

**AN ERROR ANALYSIS OF TRANSLATING ABSTRACT FROM
BAHASA INDONESIA INTO ENGLISH**

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STATEMENT OF APPROVAL

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BAHASA INDONESIA INTO ENGLISH**

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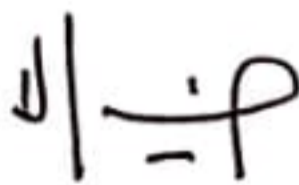
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Apabila dikemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

Langsa, 16 Januari 2023

Yang Menyatakan



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ABSTARCT

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Supervisor (1) Dr. Fakhurrazi, M. Hum (2) Mauloedin Afna, M. Pd

The study investigated error analysis of translating abstract from bahasa Indonesia into English language. The study concerned about the equivalency which was required to be considered in translation process. This study aims to analyze the mistakes made by the students in translating Indonesia abstract into English without equivalency. This research used descriptive qualitative using test and interview methods to collecting data. Perspective students in writing abstract is difficult because lack of vocabulary, translating words that are too formal in source language, tenses, and forming these words into a sentence according to the writing rules. The results projected that students made mistakes In borrowing: qualitatif, ides, and partisipan. In calque: communication good, strategy meta-cognitive, and technique interview. In transposition: with other students and most often. In equivalency: supported and opinion, besides that, that condition, thus, branding, and acknowledge.

Keywords: Abstract, Equivalence, Translate

CHAPTER I

INTRODUCTION

A. Background of Study

Human beings in this world consist of different races and languages. Besides humans are social creatures who can not live alone and need each other for sake of living. Based on this, humans need to communicate and the most common way humans use to communicate is through language. According to Wibowo, language is a system of symbols that are meaningful and articulate sound (generated by the said tool) which are arbitrary and conventional, which is used as a means of communicating by a group of human beings to give birth to feelings and thoughts. Some people can speak some languages but some can not. Therefore, the role of translation is needed.¹ The translation is intended to reproduce a text in a different language. The term “reproduce” implies that a translated text or target text (TT) should be equivalent in meaning to its source language (ST).²

Brislin stated the translation is defined as the transfer of thoughts or ideas from one language (source language) to another language (target language) either in written language or in spoken language. Meanwhile, Catford defined translation as the process of transferring an equivalent text material from one language to another. This equivalence level can be seen from the unit of translation which can be in lingual units of words, phrases, sentences, or texts. Because this equality

¹Sinaga, Swari F.A.L.S.M. “ *English Indonesian Translation Equivalence Of Verbs Found In Despicable Me Movie.*”Linguistica.Vol. 4, No. 3, 2015, 1.

²Rusdi Noor Rosa, Yeti Zainil, And ZulAmri , ‘*Equivalence problems in the translation of students translators.*”Conference paper, 2021, 2.

can't exist, Nida and Taber explain that translation is the reproduction of the text in the target language which is made as natural as possible to have an equivalency meaning with the source language in terms of meaning and style.³It means the translation process is not only the process of changing the word but also in the translation process it should be considering the cross cultural, meaning, and habits between two different languages. ⁴

Moreover, often we are faced with a cultural wall where there is no similarity between one term and another. In addition to culture, many other factors cause inequalities in the meaning of terms from one language to another. According to Jakobson, the problem faced by equivalence itself is the equivalency between two words, namely words in the source language and the language in question. The equivalence level of a text does not only look at linguistic elements. This is so important because equivalence is the most important element in translation. After all, we need to understand what equivalence is in translation.⁵

The equivalent translation is the similarity between words or expressions in one language and its translation into another this similarity results from overlap. Translation equivalence can not be considered as a similarity of meaning in translating the text in the source language (SL) into the target language (TL).⁶ There should be the correct equivalence of meaning between the source language

³Pangeran Muhammad FaqihSyafaat, “ *Ekuivalensidalampenerjemahan.*”Researchgate, 2019), 2.

⁴ArticaRizzaAnzani, SiscaWulan Sari and AaQona’atun ,“ *A Translation Equivalence Analysis Of Abstract Translation In Faculty Of Computer Science University Of Banten Jaya 2019.*”Journal of English Language Teaching and Literature (JELTL), Vol. 4, No. 1, 2021, 2.

⁵Ibid, 2

⁶Ibid, 2

and target language and also parallelism so that people can understand the text easily but sometimes it is hard for the translator to find a suitable word when translating from a source language (SL).

In Indonesia, students must translate an abstract of a bachelor's thesis into English to complete their final academic year.⁷ Sorge states that through writing English abstracts by students, teachers can provide feedback on the English learning process experienced by students. Dulay et. Al stated that the error is the part that shows the lack of language users in using language both spoken and written.⁸ Errors that often occur in writing abstracts made by students sometimes cannot be summarized. Abstract consists of a brief description of the entire contents of the thesis. This requires a technique that is not arbitrary. Abstract writing also cannot be drawn from conclusions. Errors in choosing vocabulary in translating English abstract writings cause their ideas to not be conveyed properly to the reader.

Considering the importance of mastery by students majoring in English in the field of translation. Then the researcher was moved to find the problems that occurred, namely what mistakes were made by students when translating the abstract which in this case was focused from Indonesian to English. This study takes the issue of equivalence as a problem that needs to be raised and investigated because students do not understand equivalence in translation so

⁷NyanyuYayuSuryani and TiraNurFitria, “*Error Analysis of Abstract Translation in Scientific Writing by Using Google Translate*, Vol. 3, No. 2, 2020, 4

⁸Paramudia and others, *AnalisisKesalahanPenulisanAbsrakBerbahasaInggrisMahasiswa D4 JurusanAdministrasiBisnis*, Prosiding Seminar HasilPenelitian, 2018, 1.

there is a mismatch between the source language and the target language. Therefore, based on these circumstances, the researcher wishes to conduct a study entitled “ An Error Analysis Of Translating Abstract From Bahasa Indonesia Into English”.

B. Research Question

Based on the description above, the researcher is interested in analyzing the error made by students in composing an abstract for graduate research reports, which somehow was constructed with literal translation from Bahasa Indonesia to the English language. Accordingly, the researcher would like to formulate the problem as follows:

1. How do students' perspectives for writing an English abstract as scaling up their research report?
2. What are the students error in translating abstract from Bahasa Indonesia into English?

C. Purpose of Study

The purpose of this research:

1. To identify the students' perspective for writing an English abstract as scaling up their research report.
3. To overview the students error in translating abstract from Bahasa Indonesia into English?

D. Significance of Study

The results of this study are expected to provide benefits both theoretically and practically.

1. Theoretical significance, this research is expected to be useful to serve as a source of information in answering the problems in the learning process of the English language and can minimize the occurrence of similarities in abstract translation, especially in the use of vocabulary, and give a contribution to increasing students' performance in translating.

2. Practical significance

- a. For students, this research has very good benefits and is also important to hone the ability to analyze correct abstract writing and provide a summarizing technique because summarizing the entire content of the abstract requires a technique that is not arbitrary and should not also draw the conclusion to be made into an abstract. Students can improve their learners understanding of equivalency in translation.
- b. For the lecturer, this research can help the lecturer to evaluate students' performance in English Department and this research can give information related to student's ability in the learning process.
- c. For other research, this research can give a contribution to the researcher to make similar research in the future and it gives the researcher some advantages to be the source that can be used by the English teacher in the teaching learning process and the result can be referenced to sources of information and research material who are interested in researching this topic deeply and hopefully they can do better research.

E. Scope of Study

This research focus is only focused on the error made by eight-grade semester students of IAIN Langsa in using equivalency in translation.

F. Organization of Study

In the systematic of writing and discussing research using scientific writing (thesis and proposal) in accordance with the guidebook published by Tarbiyah and Teacher Training Faculty IAIN Langsa to facilitate writing, the researcher divides it into five chapters. As for the writing systematic as follow:

BAB I: This chapter contain about background of study, research question, purpose of study, significance of study, scope of study and organization of study.

BAB II: This chapter contain about theories that are relevant to research problems and previous study.

BAB III: This chapter contain the approach and type of research, place and time of research, research informants, technique of data collection, technique of analysis data.

BAB IV: This chapter contain finding and discussion and analysis of research data.

BAB V: This chapter contain conclusion and suggestion.

CHAPTER II

LITERATUR RIVIEW

A. Theoretical Frameworks

1. Error Analysis Principles

Error analysis is a movement to uncover errors found in writing and speaking. Richards et al stated that, "error analysis is the study of errors by the second and foreign learners. Error analysis may be carried out in order to (a). Find out how well someone knows a language, (b). Find out how a person learns a language, (c). Obtain information on common difficulties in language learning as an aid in teaching or in the preparation of teaching materials." ⁹ From the expert opinion above, it can be concluded that learning a foreign language is very difficult. some students will find some problems and they often make deviations called errors. Error analysis is a development to reveal errors found in composing and speaking. Error analysis is used to see how well students understand English itself, and to provide information about the mistakes students make in learning English itself. We can also say that an error is any systematic and consistent deviation from the accepted target language system and learners are not aware of it because they do not know how to use the system properly.

Another concept of error analysis is given by Brown, he defines error analysis as "the process of observing, analyzing, and classifying deviations from

⁹ Jack C Richard, (ed), *Error Analysis*,(London: Longman, 1985), 96.

the rules of a second language and revealing the system operated by the learner."¹⁰ It seems that this concept is similar to that proposed by Crystal, "Error analysis is a technique for systematically identifying and interpreting unacceptable forms produced by a person learning a foreign language, using one of the principles and procedures provided by linguistics."¹¹ From the above definition, error analysis is the process of observing, analyzing, and interpreting errors made by students that are not in accordance with the existing language writing rules by analyzing errors, we can systematically interpret what forms of errors students make in the process of learning English.

There are many definitions of error analysis. Longman dictionary of language teaching and applied linguistics defines error analysis as the study and analysis of the error made by the second language learner.¹² From the above definition, the learning process is very natural if errors occur and errors occur not only from the target language but there are many other aspects. Mistakes made by learners due to a lack of knowledge of the target language (English).

James produced that "error analysis is the process of determining an inability, nature, cause and consequence of unsuccessful language."¹³ From the above definition, that error analysis can be through information for the English teachers to students about the error and how language is learning and what

¹⁰ H. Douglas Brown, *Principles of Language Learning and Teaching*, (New Jersey: Prentice Hall Inc, 1980), 166.

¹¹ David Crystal, *A Dictionary Of Linguistic and Phonetics, 2nd Edition*, (New York: Basil Blackwell Inc, 1987), 112.

¹² Jack C. et.al, *Longman Dictionary of language teaching and applied linguistics*, (London: Longman, 1992), 127.

¹³ Carl James, *Errors In Language Learning And Us: Exploring Error Analysis*, (Longman: London, 1998), 12.

strategies the learners are developing. As a result of error analysis, the lecturer found information about how far the goal of teaching is achieved and as consideration as whether the lecturer needs to makes remedial teaching or not.

2. Translation

Translation is a part of applied linguistics. Many theorists define the concept of translation differently. The translation is not only about moving a text into another language but also it is the process of transferring a message. “The concept of translation is reproducing the message of the source language into the target language to acquire equivalence of meaning, and the closest natural equivalent of the source language message (Nida and Taber).”¹⁴ This theory uses free theory in translation. In this theory, the most important thing is that the message from the source language can be conveyed properly to the target language. This translation includes natural equivalent that include meaning and style.

Hatim and Munday define translation “as (1) the process of transferring a written text from the source text into the target text, conducted by a translator, or translators in a specific socio-cultural context; (2) the written product, or the target text, which results from that process and which functions in the socio-cultural context of the target language; and (3) the cognitive, linguistic, visual

¹⁴ Eva HestySusanti, *Techniques In Translating English Abstracts Into Indonesian: A Content Analysis Of The Translated Text Of Students At English Language Education Study Program Of Khairun University*, *CakrawalaBahasa, JurnalIlmiah Prodi PendidikanBahasaInggris*, Vol. 10, 2021, 86.

and ideological phenomena which are an integral part of 1 and 2.”¹⁵ From the definition above, the process of transferring text from the source language to the target language by translation by producing texts that are in accordance with the cultural context of the target language by looking at cognitive, visual and ideological aspects.

Another concept of translation, Larson states that basically, translation is a change of form. The form is referring to the words, phrases, clauses, sentences, or paragraph. The change of form is done by replacing the form of the source language to the form of the receptor or the target language. ¹⁶From the definition above, this translation talks about changes in form, this theory does not focus on the translation of meaning but the form of language.

Additionally, Brislin “Translation is a general term referring to the transfer of thoughts and ideas from one language (source) to another (target) whether the languages are written or oral form, whether the languages have established orthographies or do not have standardization, or whether one or both is based on sign, as with sign language of the deaf.”¹⁷From this definition it can be seen that this theory gives broad limitations on translation terms. For him translation is the transfer of thoughts or ideas from one language to another on another language. These two languages can be cognate or even the same language but are used in the

¹⁵Anselmus Sudirman, *Current Issues in English-Indonesian Translation Equivalence*, International Journal of Science and Research (IJSR), Vol. 5 issue 2, 2016, 2.

¹⁶TiraNurFitria, *Translation Techniques Found In English To Indonesian Abstract Translation Of Journal Edunomika 2018*, ELITE Journal, Vol. 05 Number 02, December 2018, 148.

¹⁷FadioSimanjuntak, *A Study On Quality Assessment Of Translation Of An Abstract English Idioms Errors Made By Jordanian EFL by Undergraduate Students by Google Translate*, International Journal of Linguistics, Literature and Translation (IJLLT), Vol. 2 issue 4, 2019, 39.

period different time. Just a pity in this definition no implied the translation process and the criteria for a good translation.

3. Abstract

Gary and Robert “An abstract is a brief summary of the most important points in a scientific paper such as in a research article, thesis, review, conference proceeding, or any in-depth analysis of a particular subject and is often used to help the reader quickly ascertain the paper's purpose.”¹⁸

Abstract can be categorized into two types : (a) abstract is descriptive and (b) abstract is informative. Descriptive abstract describe only the purpose and scope of content writing but did not mention the results and conclusions content writing while, the abstract is informative provide an explanation of the background problems, problems, approaches/ method, results, and conclusion of the content. Because of the elements more, hence the longer informative abstract from a descriptive abstract. Writing in journals scholars usually use informative abstracts. Although the informative abstract consists of one paragraphs about 200 words, information in the abstract is expected to include (a) background problems, (b) problems formulation, (c) approach or method, (d) results, (e) discussion conclusions.¹⁹

From the definitions above, it can be concluded, A short summary of a research article, thesis, review, conference, or in-depth data analysis technique on a particular subject to help a reader quickly and easily see the

¹⁸TiraNurFitria, *Translation Techniques Found In English To Indonesian Abstract Translation Of Journal Edunomika2018*, ELITE Journal, Vol. 05 Number 02, December 2018, 148.

¹⁹B.P Sitepu, *Teknik Menulis Abstrak*, Pesrpestif Ilmu Pendidikan, Vol. 19, 2009, 99.

purpose of an article. Abstract has a writing structure consisting of an background problems, problems formulate, method, results, and discussion conclusion which usually contains about 100-250 words.

4. Equivalence Principles

There are four of theory equivalence, according to four following expert:

4.1 Jakobson

The structuralist Roman Jakobson maintains that there are three kinds of translation, that is: (1). Intralingual translation or rewording is an interpretation of verbal signs by means of other signs of the same language. For example: English sentence: describe about this picture, can be translated: Explain about this image. (2). Interlingual translation or translation proper is an interpretation of verbal signs by means of some other language. For example: Thank you(English) - Terimakasih (Bahasa Indonesia). (3). Intersemiotic translation or transmutation is an interpretation of verbal signs by means of signs of nonverbal sign systems.²⁰ For example: The interpretation of the novel into a film, A piece of music interprets a poem.

More specifically, when addressing the thorny problem of equivalence in meaning between words in different languages, he immediately stresses the fact that there can be no full equivalence between two words. Jakobson does not propose that translation is impossible but rather pinpoints the differences in the structure and terminology of languages. On closer inspection of the

²⁰ Roman Jakobson, *On Linguistic Aspects of Translation*, (Cambridge: Harvard University Press, 1959), 233.

aforementioned views on equivalence, one may claim that there are some similarities between Vinay and Darbelnet's theory of translation and Jakobson's. Adopting a linguistic approach, they both argue that translation is possible despite cultural or grammatical differences between SL and TL. They both recognize the fact that the role of the translator should not be neglected and acknowledge some limitations of the linguistic approach, thus allowing the translator to also rely on other procedures that will ensure a more effective and comprehensive rendering of the ST message in the target text.²¹

It can be concluded that intralingual is the translation of a text based on the interpretation of the translation and translated in the language of the same text. Interlingual is the retranslation of the meaning of the source language text into the target language. Intersemiotics is the translation of a text into another form. this translation did not find a pleasant experience in both words in the source language and the target language although the translator can translate in translating the message from the source language to the target language can be conveyed.

4. 2 Vinday and Dalbenet

Vinay and Darbelnet consider as a necessary and sufficient condition for equivalent expressions between language pairs to be acceptable to be listed in a bilingual dictionary "as full equivalents". Jean Paul Vinay and Jean Derbenet explain that there are two methods of translating, namely, literal translation and oblique translation. Literal translation is a translation that prioritizing equivalent

²¹ Despoina Panou , Equivalence In Translation Theories: *A critical Evaluation, Theory And Practice In Language Studies*, Vol. 3, No. 1, 2013, 2.

words or expressions in the SL has the same reference or meaning as the word or expression in SL.²² Oblique translation is when there is a gap in the target language that must be filled with equivalent meaning so that the meaning is the same in the source and target languages. In the literal translation of Vinay, there are several methods, namely: Borrowing, calque, literal translation. In oblique translation are transposition, modulation, Adaptation, equivalence.

1. Borrowing (Borrowing)

This technique takes words or expressions directly from SL to SL. The loan can be in the form of pure borrowing (pure lending) or naturalized borrowing (naturalized lending) in the form of loans. morphology or phonetic system adapted to the TL.

• Examples of pure loans:

SL: Lobi

TL: Lobby

• Examples of Naturalization Loans

SL : kalkulator

TT: Calculator

In the pure borrowing example, the word "Lobby" is borrowed purely from SL, the word is already commonly used in SL. Then on the example

²² Zuchridin Suryawinata And Sugeng Hariyanto, *Translation :Bahasa Teori Dan Penuntun Praktis Menerjemahkan*, (Malang:Media Nusantara Creative , 2016), 43.

naturalized credit, the word “calculator” has been adapted to the mention in the TL, namely "calculator".

2. Kalke (Calque)

This technique refers to the direct translation of words or phrases from SL to SL, in this case it can be at the lexical level or structural.

Example:

SL: Dia adalah guru yang baru

TT: He is the new teacher

The phrase "new teacher" doesn't translate to "new teacher", but the equivalent is equated to "the new teacher." Translated phrases really adapted to the nuances of the TL equivalent, where grammatical the translation is adjusted to the grammatical rules in TL.²³

3. Literal Translation

Literal translation process is the process of translating words by word in a text from Source language (SL) into Bahasa target (TL). This translation is not consider other contexts outside from what is in the text the level translation. This literal can be done if between the source language (SL) and Target language (TL) is included in the same language family as French to translation Italian or vice versa or this translation can be done if both Source

²³ Ina Siti Aisah, *Strategi dan Teknik Penerjemahan pada Soundtrack Film Mulan "reflection"*, (Bandung: universitas computer Indonesia, 2021, 27-28.

language and the target language has a background same cultural background as Indonesia and Malaysia. However if between source language (SL) and Target language (TL) is not belong to one clump same language and not have a cultural background the same then this translation not worth doing.

For example:

SL: Meja itu berwarna hijau

TL: The table is green

Judging from the English TT then literal translation results are still available accepted but if

SL: Mereka membawa kasus itu ke meja hijau

TL: They took the case to green

tables.

The result of the literal translation above of course it's not quite right. The translation should be is TL: They took the case to the courts.

4. Transposition

Transposition is a process translation where a type the word is replaced with the type of word others without changing message from ST.

For example:

SL: Saya punya buku biru.

TL: I have a blue book.

There is a change in the grammatical structure of the target language. The word blue book translates to blue book. This change was made to adjust the grammatical elements in the target language.

SL: Gunakan pada kulit yang kusam bilas dan bilas hingga bersih.

TL: Apply to damp skin and rinse off

The second sentence has the addition of a word that is in Indonesian. This is done to explain the adjectives and nouns contained in the target language.

5. Modulation

Modulation is variation the form of the message that occurs when the result of the translation is true but still feels lacking fit or seem forced in target language. Modulation done by changing translation point of view For example, by changing the sentence positive becomes negative or

the other way around.

Example:

SL: Jari saya terpotong

TL: I cut my little finger

In SL “ Saya memotong jari kelingking saya ” then the sentence it seems very forced because it means there is my element accidentally cut it. Whereas in the context there is no element intentional. In English TL the sentence contain I mean unintentionally do it.

SL: laptop saya tertinggal di kantin

TL: I left my laptop in canteen.

Same with sentence previous, SL also states that there are accidental element leave the laptop in canteen.

6. Adaptation

Sometimes a translator must be able create a situation in such a way so that results the translation is acceptable in the context of culture, customs and habits of the target language and so that the translation is equivalent.

Example

SL: Ular yang mereka tangkap panjangnya 3,7 meter.

TL: The snake they caught was 3,7 feet.

In the example this sentence if 12 feet translates to 12 feet then will confuse readers Target language because in Indonesian for units The exact length here is using meters. This too occurs in units of weight generally applicable in Indonesia, unit These are grams, ounces, kilograms, quintals and tons. applies in Indonesia. For example, the unit form applicable in the

UK is Lbs or pounds. So when in TL there use the unit of weight must be converted to units that apply in Indonesia that have been mentioned above.

Example

SL: Ituberatnya 75 kilogram

TL: It weighs 75 kilograms.

7. Equivalence

Equivalence examples are also available on animal sounds

Indonesia	Equivalent English
Gug-gug (suara anjing)	Wuff
Kokuruyuk (Ayam jantan)	Cock-a-doodle-do
Meow (kucing)	Miaow

Another example of equivalence too can be seen from the words of wisdom like:

-Buah jatuh tidak jauh dari pohonnya (Like father like son)

-Dimana bumi dipijak disitu langit dijunjung (When in Rome act like a Roman)

-Menyelam sambil minum air(To kill some birds with one stone).²⁴

According to the author, this theory refers to an important rule in determining the use of translation strategies. this translation process does not look at the situation in the target language in determining and solving problems in translation to create equality.

4.3 Koller

Wern Koller focuses on correspondence and equivalence. Correspondence is the corresponding of structures and sentences in the SL and TL. Equivalence describes the hierarchy of utterances and texts in SL and TL according to equivalence criteria.²⁵

There are different attempts to systematize the magnitude of equivalence have proposed myself to apply the following five frames equivalence:

1. Denotative equivalence the extralinguistic situation that is mediated in a text.

SL: Dia meninggal karena (disebabkan oleh) kanker

TL: She died because of cancer

2. Connotative equivalence the connotations mediated in the text through the type 1 verbalization (specially through the specific selection among

²⁴ Gaguk Rudianto, *Teori Dan Praktek Equivalensi Dalam Penerjemhan English-Indonesia*, Jurnal Ide Bahasa, Vol 3, No. 1, 2021. 27-28.

²⁵ Ali Hasmemi, *A critical Review of Transalaation: A Look Forward* , Australian International Academic Centre, Vol. 6, Issue. 2, 2018, 104.

synonymous or quasi-synonymous possibilities of expression) in relation to stylistic level, sociolectal and geographical dimension, frequency, etc.

SL: Menusuk orang dari belakang (diam- diam menyakiti orang)

TL: Stanb someone in the back

3. Normative equivalence the text and language norms (norms of use), that are valid for certain texts normative equivalence.

SL: Perbuatan lebih keras dari perkataan (apa yang orang lakukan lebih daripada apa yang ia katakan)

TL: Actions speak louder than words

4. Pragmatic equivalence the receiver (reader) to whom the translation is addressed and who could receive the text, in which the translation is 'placed', based on his/her conditions for comprehension, in order for the translation to fulfill its communicative function.

SL: Sekarang tidak bisa lagi dilihatnya hijau daratan

TL: He could not see the green of shore now

5. Formal equivalence certain aesthetic, formal and individual characteristics of SL- text.

SL: Saya butuh sebuah buku merah

TL: I need a red book.²⁶

4.4 Baker

Baker explores the notion of equivalence at different levels: equivalence at word level, equivalence above word level, grammatical equivalence, textual equivalence, and pragmatic equivalence. These levels of equivalence are closely related to the translation process, including all different aspects of translation and hence putting together the linguistic and the communicative approach. There is non-to-one correspondence between orthographic words and elements of meaning within across language.

1. Equivalence at word level

In translating the first consideration is the equivalence at word level because the translator starts analyzing and exploring the meaning of the word as single units in the source language. Bolinger and sears as quoted by baker defined word as “ as the smallest unit of language that can be used by itself.”One word may contain several elements of meaning in it. For example a word such as retell, there are two distinct elements of meaning in it: re and tell, i.e. ‘to tell again’. there is no one-to-one correspondence between orthographic word and element of meaning within or across languages. For instance, bawang putih in Indonesia is written in one word onion in English ; and semangka in Indonesia is written in two words water melon in English.

²⁶ Morfeza Abdi Saroukhil, Omid Ghalkani, Ali Hashemi, *A Ccritical Review Of Translation : A Look Forward*, Internasional Journal Of Education & Literacy Studies, vol. 6, Issue. 2, 2018.

To differentiate the elements of meaning in words, the term morpheme then to be introduced to describe the minimal formal element of meaning in language. A word such as unbelievable consists of three morphemes; un , meaning ‘not’ believe meaning ‘able to be ‘. Then it can be paraphrased as ‘cannot be believed.’

Word also has a lexical meaning, baker said that “the lexical meaning of a word or lexical unit may be thought of as the specific value it has in a particular linguistic system and the ‘personality’ it acquires through usage within that system”. In her quotation from Cruse, she distinguishes four main types of meaning in words and utterances: proportional meaning, expressive meaning, presupposed meaning, and evoked meaning.

Proportional meaning of a word arises from the relation between it and what it refers to or describes in a real or imaginary world, as conceived by the speakers of the particular language to which the word belongs. Expressive meaning relates the speaker’s feeling or attitude rather than to what words refers to. Presupposed meaning arises from co-occurrence restrictions, i.e. restrictions on what other words or expressions we expect to see before or after a particular lexical unit. These restrictions are of two types: selection restrictions (function of the proportional meaning of a word and collocation restrictions (semantically arbitrary restrictions which do not follow logically from the proportional meaning of a word). Evoked meaning arises from dialect and register variation.

Based on those types of lexical meaning above, there are some of

the more common types of non-equivalence which often pose difficulties for the translator. Non-equivalence at word level means that the target language has no direct equivalent for a word which occurs in the source text. The following are some common types of non-equivalence at word level:²⁷

- a. Culture-specific concepts
- b. The Source- language concept is not lexicalized in the target language
- c. The Source language word is semantically complex
- d. Source and target language make differences in meaning
- e. The Source and Target languages make different distinctions in meaning
- f. The target language lacks a superordinate
- g. The Target language lacks specific term (Hyponyms)
- h. Differences in physical or interpersonal perspective
- i. Differences in expressive meaning differences in form
- j. Differences in frequency and purpose of using specific form
- k. The use of loan words in the source text.²⁸

2. Equivalence above Word Level

Besides having individual meaning, words almost always occur in the company of others word to construct meaning, because of the

²⁷ Misbakhul Munir, *Word Level Equivalence of Indonesian- English Translation Of Abbreviation Found in The Jakarta Post*, (Semarang: Universitas Negeri Semarang, 2008), 19-20.

²⁸ Widhiya Ninsiana, *Problem Solving of Non- Equivalence Problems in English into Indonesian Text*, *Pedagogy: Journal of English Language Teaching* Vol. 4, Issue 2, 90- 92.

differences lexical patterning of source language, translator usually find difficulties in translating. Lexical patternings deals with collocation and idiom and fix expression.

a. Collocation

Baker defines collocation as semantically arbitrary restrictions which do not follow logically from the proportional meaning of a word. Then Baker added that collocation is the tendency of certain words to co-occur regularly in a given language.

For example the word run can be collocates with company, business, show, car, stocking, tights, nose, wild ,debt, bill ,river, course, water, and colour, some collocations are less familiar to all of us, this relates to specific register. For example, in computer literature, data may be handled, extracted processed, manipulated, and retrieved, but not typically, shifted, treated, arranged, or tackled.

b. Idiom

Unlike collocations which are allow several variations in forms, idioms, and fix expressions allow no variation in form under normal circumstances. For example, fix expression such as all the best, as a matter a fact, and ladies and gentlemen, allow little or no variation in form.²⁹

3. English Grammatical Categories

Baker writes that “there are some other grammatical categories, such as mood, direct and indirect speech, causative, etc”. However, in this study

²⁹ Ibid, 19-24.

there will be only five grammatical categories analyzed based on Baker's focus.

a. Number

English recognizes a distinction between one (singular) or more than one (plural). According to Betty Azar, some rules are made to make a distinction of singular nouns, as follows: (1) may be preceded by a / an for countable nouns, for example: a book and an apple; (2) non-countable nouns are not immediately preceded by a / an, for example: a spoon of sugar, a cup of coffee. Nouns are regularly made plural by the addition of -s or -es. "A number of nouns have other plural forms". For example: classes, ladies, werewolves and volcanoes. There are some English plural nouns which have other types of plural form, for example: children from singular noun child, criteria from singular form criterion, etc.

In English, singular and plural nouns require different verb forms. "The verb must agree with the subject in number", for example: (1) A new Kaligung express has been used for about a month; (2) Two kinds of Kaligung express have been used for many years ago. English does not have any classifier of nouns followed the nouns like Bahasa Indonesia, for example: dua orang kakak in Bahasa Indonesia, meanwhile in English is only two brothers. It does not matter because the classifiers of noun do not influence the meaning.

b. Gender

“English does not have a grammatical category of gender as such: English nouns are not regularly inflected to distinguish between feminine and masculine”. The gender category in English as follows: (1) The gender distinction nevertheless exists in some semantic areas and in the person system. (2) Different nouns are sometimes used to refer to female and male members of the same species: cow/bull; doe/stag; etc. (3) A small number of nouns, which refer to professions, have masculine and feminine forms with the suffix –ess indicating feminine gender, for example: actor/actress, host/hostess, and steward/stewardess, etc. (4) English also has a category of person which distinguishes in the third person singular between masculine, feminine, and inanimate (he/she/it).

c. Person

Baker states that “a large number of modern European languages, not including English, have a formality / politeness dimension in their person system term”. She adds that “all languages have modes of address which can be used to express familiarity or deference in a similar way”. According to Frank, “English has person category which the most common distinction is that between first, second, and third person”. The person category is usually called pronouns.

English pronouns have different forms of each pronoun when they put in different position or function in a sentence. The functions are as subject, object, possessive adjective, possessive pronouns and reflexive. Here are the examples of how pronouns used in English: (1) I don’t like

them, (2) They always make me sad, (3) My life is mess because of their behavior, (4) They think that mine is always better, (5) I myself never understand that. From the example above, we could see that pronoun I as subject has different forms when it uses in different functions.

Baker adds that “in translating pronouns from English to Bahasa Indonesia, decisions may have to be made along such dimensions as gender, degree of intimacy between participants, or whether reference includes or excludes the addressee”. There is no parameter used as measurement to use the categories above in English, for example: (6) I don’t have it, sir; (7) I don’t have it, Mirna. It does not matter of whoever the addressee whether s/he someone should be respected or not, pronoun I is used. It is very different in Bahasa Indonesia.

d. Tense and Aspect

English has two kinds of tense, they are past and present and two kinds of aspect; perfect and progressive. English involves some agreement of verb related to the time relations and aspectual differences. According to Azar, tenses in English can be extended into some tenses that bring concept based on time of when an activity or situation begins or ends. In this study, the writer groups the types of tense and aspect into two; past and non past. “Past indicates that an activity or situation began and ended at a particular time in the past”. Past marked by the use of second form of verb or usually called –ed form. Non past refers to not only present but also future which is usually included in present form. In

Azar's opinion, "present expresses events or situations that exist always, usually, habitually; they exist now, have existed in the past, and probably will exist in the future". Verbs that used in present form are the first form of verbs..

e. Voice

When we talk about voice, we will found two kinds of voice in language; that are active and passive. As quoted by Baker, Beckman and Callow states that:

A passive is translated with a passive, an active with an active even when this is unnatural in the RL (receptor language) or results in wrong sense. When faced with a choice of categories in the RL, say active and passive, the literal approach to translation leads the translator to choose the form which corresponds to that used in the original, whereas the use of that category in the RL may be quite different from its use in the original.

Active voice is generally preferable to make a direct statement of an action. Voice of active divided into two groups, as follows: transitive and intransitive. Transitive is active voice which uses transitive verbs that are verbs followed by an object, such as: (1) Joanna bought a book. Active intransitive is active voice which uses intransitive verbs that are verbs are not followed by an object, for example: (2) She is coming tomorrow.

Baker views that "in passive clauses, the subject is the affected entity, and the agent may or may not be specified, depending on the structures

available in each language”. It relates to principles used to make a passive sentence from an active sentence in English as follows: (1) exchange S with O, (2) change the predicate form of V with be + V3, (2) add the word by in front of the former S. The example: John was helped by Mary, from an active sentence Mary helped John. Based on the example, only transitive verbs (verbs that followed by an object) are used in the passive form as argued by Azar “Some languages use the passive more frequently than English in everyday contexts. The main function of the passive in English and in a number of other languages is, as already mentioned, to avoid specifying the agent and to give an impression of objectivity”.

4. Textual Equivalence

Brown and Yule as cited by baker defined text as ‘the verbal record of communicative event; it is an instance of language in use rather than language as an abstract system of meanings and relation’. Textual equivalence refers to the equivalence between a source language text and a target language text emphasizing the information and cohesion.³⁰

B. Previous Study

Several study that the writer related to this research. These studies can advocate this research. The first, study from is Nyanyu yayu suryani and Tira Nur Fitria, under the little” Error analysis of Abstract Translation Scientific Writing by

³⁰ Rusmiati, *Grammatical Equivalenece in The Indonesian Translationn of J.K Novel: “Harry Potter and the Deathly Hallows”*, (Semarang, Universitas Negeri Semarang, 2010), 23-28.

Using Google translate.” The purpose of this research is to find out Google Translate errors when translating bachelor's paper abstracts from Indonesian into English. Six abstracts of Non-English major undergraduate student papers from diverse faculties Sekolah Tinggi Ilmu Kesehatan Siti Khadijah Palembang were chosen at random. Following that, the data is compared for each sentence segment, as well as any words or phrases with problems are investigated. The result shows that the primary errors of abstract translations include lexico-semantic, tense, preposition word order, distribution, and use of verb group, as well as active and passive voice errors.³¹

The other research comes from FitriinaHarmaini” Problems In Translated Abstract Of Students’ Thesis At Universitas Bung Hatta”. This study aims at analyzing problems identified in English-translated abstract of students’ theses. The problems are categorized into: grammatical problem and lexical problem. Dominantly, the problems are affected by the interference of native language system during translation process. Sentence building and lexical use appear as the copy of the source text language.³²

The similarities of the previous study is problem encountered in translating abstract. Meanwhile, the differences are in the first study from Nyanyuyayusuryani and TiraNurFitria, in this study, the types of problems in translating abstract using google translate that focus in grammatical. The last the

³¹Nyanyuyayusuryani and TiraNurFitria,” *Error analysis of Abstract Translation Scientific Writing by Using Google translate.*”,Jetal: Journal Of English Teaching & Applied Linguistics, Vol. 2, No. 3, 2022, 33-40.

³²FitriinaHarmaini” *Problems In Translated Abstract Of Students’ Thesis At Universitas Bung Hatta*”,Journal : English Language Education and Current Trends, Vol 1, No. 1, 2022, 82-95.

research from FitrianaHarmaini that study only focused on the grammatical problems and lexical problems. Furthermore, in this study the research is analyze any mistakes made in translating the abstract by using the equivalent words.

CHAPTER III

METHODOLOGY

A. Research Design

This study employed a qualitative method as the method of the research. A qualitative study could be intended to record a situation, event and circumstance. Murni Yusuf in Umar Siddiq state that qualitative research is an investigative strategy that prioritize the prospecting for a meaning, concept or description of a natural and holistic phenomenon, using several ways that are summarized in a narrative manner.³³ Fraenkel and Wallen illustrate that qualitative research is research that investigates the relationship situations, activities, qualities and materials.³⁴ The method used in this research is descriptive qualitative which evaluates the translation results. The selection of this method is based on the purpose of this study to obtain a detailed students' error in translating the abstract from bahasa Indonesia into English.

B. Research Setting

The research has been carried out at IAIN Langsa which is located in Meurandeh Street, Langsa, Aceh Province. IAIN Langsa is state Islamic institute in Langsa. Several study programs are divided into several faculties, namely the Tarbiyah and Teacher Training Faculty, the Ushuluddin Faculty, The Sharia Faculty, the Faculty of Economics and Islamic Business. Therefore, the research

³³ Umar Siddiq and Moh. Miftachul Choiri, *Metode Penelitian Kualitatif di Bidang Pendidikan*, (Ponorogo: CV. Nata Karya, 2019), 4.

³⁴ Jack Fraenkel and Norman Wallen, *How to Design and Evaluate Research in Education*, (New York: McGraw- Hill, 2012), 459.

choose Tarbiyah and Teacher Training Faculty, exactly English Education Department as the place to carry out the research. The research only analysis students' error in translating the abstract from Bahasa Indonesia into English.

This place was also chosen because it has the appropriateness of the object requirement related to research problems and the location is easy and accessible.

C. Population and Sample

Population is all objects which is researched. The population in this research is students at IAIN Langsa. Thus, the researcher uses sample as a part of population which wants to be researched.³⁵ According to Sugiyono, sample is a small group that is observed consists of people, events, or subjects.³⁶ Nunan said that sample is a part of individuals or cases from within population.³⁷

Sampling is a technique in taking sample. To determine the sample, there are some techniques of sampling. In this study, the research will use the purposive sampling because this sample is suitable to be used in this research. According to Sugiyono, purposive sampling is the technique determines the sample by the thought.³⁸ Moreover, the writer uses purposive sampling which becomes subject in this research. The aim selects participants carefully suitable to the research. Therefore, the subjects of this research are students at the eight- semester of the English Department in IAIN Langsa. The researcher utilized the purposive

³⁵ Iqbal Hasan, *Metodologi Penelitian dan Aplikasinya*, (Jakarta: Ghalia Indonesia, 2002), 58.

³⁶ Sugiono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif dan Kualitatif*, (Bandung: Alfabeta, 2009), 197.

³⁷ David Nunan, *Research Method in Learning*, (USA, Cambrige University, 1992), 232.

³⁸ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif Kuaalitatif dan R & D* (Bandung: Alfabeta, 2015), 124.

sampling technique by taking 10 students as the participants and based on the consideration that the students had already made abstract.

D. Research Instrument

in collecting data, the writer applied two techniques of instruments to gather the data, namely a test and interview

1. Test

Test is a systematic procedure made in the form of tasks there are standardized and assigned to individuals or groups to work on, be answered, or responded to, either in written, oral or deed. Test can also be interpreted as a measuring tool that has objective standards so that it can be employed to measure and compare the psychological state or behavior or individuals.³⁹ In this research, the research supplied a test to the students to discover their error during the translation abstract.

2. Interview

To collect the data, the writer used interview. Interview was one of the techniques in collecting information by using dialogue both directly.⁴⁰ In getting the data thought interview, the list questions arranged in advance and is aimed to get the accurate and beneficial data. It also could assist the writer to get deep answered and detailed information from interviewees. Interview could be divided two, they were: structured interviewed and unstructured interviewed. Structured interviews were are similar to surveys where the

³⁹ Zulkifli Matondang, *Validitas dan Reabilitas suatu Instrumen Penelitian*, Jurnal Tabularasa PPS UNIMED, Vol. 6, No. 1, 2009, 88-89.

⁴⁰ Pedoman Penulisan Kaarya Ilmiah Fakultas Taarbiyah STAIN Zawiyah Cot Kala Langsa, (Langsa: Fakultas Tarbiyah STAIN Zawiyah Cot Kala Langsa), 2010.

writer prepared some questions to consider the data. Minichiello defines unstructured interview as interviewed in which neither the question nor the answer categories were predetermined.⁴¹ The purpose of conducting interview was to collect information from a single person which could be focused on this research through structured format.

The writer used in depth interview as instrument for collecting data to support the data. According to Seidman, the foundation of in- depth interviewing is the interest in understanding the experience of other people and the meaning they make of that experience.⁴² Seidman further discussed in-depth interviewing as a way for the writer to understand the attitudes of the participants thus giving context to their behavior and actions when participants describe a behavior the writer can then put that behavior into context thus, creating an understanding of the participant's actions from the information gained through the interview. This methodology enable the participants as codirectors of the research to reveal new questions from their stories of their daily living activities.

E. Technique of Data Collection

There were some steps that had to be done by the writer to collect the data. While technique data was primary way in research because the main purpose

⁴¹ Minichiello, *Interview as a Method for Qualitative Research*, (Longman: Cheshire, 1990), 1.

⁴² Madeline Lorraine Peters *A Phenomenological Study of the Experiences of Helping Professionals with Learning Disabilities*, Thesis Unpublished, University of Massachusetts, 2010, 51.

of the research was to collect data without knowing the technique of collecting the data, the writer would not gain the data which fulfill the standard of the data.⁴³

1. Test

In this research, the researcher uses a test in the form a abstract text in Indonesia. The researcher used 10 students as the research sample. The students were requested to translate the abstract text from Indonesia into English entitled "Strategi Siswa dalam Pembelajaran Kosa Kata" taken from Jurnal Penelitian Pendidikan" written by Rupina Holidazia and Rojab Siti Rodliyah. The students results were analyzed to obtain some information related to the writer's research about errors in abstract translation in terms of word equivalence. Then the researcher grouped the mistakes made by students when translating abstract into narrative form by the following the theory of Vinay and Dalbenet.

2. Interview

The researcher use observation technique to find out students' opinions about the translation of the abstract given to them. The researcher used depth interview with 10 students in semester 8 by giving them several questions for them to answer according to how they felt when translating the abstract into English. The data obtained is then grouped according to their opinion.

F. Procedure of Collecting Data

The researcher used procedure of collecting data as followed: First, determining the subject of the research. In this case the subject of the research

⁴³ Ibid, 308.

are the eight semester in English Department of IAIN Langsa. Then, the researcher prepared and share the text to be translate by the students. Then, the researcher directing and instructing them to translate the abstract text from Indonesia to English. After the students finish translating abstract text the researcher to gather their answer results. Then the researcher interviewed the students on the other days about their opinion about translating the abstract and how they translate the abstract. The researcher called them one by one and also recorded their views about the translation abstract. Finally, reporting the result of the analysis. In this step, the researcher as the researcher wrote all of the information of the research to include in the research findings.

G. Technique of Analysis Data

1. The researcher collected the data from the student's translation results and interview.
2. The researcher analysis data of the student's translating results based on the theory of equivalence in translation.
3. The researcher described student's error in translating abstract from bahasa Indonesia into English.
4. The researcher drew a conclusion based on the data analysis of the test and interview.

CHAPTER IV

FINDINGS AND DISCUSSION

This section will elucidate a finding of research and the discussion. The objective of this research is to describe the error's students in translating abstract from Bahasa Indonesia from English.

A. Research Findings

The research was conducted on December 9 until 22, 2022. The researcher carried out several series of activities during the research, such as distributing material related the research and asking the students to carry out the instruction given and finally conducting interviews with several participants regarding the implementation of the research that had been carried out. The following will begin discussing concerning the research findings.

1. Students' perspective for Writing on English Abstract

Result of the interview showed the information about the participant's perspectives for wiring an English abstract.

The first, from the 10 participants, there were 2 participants assumed that the text abstract was difficult. There were 7 participants assumed that the abstract text was not too difficult and also not to easy to translate. There was 1 participant assumed the abstract text was easy to translate. Furthermore, the two participants (9,10) argued" *This abstract text is difficult to translate because I do not master vocabularies especially in formal vocabulary for abstract translate*".

Furthermore, the seven participants (1,2,3,4,6,7, and 8) argued” *The text abstract not too difficult and also not too easy to translate because vocabulary in this text is often encountered in everyday life although there also some formal words that are rarely encountered*”. In addition, there was an additional opinion from participant 3 “*In writing abstract we only recast the contents of our thesis so that the words are familiar*”. The one participant (5) argued “*This text is easy to translated because in this text a lot of vocabularies is repeated so I do not have any difficulties translating it*”. From the opinions of these participants, it showed that they are not difficult to translate the abstract because the vocabulary in abstract writing is often encountered and heard.

The second, from the 10 participants, the said often use vocabulary that are equivalent to the target language. The participant (1,3,4,5,6,7, 9, and 10) stated that” *I often use vocabulary that equivalent with the target language because when I encounter a word that is difficult translate into the target language I use a vocabulary that is simpler and easier for readers to understand. By using a vocabulary commensurate with the target language, simplifying and speeding up the translation process*”. In addition, the participant (2 and 8) stated that” *I often use vocabulary that is equivalent to the target language , the first looking at the form of the text then looking at the word to be translated after that I translate it with the vocabulary that is equivalent to looking at the contents of the thesis to match the words to be translated into the abstract*”. They are already familiar with the use of equivalent vocabulary and they often use it in translation.

The third, the students strategies translating abstracts to target language. The participants (1,3,4,5, and 7) translate using word for word. The participants (2 and 8) translate sentences. The participants (1,4,5, and 7) stated that” *translate word for word in abstract translating by using vocabulary that is familiar , easy to understanding and suitable when translated into 1 sentences*”. In addition the participant 3 stated that” *I translate the abstract by word for word then I looked the dictionary the meaning of the word that I do not know the translate and looking for synonym of the word*”. The participants (2 and 8) stated that” *I translated it per sentences using the equivalent formal word in the target language so that when translated the word is not ambiguous*”.

Moreover, participants (6,9 and 10) translating the abstract using Google translate. They stated that” *I translated it using Google translate because the lack of vocabulary that I have mastered and I confused to arrange words into a sentence*”, The reason given because the researchers provide text that use formal vocabulary in source language that they rarely encounter and contain a lot of abstract so that the find it difficult to assemble into a sentence.

The fourth, the researcher got information about student’s difficulties in translating abstract. From the 10 participants answered that they had difficulties in translating abstract. Participants 1 to 10 they had difficulties in vocabulary, find the meaning of vocabulary that is rarely heard and choose words are suitable for scientific translation.

Furthermore, participants (1,2,4,7,9, and 10) stated they get difficult in vocabulary. Moreover, they have trouble to translating words are very unfamiliar

to them. This relevant to the statement of participants 5 which stated “ *there is a lot of repetition of the same vocabulary in the target language so I keep repeating the vocabulary because I have difficulty finding equivalent vocabulary that is suitable for writing abstract*”. In addition participants (3,6, and 8) added that” *I am confused about using tenses, when should use present tense and past tense and arrange word for word into a sentence with writing according to linguistic rules*”.

2. Students Errors in Translating Abstract from Bahasa Indonesia into English

From the results of the students translation test, the researcher would like discover the error the student’s made. The text is in Indonesia entitled” *Strategi Siswa Dalam Pembelajaran Kosa Kata*” and taken from jurnal penelitian pendidikan. In conducting the test, the researcher asked students no to translate by using Google translate but we allowed to looking up the dictionary during translation activities. Vinay and dalbenet stated that there were 7 methods in translation, namely borrowing, calque, literal translation, transposition, modulation, adaption, equivalence. Therefore, the researcher wants to find errors in abstract translation by analyzing errors from their translation results. Before describing the data sample created by the participants, the researcher will present the text that will be translated by the participant.

Strategi Siswa dalam Pembelajaran Kosakata Bahasa Inggris

Students' Strategies in English Vocabulary Learning

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Abstrak

Penelitian ini didasari oleh pemikiran bahwa siswa diharuskan menggunakan bahasa Inggris dalam interaksi harian dalam program bahasa sekolah. Oleh karena itu, kebutuhan untuk mempelajari kosakata bahasa Inggris sangat penting untuk peningkatan kemampuan bahasa siswa. Siswa harus mempelajari kosakata sebanyak mungkin untuk membangun komunikasi yang baik dengan siswa lain. Penelitian ini bertujuan untuk menginvestigasi strategi pembelajaran kosakata bahasa Inggris siswa di luar kegiatan kelas. Penelitian ini menggunakan deskriptif kualitatif dimana peneliti mengimplementasikan wawancara dan observasi sebagai teknik pengumpulan data. Peneliti menggunakan observasi untuk memahami lingkungan sekolah dimana siswa belajar bahasa Inggris dalam program bahasa sekolah. Untuk mengetahui strategi pembelajaran kosakata bahasa Inggris, peneliti menggunakan wawancara semi-struktur bersama tiga siswa sebagai partisipan. Teknik wawancara yang digunakan adalah fokus grup diskusi untuk mengurangi kegugupan siswa dalam mengungkapkan ide. Data yang didapatkan kemudian dibagi menjadi beberapa klasifikasi strategi pembelajaran kosakata bahasa Inggris oleh Schmitt (1990), yakni: strategi determinasi, sosial, memori, kognitif, dan meta-kognitif. Hasil penelitian menunjukkan bahwa siswa paling sering menggunakan strategi meta-cognitive untuk meningkatkan kemampuan kosakata bahasa Inggris.

Kata kunci: kosakata, strategi pembelajaran kosakata, program bahasa sekolah.

Tabel 1. Translation results by the participants

Participants	The translation by participants
P1 (NPA)	<p>This research based on idea that students required to used English into daily in interaction by school language program. Therefore the requirement to study English vocabulary very important for improvement students language ability. The students have to study a lot of vocabulary to making good communication to each other students. This research was aimed to investigation strategy of learning students English vocabulary out of classroom activity. This research used qualitative descriptive which was the researcher applied interview and observation to figured out school environment which was the students learning English by school language program. To know the strategy of learning English vocabulary, the researcher used semi structure interview with three students as partisipan. Technique Interview that used focused discussion group to decrease student nervousness in expressing idea. The data that obtained be divided to be several classification strategy of learning English vocabulary according to Schmitt (1990) specifically: determination strategy social, memory, cognitive,</p>

⁴⁴ Rupina Hilidazia and Rojab Siti Rodiyah, *Strategi siswa dalam pembelajaran Kosa kata Bahasa Inggris*, Jurnal Penelitian Pendidikan, Vol. 20, No. 1, 2020, 111.

	<p>and meta- cognitive. The result of the research showed that the students more often used meta- cognitive strategy to improving English vocabulary ability.</p> <p>Keyword: vocabulary, strategy of learning vocabulary, school language program.</p>
P2 (KR)	<p>This research is based on the perspective if the students should using English in daily interaction in language program at school. Because of that, the needs for studying English vocabulary is important to increase student's language ability. Students have to learn many vocabularies to make a good communication with the other students. This research aims to investigate the strategy of learning English vocabulary outside from school activity. This research uses descriptive qualitative where the researcher implements the interview and observation as the process of data collection. The researcher used observation to get to know more about school's environment where the students learn English in language program. To understand the strategy of learning of vocabulary, the researcher used semi- structure interview with three students as participants. The interview technique is focus group discussion to decrease student's nervous while expressing ides in English. The data is divided in several classification for the strategy of learning English vocabulary</p>

	<p>by Schmitt (1990), they are determination strategy, social, memory, cognitive, and meta- cognitive. The research findings show that the students more often we meta-cognitive strategy to improve English vocabulary.</p> <p>Keywords: vocabularies, strategy of learning vocabulary, school language program.</p>
P3 (MA)	<p>This research is supported by the idea that students are required to use English in daily interactions in the schools's language program. Therefore, it is necessary to learning English vocabulary is very important for improving language skills student. Students must learn as much vocabulary as possible to build communication good with other students.</p> <p>This study aims to investigate the strategy learning English vocabulary students outside of class activities. This research using descriptive qualitative where researchers implement interviews and observation as a data collection technique. Researchers use observation to understand school environment where students learn English in the school language program. For knowing English vocabulary learning strategies. The researcher used interviews semi- structure with three students as participants. The interview technique used is focus group discussion to reduce student's nervousness in expressing ideas data that obtained is then divided into several</p>

	<p>classifications of vocabulary learning strategies English by Schmitt (1990) namely, strategy determination, social memory, cognitive, and meta- cognitive. The results of the study that students most often use strategies meta-cognitive to improve English vocabulary skills.</p> <p>Keywords: vocabulary, vocabulary learning strategies, school language program.</p>
P4 (NF)	<p>In this research based on the idea that student's required to used English language on daily interaction in the program language school. Besides that, needed for learning English vocabulary important for increase students language skills. The students's required learn English vocabulary many for branding a good communication in another students. This research purpose to strategy investigation learning English vocabulary in out activity. This research used qualitative descriptive where is the researcher implemented interview and observation as technique data collection. The Researcher used observation to understanding environment school, where is the students' study English in the program language school. To know learning English vocabulary strategies. The researcher used interviewed semi- structure with three students as participant. Technique interview is used for focus group discussion to less confidence student's to give</p>

	<p>expression in idea. The data has been obtained then divided into several classification of vocabulary learning strategies English by Schmitt (1990) there is, strategy determination, social memory, cognitive, and meta- cognitive. The research results show that the student's is always used strategies meta-cognitive to increase ability English vocabularies.</p> <p>Keywords: vocabulary, learning vocabulary strategies, program language school.</p>
P5 (SAL)	<p>This research is based on the idea that students required to use English in daily interactions in the school's language program. Therefore, the need for learning English vocabulary is very important for improving the students skill in language. The students have to learns lots of vocabularies to build a good communication to the other students. This study aims to investigate the strategy in the learning English vocabulary students outside of class activities. This research using descriptive qualitative where the researchers implement interviews and observation as a data collection technique. Researchers use observation to understand school environment where students learn English in the school language program. For knowing English vocabulary learning strategies, the researchers used interviewed semi- structure with three students as participants. The interview technique</p>

	<p>used is focus group discussion to reduce student's nervousness in expressing ideas. Data that obtained is then divided into several classifications of vocabulary learning strategies English by Schmitt (1990), namely strategy determination, social, memory, cognitive and meta- cognitive. The results of the study show that students most often use strategies meta- cognitive to improve English vocabulary skills.</p> <p>Keywords: vocabulary, vocabulary learning strategies, school language program</p>
P6 (LN)	<p>This research on the opinion that student must have use language in their daily activity at school program. That condition to learn English vocabulary very important to improve student language skill. Students should study many vocabulary to build good communication with other students. The purpose of this research to investigation the how the students study English vocabulary outside the class activity. This research used descriptive qualitatif who researcher implementation the interview and observation as collecting data. Researcher use observation to understand the school situation where the students learn English language to language program. For understand about strategy how to learn English vocabulary the research use interview half structure</p>

	<p>with three students as participants. Interview technique use to focus discussion group to eliminate nervous student to say idea the result of data divided into clarification of strategy how to learn English vocabulary by Schmitt (1990), namely, determination strategy social, memory, cognitive, and meta-cognitive. The results of the study show that students most often use strategies meta- cognitive to improve English vocabulary skills</p> <p>Keywords: vocabulary, vocabulary learning strategies, school language program.</p>
P7 (LMS)	<p>This research is based on the idea that students have to use English in daily interaction of language school program. Because of that, the needs of learning English vocabularies are important to improve student's language skill. Students should enhance their vocabularies as much as they can to build a good communication with other students. The aim of the research is to investigate the strategy of student's learning vocabularies apart from class activity. This study used descriptive qualitative where the researcher implemented interview and observation as the technique of data collection. Observation used to acknowledge the school setting where students learn English in language school program. To find out the strategy of learning English vocabularies. The</p>

	<p>researcher used semi- structured interview to three students as participant. The technique of interview applied was group focused discussion to reduce student's anxiety in conveying their idea. The data gained divided into some classifications of strategy in learning English vocabularies by Schmitt (1990). They are as follow: determination strategy, social, memory, cognitive, and meta- cognitive. The results of the study showed that meta- cognitive strategy often use by mostly of students to enhance their English vocabularies.</p> <p>Keywords: vocabularies, strategy of learning vocabularies, school language program.</p>
P8 (NH)	<p>This research is based on the idea that students are required to use English in daily interaction in the school's language program. Therefore, the need for learning English vocabulary is very important for improving language skills students. Students must learn as much vocabulary as possible to build communication good with other students. This study aims to investigate the strategy learning English vocabulary students outside of class activities. This research using descriptive qualitative where researchers implement interviews and observation as a data collection technique. Researchers use observation to understand school environment where students learn English in the school</p>

	<p>language program. For knowing English vocabulary learning strategies, researcher used interviews semi- structure with three students as participants. The technique interview used is focus group discussion to reduce students' nervousness in expressing ideas. Data that obtained is then divided into namely: strategy determination, social, memory, cognitive, and meta- cognitive. The results of the study show that students most often use strategy meta- cognitive to improve English vocabulary skills.</p> <p>Keywords: vocabulary, vocabulary learning strategies, school language program.</p>
P9 (SDS)	<p>This research is based on the idea that students are required to use English in daily interaction in the school's language program. Therefore, the need for learning English vocabulary is very important for improving language skills students. Students must learn as much vocabulary as possible to build communication good with other students. This study aims to investigate the strategy learning English vocabulary students outside of class activities. This research using descriptive qualitative where researchers implement interviews and observation as a data collection technique. Researchers use observation to understand school environment where students learn English in the school</p>

	<p>language program. For knowing English vocabulary learning strategies, researcher used interviews semi- structure with three students as participants. The technique interview used is focus group discussion to reduce students' nervousness in expressing ideas. Data that obtained is then divided into namely: strategy determination, social, memory, cognitive, and meta- cognitive. The results of the study show that students most often use strategy meta- cognitive to improve English vocabulary skills.</p> <p>Keywords: vocabulary, vocabulary learning strategies, school language program.</p>
P10 (MAA)	<p>This research is based on the idea that students are required to use English in daily interaction in the school's language program. Therefore, the need for learning English vocabulary is very important for improving language skills students. Students must learn as much vocabulary as possible to build communication good with other students. This study aims to investigate the strategy learning English vocabulary students outside of class activities. This research using descriptive qualitative where researchers implement interviews and observation as a data collection technique. Researchers use observation to understand school environment where students learn English in the school language program.</p>

	<p>For knowing English vocabulary learning strategies, researcher used interviews semi- structure with three students as participants. The technique interview used is focus group discussion to reduce students' nervousness in expressing ideas. Data that obtained is then divided into namely: strategy determination, social, memory, cognitive, and meta-cognitive. The results of the study show that students most often use strategy meta- cognitive to improve English vocabulary skills.</p> <p>Keywords: Vocabulary, vocabulary learning strategies, school language program.</p>
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In translating the text abstract, the researcher got information that students created several error in translating.

Participant 1 made errors in sentence 'into daily in interaction' the correct sentence should be 'in daily interaction'. Then, the error made by students 'very important' it should be 'is very important'. Then, the word 'improvement' it should be 'improve'. Then, 'vocabulary' it should be 'vocabularies'. Then the mistake in the sentence 'each other students' can be change to 'peers'. Then, 'investigation' it should be 'investigate'. Then, the word 'partisipan' there is lack of the letter and error in writing it should be 'participant', then 'technique interview' it should be 'interview technique or the technique of interview or the interview technique'. Then 'most often' it be translated 'mostly'.

Participant 2 made the error in the sentence 'language program at school' it should be 'school language program'. Then 'ides' it should be 'ideas'. Then, 'most often' it should be 'mostly'.

Participant 3, made the error in the sentence 'supported' it should be 'based on or find out'. Then, 'necessary' it should be 'need or required'. Then, 'must' it should be 'have to'. Then the sentence 'communication good' it should be 'good communication'. Then, 'most often' can be change be 'mostly'. Then, 'with other students' can be translate' with peers'. Then, 'strategy meta-cognitive' it should be 'meta- cognitive strategy'.

Participant 4, made the errors in translating sentence 'program language school' it should be 'school language program. Then, 'besides that' it should translating in equivalent meaning 'because of that or therefore'. Then, 'branding' it should be translated' build' . then, 'in another students' it can change be 'peers'. Then, 'technique interview' it should be translated' the interview technique or the technique of interview or interview technique'. Then, 'confidence' it should be 'nervousness'. Then, 'strategy meta- cognitive' it should be translated' meta- cognitive strategy'.

Participant 5 made error 'to learns' it should be translated' to learn'. Then, 'the others students' it can be change 'peers'. Then, 'strategy meta-cognitive' it should be 'meta- cognitive strategy'.

Participant 6 made error 'the opinion' it should change the word have equivalent meaning in target language like 'based on'. Then, 'that condition' it should be translated be 'because of that or therefore'. Then 'very important' it

should 'be is very important' and 'vocabulary' be 'vocabularies'. Then, 'with other students' can be translated be' peers'. Then, 'investigation' it should be 'investigate'. Then, 'qualitatif' it should be translated 'qualitative'. Then, 'implementation' it should be' implemented'. Then the sentence ' strategies meta-cognitive' it should be' meta- cognitive'.

Participant 7, made error in the sentence' language school program' it should be' school language program'. Then' acknowledge' it should be translated with the equivalent meaning in the target language' knowing or understanding'.

Participant 8,9,10 have similar in translation because they using Google translate, ' language skills students' it should be ' students language skills'. Then, 'communication good' it must be translated' good communication'. Then' other students' it can be translated with equivalent so it can be' peers'. Then, ' the technique interview' it should be' the interview technique or the technique of interview' then, 'that obtained is then divided' it should be ' the data obtained were divided. Then, ' most often' it can be change' mostly. Then, ' strategies meta- cognitive' it should be' meta- cognitive strategies'.

B. Discussion

1. Students perspectives for writing an English abstract

Based on the result of the interview showed information the perspectives for writing an English abstract. There are 7 participants, they said that the abstract ia not easy and not difficult to translate, they said that because they have some problems in the writing the abstract they lacked the mastery of vocabulary

especially in translating vocabulary that they rarely encounter or hear. This was relevant to the statement of 2 participants (9, and 10) which state which that the abstract is difficult to translating because lack of vocabulary and difficulties when translating words that are too formal in source language. There is 1 participant, they said that abstract is easy to translating because many vocabularies repeat and abstract and we just pour back the contents of the entire thesis into the abstract so that the vocabulary is not foreign to us. The result, the participants is not too difficult to writing an English abstract as scaling up their research report. In the line study, the previous study by Febriansyah Ignas Pradana make a more accessible scientific article and understood by the reader, abstract written in Indonesian and translated into languages English. Most translation techniques used is a literal technique whose translation is very guarded integrity order and structure of the source language and target language.⁴⁵

There are 8 participants translate the abstract with using method word for word or sentence but there are 2 participants translate the abstract using Google translate. They translate the abstract using method word for word with translate the vocabulary is familiar for them and using the equivalence word with meaning so that there are no misunderstandings and to make it easier for them to translate difficult words. As the result, the participants are no strangers to the use of equivalence seen from the large number of participants who use equivalence to make it easier for them in translation. In the line study, the previous study by in translating abstract to get the equivalence of the meaning or message effect

⁴⁵ Febriansyah Ignas Pradana, *teknik penerjemahan abstrak dalam jurnal fotografi*, Journal of Photography Arts, and media, Vol. 3, No. 1, 2019. 39.

emphasized or prioritized for the reasons that are translation literally literal do not provide a natural or flexible effect that would lead to confusion in target language it does not really hit because of the flexible translation provide its own aesthetic value related to translation.⁴⁶

There are 6 participants get difficult in vocabulary this is the same as the statement of 1 participant, she has difficulty in determining the equivalent word in the target language because there are many repetitions of words in the abstract and the 3 participants get difficult in the use of vocabulary that is too formal in both the target language and source language and the use of tenses when to use present tense or past tense and they get the difficulty of forming these words into a sentence according to the writing rules. The result that they get difficulties in using formal vocabulary, grammar, structured the sentence. In the line study, the previous study by Erna Adita Kusumawati and Sri Sugiarsi more inappropriate use of tense much done than use of the right tense. Use was (Simple Past Tense) is used in the conclusion an abstract because it refers to essence, summary and implications of the findings. Whereas the use of is (simple present tense) in part advice because to state something common, which in fact can be implemented.⁴⁷

2. The errors student do in translating abstract Bahasa Indonesia into English

There were 7 translation of technique by Vinay and Dalbenet, namely: Borrowing, Calque, Literal translation, Transposition, Adaptation, Modulation,

⁴⁶ Wiwik mardhiana,, *Teknik Transposisi Dan Modulasi: Kesepadanan Dan Pegeseran Dalam Penerjemahan Cerpen Berjudul " my beloved edith "*.Parole, Vol. 4, No. 2, 2014. 120.

⁴⁷ Erna Adita Kusumawati and Sri Sugiarsi, *Analisis Penulisan Abstrak Bahasa Inggris pada Karya Tulis Ilmiah Mahasiswa D3 STIKes Mitra Husada Karanganyar*, Jurnal Manajemen Inormasi Kesehatan Indonesia, Vol. 8, No. 1, 2020, 66.

Equivalent. Based on the test the researcher got information that they employed 5 techniques to translating the abstract namely: Borrowing, Calque, Transposition, Literal translation, and Equivalent. In the test the researcher would like to know the error student made in translating abstract but the student translating the abstract using method word for so in translating did not got the error from the test. Therefore, the researcher only Analysis the students error with 4 technique in translating by Vinay and Dalbenet namely: Borrowing, Calque, Transposition, Equivalence. Based on the result from the test it showed as following as:

a. Borrowing

Based on the result of the translation, Newmark state that borrowing or naturalization is a translation procedures that transfer and adapt source language words first into the normal pronunciation, then transfer and adapt it into formations normal word (the normal morphology/ word- forms).⁴⁸ Translation by taking directly expressions from other language but usually undergoing slight change or adjustments to the source language and target language usually due to easy pronunciation. This technique is also related to source language or target language. As the participants translated “*qualitatif* “ it is not correct it should be “*qualitative*” the word of “*kualitatif* “ in Indonesian or source language is an absorption word from English or target language “*qualitative*”. In target language , the word of *qualitative* have 11 syllables that are q-u-a-l-i-t-a-t-i-v-e this word was taken and naturalized to serve as Indonesian by changing the writing of the

⁴⁸ Rudi Hartono, *Pengantar Ilmu Menerjemah (Teori dan Praktek Penerjemahan)*, (Semarang: Cipta Prima Nusantara, 2017), 29.

word qualitative so in Indonesian it is enough to write using 10 syllables namely k-u-a-l-i-t-a-t-i-f with the same meaning.

Furthermore, the word “ides” it is not correct it should be “ideas” the word of “ide- ide “ in Indonesian or source language is an absorption word from English or target language “ideas”. In target language , the word of idea have 4 syllables that are i-d-e-a this word was taken and naturalized to serve as Indonesian by changing the writing of the word idea so in Indonesian it is enough to write using 3 syllables namely i-d-e.

Furthermore, the word “partisipan” it is not correct it should be “partisipan” the word of “partisipan “ in Indonesian or source language is an absorption word from English or target language “participant”. In target language , the word of idea have 11 syllables that are p-a-r-t-i-c-i-p-a-n-t this word was taken and naturalized to serve as Indonesian by changing the writing of the word participant to in Indonesian it is enough to write using 10 syllables namely p-a-r-t-i-s-i-p-a-n.

The three words above are words from borrowing techniques this happens because there is no equivalent word found in Indonesian to the target language which is then absorbed and developed to facilitate writing and pronunciation. Using the technique to equate the interpretation between the text in source language and target language.

b. Calque

The calque technique can translate words or phrase based on the words or their arrangement. It is as said by Molina and Albir explains that the calque

technique is a technique that literally translates a word or phrase lexically and structurally foreign.⁴⁹ This is because they translate the word for word. As this participant translated “komunikasi yang baik “ but in there are students translated “ communication good” it was not appropriate because the participants followed the literal translation. The sentence should translated “good communication” in addition, “strategi meta- kognitif” but in the sentence there are participants translated “ strategy meta- cognitive” it was not correct. The sentence should translated “meta- cognitive strategy ”. There are several participants translated “ teknik interview” but they translated be “ technique interview” it was not appropriate it should be “ the interview technique.”

This has happened in many instances when using an electronic dictionary and translating it by word for word. Nevertheless, the phrase from a language is not all can intact translate verbatim into the target language. This is because it adjust to the structure of the target language hence the word *komunikasi yang baik* translated *good communication* and *strategi meta- cognitive* translated be *meta- cognitive strategy*. The error happened because of the linguistic factor of English whose law is MD (menerangkan- diterangkan), while in Indonesian adhere to DM (diterangkan- menerangkan). As in data, there are two errors in calque technique MD law of English namely adjective + noun which in language Indonesian DM is noun+ adjective. Adjectives functions to describe noun. In addition, this calque technique can maintain its lexical but for the final result of translation it must match the structure of its target language.

⁴⁹ Cherly Aprilia Anjani and Yunanfathur Rahmaan, *Teknik Penerjemahan dalaam Artikel Deutsche Welle*. E- Journal Identiatat, Vol. 11, No. 2, 2022, 11.

c. Transposition

The error that arise with this technique are structural shift and unit shift. This is in accordance with the Catford theory which state that the shift in shape (Tranposition) is called also with the term shift is a translation procedure the grammatical form drom source language to target language. Shifts in translation consist of shifts unit, structure unit, category shift, and intra- system shift⁵⁰

In the phrase “ dengan teman yang lainnya” they translated “ with other students or other students” if used the transposition can be translated “ peers” and other phrase “ paling sering “ they translated “ most often” if used the transposition can be translated “ mostly”. This shift in the noun phrase (the other students) to noun unit (peers) is because peers have the same meaning as the target language , namely their friends. Similarly, (most often) are phrases from adves of time that are converted into word units to (mostly). This is done by the transposition for reasons of the fairness of the expression the equivalent of source language is not fair stiff in target language by shifting units such as words into phrases which we often encounter in translating loose words.

Furthermore, transposition is done if a source language word or phrase does not exist its equivalent in target language so it needs to be raised for example in source language active structure or sentence becomes passive in target language in target language and vice versa. In the sentences “ data yang didapat kemudian dibagi menjadi beberapa klasifikasi” they translated” data that obtained is then

⁵⁰ Wiwik Mardiana, *Teknik Transposisi dan Modulasi Kesepadanan dan Pergesran dalam Penerjemahan Cerpen Berjudul “ My Beloved Edith”*, parole, Vol. 4, No. 2, 2014, 122.

divided into several classification” if used the transposition should be translated “the data obtained were divided into several classification”.

d. Equivalence

In translation there are some students who make mistakes in translating words that are not equivalent with the meaning in the source language. Schneider in Kuswarini states that equivalence is something that must be seen in the translation between the two language, as well as communication traffic between two cultures.⁵¹ The errors students make in equivalent “ berdasarkan” in source language, they translated it be” supported and the opinion” that was not equivalent in the meaning, they should translated “ based on”. Furthermore, “ oleh karna itu” they translated “ beside that, that condition, thus” in this word there is no equivalent meaning, it should be “because of that or therefore”. In the source language “ membangun” it can be translated and have equivalent in vocabulary namely “ build or contract “ but in the translating there are paticipants translated “ branding” it not appropriate in meaning”. The last word not equivalent in target language is “ acknowledge” even though in source language “ mengetahui” it can be translated be “ know or find out”.

e. Active sentence focus

Johnson Laird found that the passive voice was used for emphasis and that the focus of the emphasis was the element first mentioned in the sentence the logical object. Further, Tannembbaum and Williams found that when attention was directed to the receiver of the action, the logical object, the time required to

⁵¹ Wiwik Mardiana, *Teknik Transposisi dan Modulasi Kesepadanan dan Pergesran dalam Penerjemahan Cerpen Berjudul “ My Beloved Edith”*, parole, Vol. 4, No. 2, 2014, 121.

generate a passive description was equal to that required to generate the active when his attention was directed to the actor, the logical subject, the passive sentence took longer to generate than the active.

1. Passive (incorrect): This research **is based** on the perspective if the students should using English in daily interaction in language program at school.

Active (correct): This research **based** on the perspective the studen should using English in daily interaction in school language program

2. Passive (incorrect): The researcher **is used** interview for focus group discussion to less confidence students to give expression idea.

Active (correct): The researcher **used** interview for focus group discussion to less confidence students to give expression idea.⁵²

⁵² David R Olson and Nikola Filby, *On the comprehension of Active and Passive Sentence*, (Stanford University: Academic Press, 1972), 362.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the research that has been carried out on analyzing errors student in translating abstract from Bahasa Indonesia into English used theory Vinay and Dalbenet. Based on the interview for the perspective in writing abstract from bahasa Indonesia into English, They said is difficult because lack of vocabulary, translating words that are too formal in source language, tenses, and forming these words into a sentence according to the writing rules. Based on the test there are 5 technique translation by Vinay and Dalbenet which has an error namely: borrowing, calque, literal translation, transposition, and equivalent. In borrowing: qualitatif, ides, and partisipan. In calque: communication good, strategy meta-cognitive, and technique interview. In transposition: with other students and most often. In equivalency: supported and opinion, besides that, that condition, thus, branding, and acknowledge. The use of literal translation as the most common technique found for translating students final assignment from Indonesian text to the target text is English because the translation only changes the language in structure without changing the meaning too much so that it raises many passive sentences in abstract writing.

B. Suggestion

1. Students must have the ability to translate several terms using other terms or replace vocabulary that is more appropriate to the target language.

2. Students must know about word equivalence so that translating the meaning of words from the source language is commensurate with the target language.
3. Student must know the difference between passive voice and active sentences because in writing abstract you have to use active sentence.
4. For lectures to always present knowledge about equivalent in translation.
5. For other researchers, with this analysis it hoped that it will be able to make a reference for other researcher to apply equivalence in translation especially in abstract translation.

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APPENDICES

APPENDIX 1

Instruction: Please translate the abstract text into English.

Abstract

Penelitian ini didasari oleh pemikiran bahwa siswa diharuskan menggunakan bahasa Inggris dalam interaksi harian dalam program bahasa sekolah. Oleh karena itu, kebutuhan untuk mempelajari kosa kata bahasa Inggris sangat penting untuk peningkatan kemampuan bahasa siswa. Siswa harus mempelajari kosa kata sebanyak mungkin untuk membangun komunikasi siswa yang baik dengan siswa yang lain. Penelitian ini bertujuan untuk menginvestigasi strategi pembelajaran kosa kata bahasa Inggris siswa diluar kegiatan kelas. Penelitian ini menggunakan deskriptif kualitatif dimana peneliti mengimplementasikan wawancara dan observasi sebagai teknik pengumpulan data. Peneliti menggunakan observasi untuk memahami lingkungan sekolah dimana siswa belajar bahasa Inggris dalam program bahasa sekolah. Untuk mengetahui strategi pembelajaran kosa kata bahasa Inggris, peneliti menggunakan wawancara semi- terstruktur bersama tiga siswa sebagai partisipan. Teknik wawancara yang digunakan fokus grup diskusi untuk mengurangi kegugupan siswa dalam mengungkapkan ide. Data yang didapatkan kemudian dibagi menjadi beberapa klasifikasi strategi pembelajaran kosa kata bahasa Inggris oleh Schmitt (1990) , yakni strategi determinasi, sosial, memori, kognitif, dan meta- kognitif. Hasil penelitian menunjukkan bahwa siswa paling sering menggunakan strategi meta-kognitif untuk meningkatkan kemampuan kosa kata bahasa Inggris.

Kata kunci: kosa kata, strategi pembelajaran kosa kata, program bahasa sekolah.

APPENDIX 2

INTERVIEW QUESTIONS

1. What do you think about the translation of the abstract text? (Bagaimana pendapat anda mengenai penerjemahan teks abstrak tersebut)
2. In the process, how often do you use equivalence translation vocabulary? (Dalam proses penerjemahan, seberapa sering kamu menggunakan kosakata yang sepadan dengan bahasa target dalam penerjemahan?)
3. How do you translate the text abstract? (Bagaiman kamu menterjemahkan teks abstrak tersebut?)
4. What difficulties did you encounter when translating the abstract text? (Apa saja kesulitan yang anda hadapi ketika menterjemhkan teks abstrak?)

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Perihal : **Mohon Izin Untuk Penelitian Ilmiah**

Kepada Yth,
Rektor IAIN Langsa
Di -
Tempat

Assalamu`alaikum Wr. Wb.,

Dengan hormat,
Dekan Fakultas Tarbiyah Dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Langsa dengan ini memaklumkan kepada Bapak/Ibu bahwa mahasiswa kami yang tersebut di bawah ini :

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Jurusan :

Bermaksud mengadakan penelitian di wilayah Bapak/Ibu, sehubungan dengan penyusunan skripsi berjudul 'An Error Analysis of Translating Abstract From Indonesia Into English'

Untuk kelancaran penelitian dimaksud kami mengharapkan kepada Bapak/ibu berkenan memberikan bantuan sepenuhnya sesuai dengan ketentuan yang berlaku, segala biaya penelitian dimaksud ditanggung yang bersangkutan.

Demikian harapan kami atas bantuan serta perhatian Bapak/ibu kami ucapkan terima kasih.

Wassalamu`alaikum Wr. Wb.

Langsa, 02 Desember 2022
Dekan



Zainal Abidin



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Nomor 631 Tahun 2022
TENTANG

PENUNJUKAN PEMBIMBING SKRIPSI MAHASISWA INSTITUT AGAMA ISLAM NEGERI (IAIN) LANGSA

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI (IAIN) LANGSA

- Menimbang : a. Bahwa untuk Kelancaran Penyusunan Skripsi mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Langsa Institut Agama Islam Negeri (IAIN) Langsa, maka dipandang perlu menunjuk Pembimbing Skripsi;
b. bahwa yang namanya tercantum dalam Surat Keputusan ini dipandang mampu dan cakap serta memenuhi syarat untuk ditunjuk dalam tugas tersebut.
- Mengingat : 1. Undang-Undang Nomor : 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
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KEEMPAT : Keputusan ini berlaku sejak tanggal ditetapkan dan apabila terdapat kekeliruan dalam penetapan ini akan diadakan perbaikan sebagaimana mestinya;
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