

THESIS

**AN ANALYSIS ON THE TRANSLATION
FROM INDONESIAN LANGUAGE INTO ENGLISH
BY THE EIGHTH GRADE STUDENTS OF
SMPK ST THERESIA KUPANG
IN THE SCHOOL YEAR 2014/2015**



SESILIA DOMINIKA RIA

**TEACHER TRAINING AND EDUCATIONAL SCIENCES FACULTY
WIDYA MANDIRA CATHOLIC UNIVERSITY
KUPANG
2015**

THESIS

**AN ANALYSIS ON THE TRANSLATION
FROM INDONESIAN LANGUAGE INTO ENGLISH
BY THE EIGHTH GRADE STUDENTS OF
SMPK ST THERESIA KUPANG
IN THE SCHOOL YEAR 2014/2015**



**SESILIA DOMINIKA RIA
REG. NO. 121 11 020**

**ENGLISH EDUCATIONAL STUDY PROGRAM
LANGUAGE AND ART DEPARTMENT
TEACHER TRAINING AND EDUCATIONAL SCIENCES FACULTY
WIDYA MANDIRA CATHOLIC UNIVERSITY
KUPANG
2015**

THESIS

**AN ANALYSIS ON THE TRANSLATION
FROM INDONESIAN LANGUAGE INTO ENGLISH
BY THE EIGHTH GRADE STUDENTS
OF SMPK ST THERESIA KUPANG
IN THE SCHOOL YEAR 2014/2015**

**Presented in Partial Fulfillment of the Requirement for Sarjana Pendidikan
Degree in English Language Education**

SESILIA DOMINIKA RIA

REG. NO 121 11 020

**ENGLISH EDUCATION STUDY PROGRAM
TEACHER TRAINING AND EDUCATIONAL SCIENCE FACULTY
WIDYA MANDIRA CATHOLIC UNIVERSITY
KUPANG
2014**

**AN ANALYSIS ON THE TRANSLATION
FROM INDONESIAN LANGUAGE INTO ENGLISH
BY THE EIGHTH GRADE STUDENTS
OF SMPK ST THERESIA KUPANG
IN THE SCHOOL YEAR 2014/2015**

Approved by

Advisor I,

Advisor II,

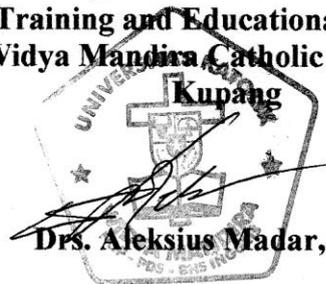


Drs. Ataburan Clemens, M. Hum



Bernardus K. Danibao, S.Pd. SH. M.Ed

Acknowledged by
Head of English Education Study Program
Teacher Training and Educational Sciences Faculty
Widya Mandira Catholic University

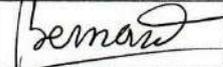
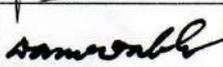
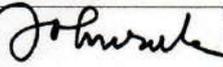
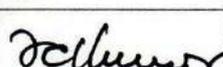


Drs. Aleksius Madar, M. Ed

This Thesis was presented on June 13th, 2015

The Examination Board

Team of Examiners

No	Names	Position	Signatures
1.	Drs. Ataburan Clemens, M.Hum	Chairman	
2.	Bernardus K. Danibao, S.Pd. SH. M. Ed	Secretary	
3.	Dr. Damianus Talok, MA	Examiner I	
4.	Yohanes Nurak Siwa, S. Pd. M.Pd	Examiner II	
5.	Drs. Ataburan Clemens, M.Hum	Examiner III	

Acknowledged by

**Dean of Faculty of Teacher Training and
Educational Sciences of UNWIRA Kupang**


Dr. Damianus Talok, MA

**Head of English Education
Study Program**


Dr. Aleksius Madar, M. Ed

ACKNOWLEDGEMENT

Firstly, the writer would like to express her deepest gratitude for love, guidance and the blessing of Almighty God from the beginning up to the end of this thesis writing. In conducting this writing the writer has spent so much amount of energy, ideas and materials. However with the great love of God it can be finished as planned.

Secondly, the writer realizes that in conducting writing this thesis, she did not work alone. Many people have supported and helped her, so, this thesis can be finished successfully. Therefore, as her respect to all of them, the writer would like to mention their names and give many thanks to :

1. Dr. Damianus Talok, MA as the Dean of Teacher Training and Educational Science Faculty, who wisely manages the program and handles all the administrative affairs for this thesis.
2. Drs. Aleksius Madar, M.Ed, as the Head of English Study Program who has helped the writer with the administrative affairs for this thesis.
3. Drs. Ataburan Clemens, M.Hum, as the first advisor and Bernardus K. Danibao, S.Pd. SH. M.Ed, as the second advisor who have patiently guided the writer in writing the proposal, conducting the research, and in writing this thesis so this thesis can be finished successfully. Both of you are the great men for her.
4. Dr. Damianus Talok, MA and Yohanes Nurak Siwa, S.Pd. M.Pd as the examiners in the proposal seminar and thesis defense for the corrections, comments, and suggestions to complete this thesis.

5. All lecturers of the English Educational Study Program of the Teacher Training and Educational Sciences Faculty of Widya Mandira Catholic University, and the lecturers of other study programs who have provided the writer full of knowledge, skills and made the writer become a good person as an English teacher to be.
6. Sr. Dafrosa (Bergitta Muti), SSpS. SE, the headmaster of SMPK ST THERESIA Kupang and Mr. Inosensius Tateni, S.Pd as the teacher of SMPK ST THERESIA Kupang who have permitted and provided the time for the writer to take the needed data.
7. The eighth grade students of SMPK ST THERESIA Kupang especially the students from class F for their partisipation in providing the data of this thesis.
8. All her fellow students at the English Study Program of the Teacher Training and Educational Sciences Faculty of Widya Mandira Catholic University – Kupang, who have given help and motivation in many things contributing to the success of writing this thesis.
9. The Leadership Team in Congregation and Province and all sisters in Servant of the Holy Spirit Mission Congregation, for the prayers, motivation, togetherness, and financially supported the writer throughout the years of her studies.
10. Brothers and sisters and all you who have been directly or not, morally and materials, help and support the writer in finishing the writing of this thesis.

The writer realizes that she is only the servant of the Lord who is full of weaknesses. As the work of human being this thesis has not yet been perfect.

There still exists a lot of weaknesses somewhere both the content and the grammatical aspects. Its weaknesses become the writer's own responsibility. However, its strength is the merit of many persons so it is worth thinking them. God bless you all.

Kupang, May 2015

The Writer

MOTTO

NO SUCCESS WITHOUT SACRIFICE

NO SUCCESS WITHOUT HARDWORK

+anonymous+

DEDICATION

This thesis is particularly dedicated to:

1. My Congregation: Servarum Spiritus Sancti (SSpS)
2. My beloved sisters in St Skolastika - Liliba Community
3. My beloved Father Dominikus Ria (The Late)
4. My beloved Mother Nelci Paulina Nggili – Ria (The Late)
5. My beloved Brother and Sisters: Naldy, Omi and Delly
6. My beloved Nephews and Nieces: Naldy, Inka, Sendri, Nelson, Dasta, Anjel, Riska, Camila and Chelin.
7. My beloved Lecturers of English Study Program: Mr. Madar, Mr. Dosinaeng, Mr. Talok, Mr. Erom, Mr. Ataburan, Mrs. Lake, Mr. Bin Toni, Mr. Asa, Mr. Danibao, Mrs. Jehatu, Mrs. Ornay, Mr. Nurak
8. My Almamater: Widya Mandira Catholic University, Kupang

ABSTRACT

**This thesis is entitled AN ANALYSIS ON THE TRANSLATION FROM
INDONESIAN LANGUAGE INTO ENGLISH BY THE EIGHTH GRADE
STUDENTS OF SMPK ST THERESIA KUPANG IN THE SCHOOL YEAR**

2014/2015. It was conducted to answer the following questions: (1) Is the translation of the eighth grade students of SMPK ST THERESIA Kupang in the school year 2014/2015 good or bad? (2) What are the difficulties faced by the eighth grade students of SMPK ST THERESIA Kupang in the school year 2014/2015 in translating sentences from Indonesian language into English? The objectives of the study are: (1) To find out whether the eighth grade students' translation is good or bad. (2) To know the difficulties faced by the eighth grade students of SMPK ST THERESIA Kupang in translating sentences from Indonesian language into English. To do this study writer used the qualitative method. The subjects of this study were the eighth grade students of SMPK ST THERESIA Kupang in the school year 2014/2015 especially the students in class F. The total number of the students was 26 and the writer treated them all as respondents. In collecting data, the writer gave a test in form of the text that the writer prepared. The text consist of 18 sentences written in Indonesian language and should be translated by the students into English. The text is entitled "Istana Pasir Kami". The result of this study shows that from the total of 468 sentences produced by the students, 396 (84.61%) are good and 72 (15.37%) sentences are bad. So, the conclusions of this study are: (1) The translation of the text from Indonesian Language into English by the Eighth Grade Students of SMPK ST THERESIA Kupang in the School Year 2014/2015 is classified as Good Translation, because most of the students' translation sentences represent the message as complete as the ones in the source language.

(2) Based on intensive analysis, the writer found that from 468 sentences, there are 396 (84.61%) sentences are categorized as good translation. A large part of the students making good translation where their translation are dynamic equivalence; the form of their translation is restructured in different syntax and lexical to present the same meaning. However, there are 72 (15.37%) bad translation sentences because the vocabulary and grammar are not appropriately used so the meanings are lost or distorted. . In addition, most of the students do not consistent in using the tenses in their translations. Therefore, here the writer would like to offer some suggestions as follows: (1) The English teacher especially the eighth grade English teacher of SMPK ST THERESIA Kupang are expected to pay attention intensively to the grammar and give more translation exercises for the students when teaching in order to improve the students' grammar and vocabulary. (2) Through the result of the study students specifically students of SMPK ST THERESIA Kupang are expected to enrich themselves concerning knowledge of English by sharpening their English proficiency.

TABLE OF CONTENTS

	Pages
TITLE.....	i
STATEMENT OF THE FORMAL REQUIREMENT	ii
APPROVAL SHEET	iii
THE EXAMINATION BOARD	iv
ACKNOWLEDGEMENT	v
MOTTO	viii
DEDICATION.....	ix
ABSTRACT	x
TABLE OF CONTENTS.....	xi
CHAPTER I : INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem	2
1.3 Objective of the Study	3
1.4 Significance of the Study	3
1.5 Scope and Limitation	3
1.6 Definition of the Terms	4
CHAPTER II : REVIEW OF PREVIOUS STUDIES.....	5
2.1 Concepts	5
2.1.1 Definition of Translation	5
2.1.2 Types of Translation	6
2.1.3 Translation Procedures	9
2.1.4 Classification of Translation	15
2.2 Review of Previous Studies.....	16
2.3 Conceptual Framework.....	18
CHAPTER III : RESEARCH METHODOLOGY.....	19
3.1 Research Design	19
3.2 Subject of the Study	19
3.3 Research Location.....	20
3.4 Research Instrument.....	20
3.5 Procedures of the Study	20
3.5.1 Procedures of Data Gathering	20
3.5.2 Procedures of the Data Analysis	21
CHAPTER IV : DATA ANALYSIS AND DISCUSSION.....	22
4.1 Data Analysis	22
4.1.1 The Classification of Sstudents' Good or Bad Translation.....	22

4.1.2 Areas of Difficulties Faced by The Students in Translation	34
4.2 Discussion.....	36
CHAPTER V : CONCLUSION AND SUGGESTION.....	37
5.1 Conclusion.....	37
5.2 Suggetion.....	38
BIBLIOGRAPHY.....	
APPENDICES.....	

