembaran : 1 (Satu) Rangkap Proposal
Judul : **Pengantar LP3M**

Kepada Yang Terhormat
LP3M Unismuh Makassar
Di-
Makassar

Assalamu Alaikum Wr. Wb

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

Nama : **HAMRIANA**
NIM : 10535 5415 13
Jurusan : Pendidikan Bahasa Inggris
Alamat : Jl. Sultan Alauddin II

Adalah yang bersangkutan akan mengadakan penelitian dan penyelesaian skripsi.

Dengan judul : **The Analysis of Naturalness and Accuracy of Students' Translation of Short Story at the Fifth Semester Students of English Department of Unismuh Makassar**

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

Wassalamu Alaikum Wr. Wb

Makassar, September 2017


N. Saipul M. Pd., Ph.D.
NIM: 860.024



UNIVERSITAS MUHAMMADIYAH MAKASSAR

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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Nomor : 2224/Izn-05/C.4-VIII/IX/39/2017
Lamp : 1 (satu) rangkap Proposal
Hal : Izin Penelitian

12 Muharram 1438 H.
02 Oktober 2017 M

Kepada Yth,
Saudara : **hamriana**
Nomor Pokok : **105 35 5415 13**
Program Studi : **Pendidikan Bahasa Inggris**
Di -
Tempat

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan, nomor : 1596/FKIP/A.1-II/IX/1439/2017 tanggal 30 September 2017, menerangkan bahwa mahasiswa tersebut di atas diberi izin untuk melakukan Observasi Lapangan / Penelitian / Pengambilan data dan diharuskan menyerahkan satu rangkap hasil penelitiannya yang berjudul;

"The Analysis of Naturalness and Accuracy of Students' Translation of Short Story at the Fifth Semester Students of English Department of Unismuh Makassar"

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

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

Demikian atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

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3. Arsip

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : **Hamriana**
 NIM : **10535 5415 13**
 Judul Penelitian : **"The Analysis Naturalness and Accuracy of Students' Translation of Short Story at the Fifth Semester Students of English Department of Unismuh Makassar"**
 Tanggal Ujian Proposal : **15 September 2017**
 Tempat/Lokasi Penelitian : **Muhammadiyah University of Makassar**

No	Hari/tanggal	Kegiatan Penelitian	Nama Dosen	Paraf/Dosen
1	Jumat / 13 oktober 2017	Pembagian Angket	Ratu Ruzani, Makmur, S.Pd., M.Pd	
2	Selasa / 17 oktober 2017	Pembagian Angket	Ratu Ruzani, Makmur, S.Pd., M.Pd	
3	Selasa / 24 oktober 2017	Pembagian Angket	Hercora Dadi, S.Pd., M.Pd	
4				
5				
6				
7				
8				
9				
10				

.....2017

Mengetahui,

Ketua Jurusan,

 Immi Khaerati Syam, S.Pd., M.Pd
 NIM. 977 807

Pimpinan Komisariat Sekolah,

CURRICULUM VITAE



Hamriana, was born on 13th February 1996 in Enrekang. From the marriage of her parents Tahir (father) and Naharia (mother). She has two siblings, Muh. Takbir and Nasrul. She is the third child of three children.

She began elementary school at the SDN 123 Banti, from 2001 to 2007 and continued to SMPN 4 Baraka from 2007 to 2010 and pursue her senior high School from 2010 to 2013 in SMAN 1 Baraka. In the same year, she decided to continue her tertiary education in UNISMUH Makassar majoring in English Education.