

**An Analysis of Students' Grammatical Equivalence Ability in Translating a
Diplomatic Letter from Indonesian into English at the Sixth Semester of
English Language Education Study Program of Universitas Islam Riau in
2020/2021 Academic Year**

A THESIS

*Intended to Fulfill One of the Requirements for the Degree of Sarjana at Teacher
Training and Education Faculty of Universitas Islam Riau*

SALSABILA NADZIFA

NPM. 176310461

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS ISLAM RIAU

PEKANBARU

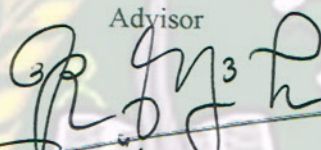
2021

THESIS APPROVAL
TITLE

AN ANALYSIS OF STUDENTS' GRAMMATICAL EQUIVALENCE ABILITY IN
TRANSLATING A DIPLOMATIC LETTER FROM INDONESIAN INTO
ENGLISH AT THE SIXTH SEMESTER OF ENGLISH LANGUAGE
EDUCATION STUDY PROGRAM OF UNIVERSITAS ISLAM RIAU IN
2020/2021 ACADEMIC YEAR

Name : Salsabila Nadzifa
Student Number : 176310461
Study Program : English Language Education

Advisor


Siti Hadijah, S.Pd., M.Pd.

NIDN. 1020048803

Head of English Language Education Study Program


Muhammad Ilyas, S.Pd., M.Pd.


NPK. 160702565 NIDN. 1021068802

Penata/IIIc/Lektor

The thesis is submitted in partial fulfillment of the requirements for Bachelor Degree in English Language Education Study Program, Faculty of Teacher Training and Education, Universitas Islam Riau.

Pekanbaru, May 2021
Dean of FKIP UIR




Dr. Hj. Sri Amnah, S.Pd., M.Si.

NIP. 197010071998032002

NIDN. 0007107005

THESIS

AN ANALYSIS OF STUDENTS' GRAMMATICAL EQUIVALENCE ABILITY IN TRANSLATING A DIPLOMATIC LETTER FROM INDONESIAN INTO ENGLISH AT THE SIXTH SEMESTER OF ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF UNIVERSITAS ISLAM RIAU IN 2020/2021 ACADEMIC YEAR

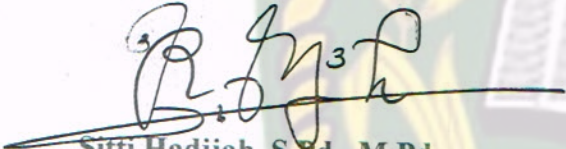
Name : Salsabila Nadzifa
Student Number : 176310461
Study Program : English Language Education

THE CANDIDATE HAS BEEN EXAMINED

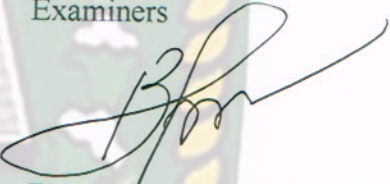
Thursday, May 6th 2021

THE EXAMINERS COMMITTED

Advisor


Sitti Hadijah, S.Pd., M.Pd.
NIDN. 1020048803

Examiners


Dra. Betty Sailun, M.Ed.
NIDN. 0027046002


Fauzul Etfita, S.Pd., M.Pd.
NIDN. 1030098901

The thesis has been approved to be one of the requirements for Bachelor Degree in English Language Education Sudy Program, Faculty of Teacher Training and Education, Universitas Islam Riau.

Pekanbaru, May 6th 2021

Dean of FKIP UIR


Dr. Hj. Sri Amnah, S.Pd., M.Si.

NIP. 197010071998032002

NIDN. 0007107005

LETTER OF NOTICE

The advisor hereby notifies that

Name : Salsabila Nadzifa
Student Number : 176310461
Study Program : English Language Education
Faculty : Teacher Training and Education
Advisor : Sitti Hadijah, S.Pd., M.Pd.

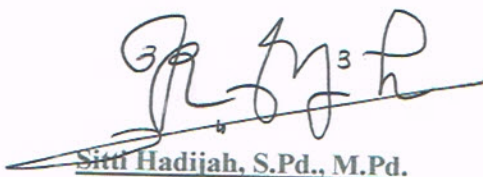
had completely written a thesis which entitled

**AN ANALYSIS OF STUDENTS' GRAMMATICAL EQUIVALENCE ABILITY IN
TRANSLATING A DIPLOMATIC LETTER FROM INDONESIAN INTO
ENGLISH AT THE SIXTH SEMESTER OF ENGLISH LANGUAGE
EDUCATION STUDY PROGRAM OF UNIVERSITAS ISLAM RIAU IN
2020/2021 ACADEMIC YEAR**

It has been examined. This letter is made to be used as it is needed.

Pekanbaru, April 16th 2021

Advisor


Sitti Hadijah, S.Pd., M.Pd.
NIDN. 1020048803



YAYASAN LEMBAGA PENDIDIKAN ISLAM (YLPI) RIAU
UNIVERSITAS ISLAM RIAU

F.A.3.10

Jalan Kaharuddin Nasution No. 113 P. Marpoyan Pekanbaru Riau Indonesia – Kode Pos: 28284
 Telp. +62 761 674674 Fax. +62 761 674834 Website: www.uir.ac.id Email: info@uir.ac.id

KARTU BIMBINGAN TUGAS AKHIR
SEMESTER GENAP TA 2020/2021

NPM : 176310461
 Nama Mahasiswa : SALSABILA NADZIFA
 Dosen Pembimbing : 1. SITTI HADIJAH S.Pd., M.Pd 2. SITTI HADIJAH S.Pd., M.Pd
 Program Studi : PENDIDIKAN BAHASA INGGRIS
 Judul Tugas Akhir : Analisis Kemampuan Kesepadanan Gramatikal Mahasiswa dalam Menerjemahkan Surat Diplomatik dari Bahasa Indonesia ke Bahasa Inggris pada Semester Enam Program Studi Pendidikan Bahasa Inggris Universitas Islam Riau Tahun Ajaran 2020/2021
 Judul Tugas Akhir (Bahasa Inggris) : An Analysis of Students' Grammatical Equivalence Ability in Translating a Diplomatic Letter from Indonesian into English at the Sixth Semester of English Language Education Study Program of Universitas Islam Riau in 2020/2021 Academic Year
 Lembar Ke :1.....

NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
1	September 29, 2020	Discussed the research title	Revised research title	<i>[Signature]</i>
2	October 10, 2020	Discussed chapter I	Revised chapter I	<i>[Signature]</i>
3	December 1, 2020	Discussed chapter II & III	Revised chapter II & III	<i>[Signature]</i>
4	December 29, 2020	Approval of the Proposal	Approved to join Proposal Seminar	<i>[Signature]</i>
5	February 5, 2021	Discussed data collection	Accepted to collect data	<i>[Signature]</i>
6	March 23, 2021	Discussed chapter IV & V	Revised chapter IV	<i>[Signature]</i>
7	April 14, 2021	Discussed Abstract	Revised Abstract	<i>[Signature]</i>
8	April 16, 2021	Thesis Approval	Approved to join thesis examination	<i>[Signature]</i>

Pekanbaru, 17-06-2021
 Wakil Dekan I/Ketua Departemen/Ketua Prodi



[Signature]
 (Mulsamiah Ilyas, M.pd)

- Catatan :
1. Lama bimbingan Tugas Akhir/ Skripsi maksimal 2 semester sejak TMT SK Pembimbing diterbitkan
 2. Kartu ini harus dibawa setiap kali berkonsultasi dengan pembimbing dan HARUS dicetak kembali setiap memasuki semester baru melalui SIKAD
 3. Saran dan koreksi dari pembimbing harus ditulis dan diparaf oleh pembimbing
 4. Setelah skripsi disetujui (ACC) oleh pembimbing, kartu ini harus ditandatangani oleh Wakil Dekan I/ Kepala departemen/Ketua prodi
 5. Kartu kendali bimbingan asli yang telah ditandatangani diserahkan kepada Ketua Program Studi dan kopiannya dilampirkan pada skripsi.
 6. Jika jumlah pertemuan pada kartu bimbingan tidak cukup dalam satu halaman, kartu bimbingan ini dapat di download kembali melalui SIKAD

DECLARATION

The undersigned researcher

Name : Salsabila Nadzifa

Student Number : 176310461

Study Program : English Language Education

Faculty : Teacher Training and Education

I hereby declare that this thesis is definitely from my own ideas, except for the quotations, both directly and indirectly, that were taken from various sources and mentioned scientifically. The researcher is responsible for the date and fact provided in this research.

Pekanbaru, April 16th 2021

The researcher



Salsabila Nadzifa
NPM. 176310461

DECLARATION

The undersigned researcher

Name : Salsabila Nadzifa

Student Number : 176310461

Study Program : English Language Education

Faculty : Teacher Training and Education

I hereby declare that this thesis is definitely from my own ideas, except for the quotations, both directly and indirectly, that were taken from various sources and mentioned scientifically. The researcher is responsible for the date and fact provided in this research.

Pekanbaru, April 16th 2021

The researcher



Salsabila Nadzifa
NPM. 176310461

ACKNOWLEDGEMENT

Bismillahirrahmaanirrahim,

All praises to Allah Subhana Wa Ta'ala who gave the researcher courage and patience to complete this thesis entitled "An Analysis of Students' Grammatical Equivalence Ability in Translating a Diplomatic Letter from Indonesian into English at the Sixth Semester of English Language Education Study Program of Universitas Islam Riau in 2020/2021 Academic Year" to fulfill one of the requirements of Bachelor Degree in English Language Education Study Program of Universitas Islam Riau. Then shalawat and salam may always be presented to our prophet Muhammad Sallallahu'alaihi Wasallam, whom we hope to give us syafa'at in the Hereafter, aamiin.

This research project could not be finished without the help and support of many people, in which their contribution had made this possible. Therefore, the researcher would like to extend her gratitude and appreciation to:

1. The Dean of Academic, Mrs. Dr. Hj. Sri Amnah, S.Pd., M.Pd. and all staff members of Teacher Training and Education Faculty of Universitas Islam Riau who have provided their assistance for the completion of this thesis.
2. Mr. Ilyas, S.Pd., M.Pd. and Mrs. Sri Wahyuni S.Pd., M.Pd. as the Head and Secretary of English Language Education Study Program who have given support and permission to write this thesis.
3. Ms. Sitti Hadijah , S.Pd., M.Pd. as my advisor, for the constant help and guidance. I would like to sincerely thank for all the advices, suggestions and support given during the supervision period of this thesis. May Allah Subhanahu Wa Ta'ala repay all your kindness.
4. All lecturers, for the knowledge and guidance throughout my academic years.

5. Sincere thanks to the sixth semester students of English Language Education Study Program who had participated in this research.
6. Heartfelt love to my parents and sister, who always support me all the time.
7. Tri Suhartini, my first friend in college. Thank you for the words of encouragement and supports you always give me. I am very happy and grateful that we could finally finish our study together.
8. Special thanks to my beloved friends, Anissa Alfah, Fitriyany Khairunnisa, Wesi Novia and all C Class members that cannot be mentioned one by one.

May Allah Subhana Wa Ta'ala reward goodness to all parties involved in helping the researcher to complete this thesis. Hopefully, this thesis can provide knowledge and information for the readers.

Finally, the researcher realized that this thesis is still far from being perfect. The researcher, therefore, is pleased to accept any constructive suggestions to make a better version of this thesis.

Pekanbaru, April 16th 2021

The Researcher



Salsabila Nadzifa
NPM. 176310461

ABSTRACT

Salsabila Nadzifa. 2021. *An Analysis of Students' Grammatical Equivalence Ability in Translating a Diplomatic Letter from Indonesian into English at the Sixth Semester of English Language Education Study Program of Universitas Islam Riau in 2020/2021 Academic Year*. Thesis. Pekanbaru: English Language Education Study Program, Faculty of Teacher Training and Education, Universitas Islam Riau.

The ability to apply grammatical equivalence in the translation is important to provide the same communication function between the source and the target languages. This research focused on the analysis of grammatical equivalence categories applied by the students which aimed to achieve the following objectives: (1) to identify the students' grammatical equivalence ability in translating a diplomatic letter from Indonesian into English, (2) to find out the common problems of grammatical equivalence in the target text.

This research worked on qualitative research approach by analyzing 20 translation documents of diplomatic letter, written in English as the target language. The target texts were analyzed by referring to the five categories of grammatical equivalence adopted from Baker (2001), namely number, gender, person, tense and aspect, and voice category. The process of data analysis in this research involved some steps; data managing, reading, describing, classifying, and interpreting.

The research findings showed that the students still had problems in grammatical equivalence which mostly occurred in the application of tense and aspect category. Further improvements, therefore, need to be made in order to increase the students' awareness in applying the grammatical equivalence as well as to produce a good translation product. However, the overall result revealed that students' grammatical equivalence ability was good enough as the source text's important information could be delivered by the students in the target text.

Keywords: Grammatical Equivalence, Translation

ABSTRAK

Salsabila Nadzifa. 2021. Analisis Kemampuan Kesepadanan Gramatikal Mahasiswa dalam Menerjemahkan Surat Diplomatik dari Bahasa Indonesia ke Bahasa Inggris pada Semester Enam Program Studi Pendidikan Bahasa Inggris Universitas Islam Riau Tahun Ajaran 2020/2021. Tesis. Pekanbaru: Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Islam Riau.

Kemampuan menerapkan kesepadanan gramatikal dalam terjemahan penting untuk memberikan fungsi komunikasi yang sama antara bahasa sumber dan bahasa sasaran. Penelitian ini difokuskan pada analisis kategori kesepadanan gramatikal yang diterapkan oleh mahasiswa yang bertujuan untuk mencapai tujuan sebagai berikut: (1) untuk mengidentifikasi kemampuan kesepadanan tata bahasa mahasiswa dalam menerjemahkan surat diplomatik dari bahasa Indonesia ke bahasa Inggris, (2) untuk mengetahui masalah yang umum terjadi pada kesepadanan gramatikal dalam teks target.

Penelitian ini menggunakan pendekatan penelitian kualitatif dengan menganalisis 20 dokumen terjemahan surat diplomatik, yang ditulis dalam bahasa Inggris sebagai bahasa sasaran. Teks sasaran dianalisis dengan mengacu pada lima kategori kesepadanan gramatikal yang diadopsi dari Baker (2001), yaitu number, gender, person, tense and aspect, dan voice category. Proses analisis data dalam penelitian ini meliputi beberapa langkah; mengelola data, membaca, mendeskripsikan, mengklasifikasikan, dan menafsirkan.

Hasil penelitian menunjukkan bahwa mahasiswa masih memiliki masalah pada kesepadanan gramatikal yang sebagian besar terjadi pada penerapan kategori tense and aspect. Oleh karena itu, perbaikan lebih lanjut perlu dilakukan untuk meningkatkan kesadaran siswa dalam menerapkan kesepadanan gramatikal serta untuk menghasilkan produk terjemahan yang baik. Namun, hasil keseluruhan menunjukkan bahwa kemampuan kesepadanan gramatikal mahasiswa cukup baik karena informasi penting yang terkandung pada teks sumber dapat disampaikan oleh mahasiswa dalam teks sasaran.

Kata Kunci: Kesepadanan Gramatikal, Terjemahan

TABLE OF CONTENTS

THESIS APPROVAL.....	i
THESIS.....	ii
LETTER OF NOTICE.....	iii
THESIS GUIDANCE.....	iv
DECLARATION.....	v
ACKNOWLEDGEMENT.....	vi
ABSTRACT.....	viii
ABSTRAK.....	ix
TABLE OF CONTENTS.....	x
LIST OF FIGURES.....	xii
LIST OF TABLES.....	xiii
LIST OF APPENDICES.....	xiv
CHAPTER I.....	1
INTRODUCTION.....	1
1.1 Background of the Problem.....	1
1.2 Identification of the Problem.....	7
1.3 Focus of the Problem.....	10
1.4 Research Questions.....	11
1.5 Objective of the Research.....	12
1.6 Significance of the Research.....	12
1.7 Definition of the Key Terms.....	13
CHAPTER II.....	15
REVIEW OF RELATED LITERATURE.....	15
2.1 Relevant Theories.....	15
2.1.1 Translation.....	15
2.1.2 Concept of Translation.....	17
2.1.3 Process of Translation.....	18
2.1.4 Translation Equivalence.....	19
2.1.5 Grammatical Equivalence.....	25

2.1.6	Requirements of Good Translation	35
2.1.7	Diplomatic Letter	36
2.2	Relevant Studies.....	38
2.3	Conceptual Framework.....	40
2.4	Assumption	41
CHAPTER III	.....	42
RESEARCH METHODOLOGY	.....	42
3.1.	Research Design.....	42
3.2.	Location and Time of the Research	43
3.3.	Source of Data.....	43
3.3.1	Participants.....	43
3.3.2	Instrument	44
3.4.	Data Collection Technique.....	47
3.5.	Data Analysis Technique	47
CHAPTER IV	.....	50
RESEARCH FINDINGS	.....	50
4.1	Data Description	50
4.1.1.	Students' Grammatical Equivalence Ability.....	51
4.1.2.	The Common Problems Found in the Students' Grammatical Equivalence 100	
4.2	Discussion.....	101
CHAPTER V	.....	106
CONCLUSION AND SUGGESTIONS	.....	106
5.1	Conclusion	106
5.2	Suggestions	108
REFERENCES	.....	110

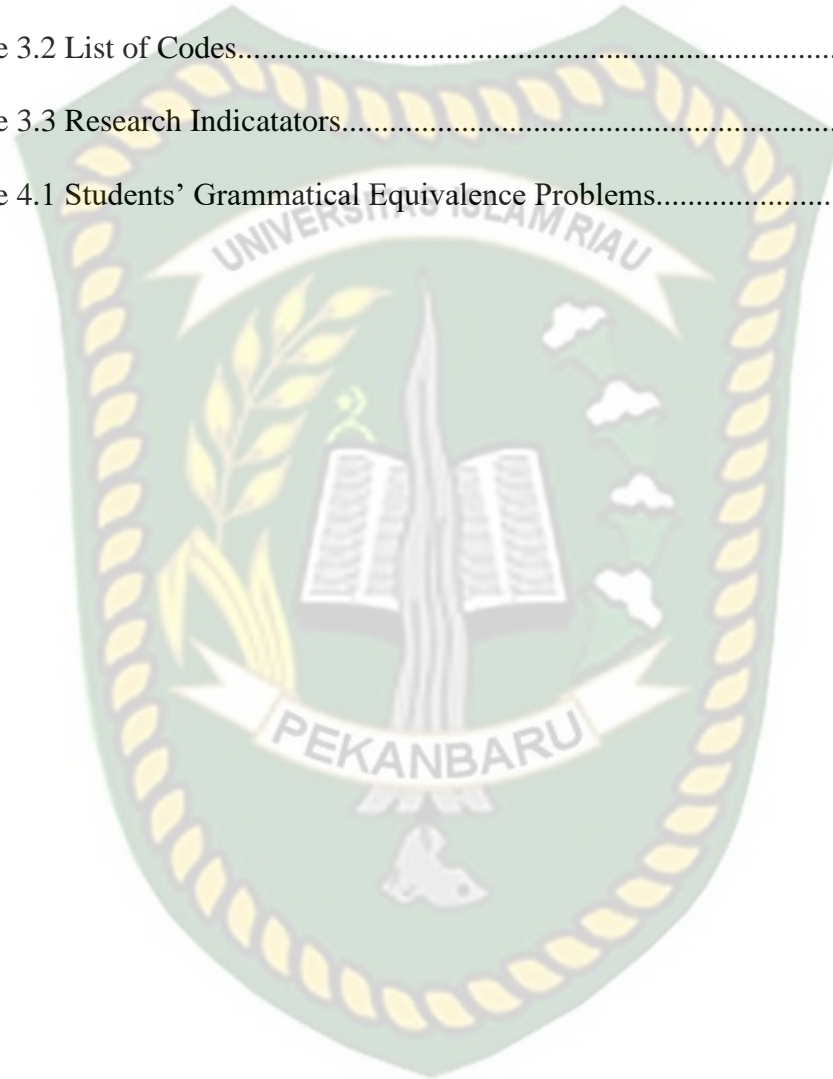
LIST OF FIGURES

Figure 2.1 Conceptual Framework.....	40
Figure 4.1 Students' Grammatical Equivalence Problems.....	100



LIST OF TABLES

Table 3.1 Blue Print of the Instrument.....	45
Table 3.2 List of Codes.....	48
Table 3.3 Research Indicators.....	49
Table 4.1 Students' Grammatical Equivalence Problems.....	123



LIST OF APPENDICES

Appendix 1 Research Instrument.....	113
Appendix 2 Data Analysis.....	114
Appendix 3 Data Classification.....	123



Dokumen ini adalah Arsip Miik :
Perpustakaan Universitas Islam Riau

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

The development of science leads people to acquire more than one language, particularly English as an international language. In Indonesia as well, many people are now motivated to learn English in order to fulfill certain needs, such as getting a job, studying abroad, expanding knowledge, and traveling. Realizing the needs each individual has, people make great efforts to be proficient in English, both written and spoken, by mastering the skills needed in a language such as writing, reading, speaking, and listening. Besides those four language skills, people who learn English especially students who major in English, consider the need to have the skill of translation that can support the communication between Indonesian and English, mainly in written form. Translation itself has now become one of the important tools in communication and information media.

Translation can be defined as a process of transferring information from source language (SL) to target language (TL) without changing the meaning. According to Catford (1962), translation refers to the replacement of textual material in one language (source language) to another language (target language) by its equivalent. Jacob (2002) also stated that a translator has to adapt the message to the target audience and use the most appropriate

solution in any given situation which aims to communicate the message as effectively as possible. These definitions show that translation is not an easy process because a translator has to be able to understand the source text and reconstruct the message into the natural target text which also means that the most important thing in translation is to find the closest equivalent from both languages.

Equivalence is the main concept of translation. It refers to the relationship between the translation and its original text which has the same communication function, (Rusmiati, 2010). There are five levels of equivalence in translation namely equivalence at word level, equivalence above word level, grammatical equivalence, textual equivalence, and pragmatic equivalence, (Baker, 2001).

As the main concept of translation, equivalence plays an important role in delivering the actual message from a source text as well as to produce a new text that is as natural as the original one. Many people take the equivalence as only to find the words that have the same meaning as in the source language. However, Duff claimed that it is more into the “appropriacy”, which means putting the right words in the right place, (Alfaori, 2017). Choosing the right words in translating a text is known to be one of the most difficult tasks found by the translators and the dictionary often may not help. The reason is that a translator deals with two contexts, the context of the source language and the context of the target language.

All the five equivalence types stated by Baker are important and related to each other, and a translator should acquire them to produce a good translation. The first is equivalence at word level that discusses words and morphemes. For instance, the word “replay” in English is written as one word but actually, it has two distinct elements of meaning in it; *re* and *play*, i.e. to play back or to play again and when it is translated to Indonesian, it is written as two words “*memainkan kembali*”. In determining the equivalent, it is important for a translator to consider the fact that each language has its own distinctive forms to represent meaning. As what has been demonstrated in the previous example, a word is not always translated as a word, which in fact it can be replaced by a phrase.

While the equivalence above word is about translating collocation and idioms or fixed expressions such as “*meja hijau*” in Indonesian, it cannot be translated into “green table” in English because the equivalent term for it is “court”. It may be difficult to find the equivalent for an idiom because it is associated with the culture-specific contexts which somehow can make it untranslatable. There are various ways to translate idiom, some of them are by using an idiom in the target language that has a similar meaning or by paraphrasing. The diversity of grammatical structures in Indonesian and English also becomes a concern in translation equivalence. One of the categories in grammar is number which is divided into plural and singular. In translating plural noun from Indonesian, like the phrase “*buku-buku*”, the translator should translate it into “books” in English instead of “book-book”,

due to the grammatical structure of English that specifies to add *s/es* at the end of the plural form of countable nouns. It shows how the understanding of grammatical structures becomes a crucial aspect in doing the translation so that it can present the same communicative function as what is called grammatical equivalence.

In textual equivalence, one of the discussions is about the substitution. For instance, “*aku ingin membeli pena baru*” in Indonesian, this sentence somehow can be translated into “I want to buy a new one” because *one* is included in one of the items that commonly used in substitutions in English and based on the context, it refers to “a new pen”. In substitution, an item is used to replace another item, such in English, the items are *do*, *one*, and *the same*. These items should not be translated literally because it will produce different meanings. Therefore, a translator needs to understand the previous information to find out what it refers to.

The last type is pragmatic equivalence that talks about coherence and implicature. The coherence of a text is a matter of perception and it requires the reader’s own knowledge of the text she/he reads. A translator should first comprehend the text that will be translated, as example, when translating a text about accounting, there will be several terms that cannot be translated literally. For instance, the word “*bunga*” in Indonesian is generally translated into “flower” in English. But in this context, *flower* is not the equivalent term for *bunga* in accounting field and it should be translated into “interest” instead. A text cannot exist out of context, so a translator should go

into the background of the text to understand the text as well as to find the equivalent terms. These five types of equivalence may seem trivial and ignored by the translators, however, these can affect the quality of the translation. If the translators fail to place the equivalent, the result of the translation will not be as accurate as of the original text. Hence, the ability of finding the equivalent from both languages, the source language and target language, is indeed very essential to reach a high-quality translation product.

In this research, the researcher focuses on the grammatical equivalence that includes five categories as proposed by Baker (2001); number, gender, person, tense and aspect, and voice. Grammatical equivalence shows the difference in grammatical categories across languages and the difficulty to find an equivalent term because of the variety of grammatical rules between languages, (Panou, 2013). Since the grammatical rules of Indonesian and English are very different, it is important to learn about the equivalence between the two languages which function is to avoid errors in the translation that might lead to readers' misunderstanding. Baker (2001) stated that the diversity of grammatical structures of the source and target languages often result in some changes in the information content of the message during the translation process. It proves that the grammatical system of language is a powerful factor that influences the way of translating and the reason why a translator should master grammatical equivalence.

Related to this discussion, the sixth-semester students of English Language Education Study Program at Universitas Islam Riau are required to

take a translation course to increase their language competence especially in the ability to do a translation. They are trained and facilitated with a number of translation theories and practices to help them improve their translation skill. Based on the researcher and fellow friends' experiences, various types of text were given as translation practices that require students to translate the texts from Indonesian into English and vice versa. In doing the translations, many students tend to use the literal translation by transferring the sentence pattern from Indonesian into English that consequently causes many errors occurred in the translation results, even the meaning conveyed in the target text is often not equivalent to the source text. The translation itself deals with written text but most of these errors made by students are found in grammar, one of the important components in writing.

Therefore, the researcher provides a translation task that asks the sixth-semester students to translate a text from Indonesian into English. The text is a diplomatic letter which content is to express condolences on the passing away of the former president in one country (Indonesia). The reason why the researcher chose diplomatic letter is because the sixth-semester students already learned about several kinds of formal letters in the previous semester and the students will hopefully get new experience of translating a letter apart of just knowing how to write it. However, diplomatic letter is quite different compared to the other letters they had learned and it will be a challenging task for students since the intended message of source language contained in the letter should be considered before translating it into the target

language. Students must comprehend the information found in a diplomatic letter that they are going to translate, so that they can transfer them appropriately, that is by means of finding the equivalent. In other words, the equivalence of meaning in the message transferred from the source language to the target language is what matters the most. As a translator, students need to recognize the type of text they translate because each text type needs a certain way to be translated. Moreover, in translating the letter, students are also expected to be aware of the cultural difference which is also involved in the application of grammatical equivalence.

Regarding the explanation above, the students' ability in grammatical equivalence will be analyzed based on their translation product. Thus, the researcher conducts research entitled "An Analysis of Students' Grammatical Equivalence Ability in Translating a Diplomatic Letter from Indonesian into English at the Sixth Semester of English Language Education Study Program of Universitas Islam Riau in 2020/2021 Academic Year".

1.2 Identification of the Problem

A translator deals with written text in transferring the message from the source text to the target text. It means that the mastery of grammar is very necessary and should be considered since it is one of the important components in writing.

Based on the researcher's experience, translation errors are often encountered in the application of equivalence. The errors found in the translation, especially from Indonesian into English, are caused by the way

students translate the text. Most students do not realize the importance of equivalence in translating a text and they tend to translate the text literally or word by word. Some students may have the problem in grammar such as using tenses in English, for instance, they put the wrong verb that actually needs to be written in the simple past form. Some also still face ambiguity in choosing the right words. These problems occur due to the students' lack of understanding of equivalence. In translation, the equivalence is differentiated into five types; equivalence at word level, equivalence above word level, grammatical equivalence, textual equivalence, and pragmatic equivalence.

Equivalence at word level and equivalence above word level have a slightly similar discussion that is related to the word choices. Equivalence at word level concerns on words and morpheme including the use of affix, an additional element attached at the beginning or end of a root. While the equivalence above word level concerns on collocation and idioms. The errors that may occur in the sense of morpheme, for example, the word “present” and “presentation” in English has different meanings. The word “presentation” has a suffix *-ion* at the end of the root word “present”. Students have to consider the change in meaning from the word present as a verb and presentation as a noun. If not, the translation will be misleading from the actual meaning. Another translation error that is often found is regarding the translation of idioms. For example, the idiom “*buah tangan*” in Indonesian cannot be translated literally into “fruit hand”, because, in English, the equivalent term is “souvenir”. A translator must be careful in

translating idioms because the meaning is related to the reflection and expression of the culture of a certain region.

Apart from the matter of word choices, grammatical equivalence is one of the basic concepts in translation that should be mastered by a translator because it concerns on the structural rules of a language. But there are still many errors in grammar found in the translation. For example, the plural form is commonly written by adding *s/es*, but in translating irregular noun such as “*anak-anak*”, the plural of “child” is not “childs”, it should be translated into “children” instead. The use of tenses also becomes a problem in grammar, for example, the students use simple present tense which actually needs to be translated in the form of past tense because it already happened. These grammatical errors can lead to different meaning, that’s why mastering grammar is a must for a translator.

Meanwhile, the errors that often occur in textual equivalence are related to reference and substitution. There are several substitution items that are commonly used in English, such as *do*, *one*, and *the same*, and it may cause an error if students translate by using the items without considering the subject and the previous information. For example, the translation of “*Iya, dia melakukannya (melakukan sesuatu)*” in Indonesian into English by using substitution “do”. In this case, the subject is singular so the translation becomes “yes, she does”, and if it is in the past, it becomes “yes, she did”.

The last is pragmatic equivalence that includes the discussion of coherence and implicature. A text cannot exist out of context, so students as a

translator should comprehend the text and its discussion thoroughly. If not, students might translate it into the wrong term. For instance, the text is in the field of biology and students need to translate the term “*persilangan gen*”. In literal translation, it becomes “gene crossing”, but it is not the right term. The equivalent for “*persilangan gen*” in English is “gene splicing”, and this term can be found when a translator considers the context of the source text.

Based on the description of the problems above, it proves that equivalence as the core concept of translation plays an important role in producing a good translation. However, the translation problems are dominated by errors in the grammatical aspect. The failure in applying the grammatical equivalence can cause a misleading of the information transferred from the source text to the target text. Moreover, translation as a written product has grammar as one of the important components and many students are still not aware of this problem and how it affects the quality of their translation results. Hence, this research centers on grammatical equivalence and by analyzing the students’ translation, the researcher intends to find out the ability level of the sixth-semester students as well as the solution to the problems faced by students in grammatical equivalence.

1.3 Focus of the Problem

The scope of this research is limited to analyze students’ ability and common problems in grammatical equivalence found in students’ Indonesian-English translation of a diplomatic letter that concerns on the five categories namely number, gender, person, tense, and voice.

The reason for focusing on grammatical equivalence is due to the importance of grammar as one of the components of writing and the translation itself is a product of writing. Grammar also cannot be separated from a language. There are two languages involved in translation, the source language and target language, and both languages surely have different grammatical structures that need to be considered before doing the translation.

Diplomatic letter will be the instrument used in this research. Since the sixth-semester students had already learned about formal letters, they are invited to translate a diplomatic letter that contains an expression of condolences. In translating the letter, students need to comprehend the intended message and transfer it to the target language by considering the context and the equivalence between the two languages, particularly in grammatical aspects.

1.4 Research Questions

The research problems are formulated in the following questions:

- 1.4.1 How is the sixth-semester students' grammatical equivalence ability in translating a diplomatic letter from Indonesian into English at English Language Education Study Program of Universitas Islam Riau in 2020/2021 academic year?
- 1.4.2 What are the common grammatical equivalence problems faced by students in translating a diplomatic letter from Indonesian into English?

1.5 Objective of the Research

Based on the problems stated above, the aims of this research can be formulated to:

- 1.5.1 To identify the students' grammatical equivalence ability in translating a diplomatic letter from Indonesian into English at the sixth semester of English Language Education Study Program of Universitas Islam Riau in 2020/2021 academic year.
- 1.5.2 To find out the common problems of grammatical equivalence faced by students in translating a diplomatic letter from Indonesian into English.

1.6 Significance of the Research

The results of this research would be hopefully useful for the teachers, students, the researcher and other readers:

1.6.1 For lecturers

The result of this research can be used by lecturers as an evaluation on translation teaching and learning especially about the grammatical equivalence.

1.6.2 For students

The findings of this research may help students to enlarge their understanding of translation and increase their awareness of applying grammatical equivalence.

1.6.3 For the researcher

Through this research, the researcher will be able to improve the skills of translation particularly in grammatical equivalence as well as the knowledge in writing a good paper.

1.6.4 For readers

The finding of this research can be used by other readers as a comparative study and reference for similar cases or further research about translation and grammatical equivalence.

1.7 Definition of the Key Terms

To avoid misunderstanding and misinterpretation in reading this paper, the following terms are defined as follows:

1.7.1 Translation

According to Malmkjær & Windle (2012), translation refers to an activity of conveying meaning in a text from one language to another language which is done by a translator. The process of conveying meaning involves two different languages, the source language and target language. Translation is also defined as the re-creation of a whole source text in a similar context to the target text that has the same communicative intention, (Lewandowska-tomaszczyk, 2014).

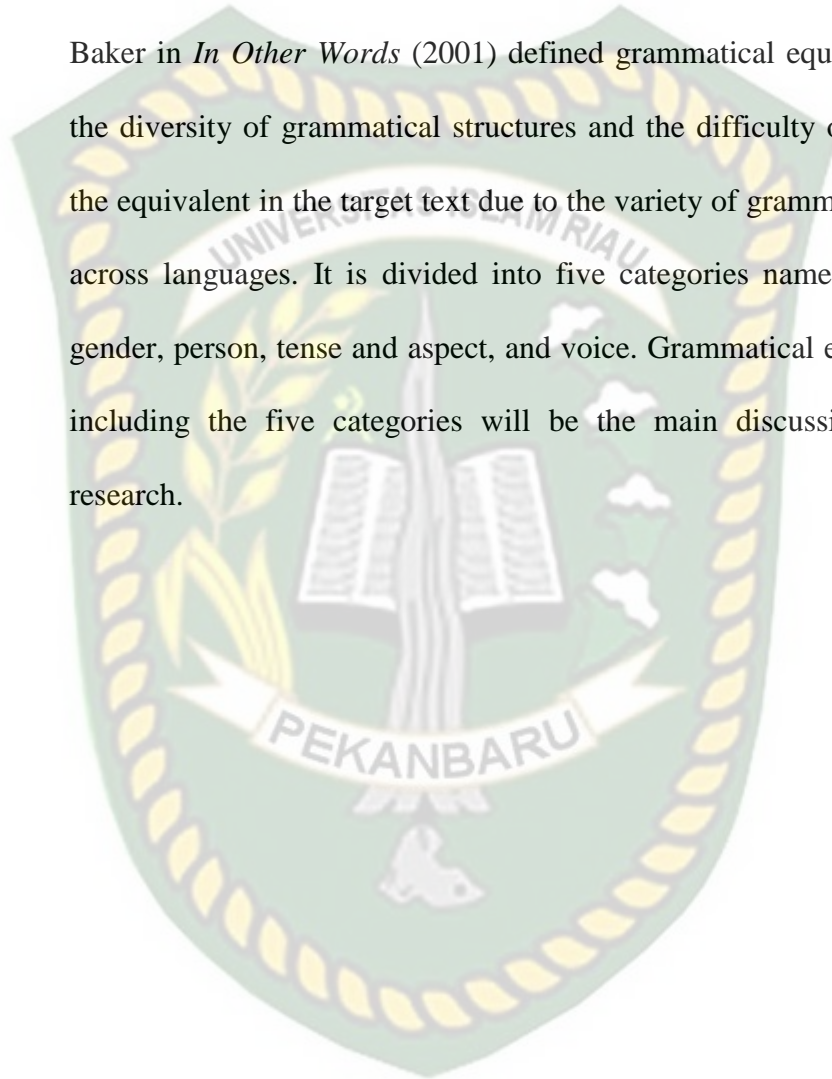
1.7.2 Equivalence

Halverson in Arffman (2010) defined equivalence as a relationship between two entities in which it is claimed as one of sameness or equality in terms. In other words, equivalence is a term to describe the

relationship that exists between source language and target language items that shows the same communicative function.

1.7.3 Grammatical Equivalence

Baker in *In Other Words* (2001) defined grammatical equivalence as the diversity of grammatical structures and the difficulty of applying the equivalent in the target text due to the variety of grammatical rules across languages. It is divided into five categories namely number, gender, person, tense and aspect, and voice. Grammatical equivalence including the five categories will be the main discussion in this research.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the theoretical foundation and other relevant information to be discussed. They are the essential points of the basic concept to this research. The theoretical view below provides some supporting theoretical descriptions related to the research.

2.1 Relevant Theories

2.1.1 Translation

There are a number of definitions about translation provided by experts and each of the definitions is proposed from a different point of view. Baker (2001) claimed that for some professional translators, translation is an art that requires skill practice and general knowledge, but basically, translation refers to an activity of transferring from one form to another form. Brislin in Amanda (2015) stated that translation is a common term to indicate the transition of thoughts and ideas from one language to another language, both in written and oral forms.

Translation involves two texts with different languages, the text to be translated is called the source text, the language from which the source text is written is called the source language (SL), the language to be translated is referred to as the target language (TL), and the final result is referred to as the target text. To acquire the translation skill, a translator

must know at least two languages that are used to transfer the message contained in the source language to the target language.

According to Newmark (1988), translation is rendering a meaning of a text in one language into another language depending on what the author intended the text. This definition emphasizes the fact that the meaning in the source text needs to be transferred into the target text as intended by the author.

Another definition is explained by Catford (1965) that defined translation as the replacement of textual content in one language by the equivalent textual content in another language. It means that finding the equivalent between the source language and target language is important in the process of translation. In addition, Nida and Taber in Putranti (2018) also stated that translation is conducted by reproducing the closest natural equivalent of the source language in the receptor language.

It is found from the definitions described above that translation is a process of finding meaning equivalence in two different languages. Furthermore, Baker (2001) underlines the term "equivalent" as the word and structure in SL that may express a concept which is completely unknown in the target culture, it can be abstract or concrete. In this case, a translator needs to consider the distinguished specific culture that both languages have while translating from SL to TL. To conclude, translation is a process of transferring a message from the source language to the

target language that requires equivalence which is known as the key term and the biggest challenge in the practice of translation.

2.1.2 Concept of Translation

Translation is a process and a product at the same time. It is an abstract concept that consists of both the process and the product, (Bell, 1991). Translation must also be reliable and valid which means that no matter how many times it has been translated and as long as the translator translates what it is supposed to be translated, the meaning should not be changed. In other words, the message in the target language should not be added or removed, (Alfaori, 2017).

Translation, therefore, consists of several diverse dimensions as it may refer to the translation process, product, or abstract concept. In translating the source text (ST) into a target text (TT), the process focuses on what a translator does and the sense of product depends on the result of the process. Translators should be concerned about the effect of the outcome translation on the recipient of the translation. The result will be an appropriate translation as long as it has all the meanings and intentions of the source text.

From the explanation above, it is found that the concept of translation is the meaning equality in the source language (SL) and the target language (TL) or to be equivalent. So it is possible to say that equivalence is the core concept of translation and for the message to be 'equivalent' in the source text and target text, the code-units will be

different since they belong to two distinct sign systems or languages, (Andini, 2014).

The notion of equivalence has been a particular interest to translation scholars since it has been firmly connected to both the meaning and functional aspects of translating. The equivalence was intended to suggest that the source text, as well as the target text, definitely share some form of resemblance. As a means of communication, the primary task in translation is to create the equivalence of the original text in the target text, that's why equivalence naturally becomes an absolute need as well as the basic requirement of translation, (Yinhua, 2011).

2.1.3 Process of Translation

Translation is not as easy as it seems. It is a process of interpreting one language into another language which purpose is to achieve the equivalence of meanings between two different languages. One of the considerations that are really important in doing the translation is the process done by the translator in order to obtain the equivalence. During the process, a number of actions are taken by translators in their attempt to transfer messages from the source language into the target language. Nida et al. (1982) assumed that translation normally takes place in the following steps:

- 1) Analysis: The surface structure (i.e. analyzing the message based on grammar relationships, word meanings, and word combination).

- 2) Transfer: The analyzed content is transferred from one language to another language in the mind of the translators.
- 3) Restructuring: The transferred content is structured to make the final message entirely acceptable in the target language.

In the first step, the aim of analyzing the source text is to identify the message to be transmitted. This step requires not only the comprehension of the words and the meanings but also grasping the meaning behind the words and knowing exactly what it applies to. In the second and the last step, the message in the source text is transferred to the target language.

Regarding the explanation above, it can be seen that translation involves the process by which messages in the source language are analyzed, transmitted and communicated in the target language. There are actually various translation processes suggested by experts, but in essence, the processes are conducted to recreate new text with the equivalence of both content and style from the source language, (Aristya, 2017).

2.1.4 Translation Equivalence

Translation is a human activity that includes transmitting not only the meaning of words but also the style, emotion, perception, and impact of the author in the source language to the target language. Therefore, a translator should be sufficiently creative to translate the various techniques developed by the SL writer into the TL audience.

The current perspective of English language studies views translation as a discipline of knowledge refers to the double correlation of equivalences; to the linking of words or phrases between the source and target text, and the meaning of the target text which should correspond precisely to the meaning of the source text, (Sudirman, 2013). It is also explained that the concept leads to lexical and grammatical elements within both languages and it also refers to the field of semantics which traces the transmission of meaning from the source language to the target language in order to establish translation readability, clarity, and accuracy in equivalent ways.

According to Catford (1965), the central problem in the practice of translation is to construct the translation equivalence in target language. The key point of the translation theory is to establish the nature and conditions of translation equivalence, (Napalika, 2018). Bell (1991) defined the term 'equivalence' as a substitute for the stretch of a source language (specifically idioms, clichés, proverbs, greeting, etc.) in its functional equivalent.

In terms of equivalence, Nida noted that there are two basic equivalent types that exist: formal, and dynamic equivalence, (Nida et al., 1982). Nida argued that in formal equivalence, the TT is very similar to the ST in both form and content, while in dynamic equivalence, attempts are made to deliver the message in the ST to the TT as naturally as possible. It could be argued that Nida prefers dynamic equivalence as it is

considered to be a more effective translation procedure. Nida's preference is more explicitly stated in Nida and Taber's first edition (1969) as quoted by Panou (2013) because it is claimed that dynamic equivalence in translation goes beyond proper communication of information.

Translation acknowledges that equivalence can usually be achieved to some extent, but is always relative and influenced by diverse language and cultural factors, (Baker, 2001). Baker demonstrated the idea of equivalence at different levels that are related to the translation process, including all different aspects of translation and therefore putting together the linguistic and the communicative approach. She outlines the following five levels of translation equivalence namely they are equivalence at word level, equivalence above word level, grammatical equivalence, textual equivalence and pragmatic equivalence.

a) Equivalence at word level

Translation mainly deals with communicating the overall meaning of a stretch of language. To achieve this, translators should start by decoding the units and structures which carry that meaning. The smallest unit that is expected to have an individual meaning is the word, (Baker, 2001).

There can be multiple elements of meaning in a single word. For example, the word 'retry' has two separated elements in it: *re* and *try* which means "to try again". There is no one-to-one correspondence between orthographic word meaning elements within or across

languages, (Dzikrullah, 2009). For instance, *alat tulis* in Indonesian is written in words, meanwhile, in English, it is *stationary* that is written in one word. In deciding the equivalent, it is necessary for a translator to recognize that each language has its own distinctive forms of meaning. As seen in the previous example, a word is not always interpreted as a word which indeed can be replaced by an expression. Moreover, the term morpheme is also the main discussion in equivalence at word level as it is used to describe the minimal formal element of meaning in language in order to identify elements of meaning in words.

b) Equivalence above word level

Apart from having an individual meaning, words are often used in the company of other words to create meaning. Due to the different lexical patterns of the source and target language, translators are likely to have some difficulties in translating. Lexical patterning includes collocation, idiom, and fixed expression.

Collocation is characterized by Baker (2001) as semantically arbitrary constraints which do not follow logically from a word's propositional meaning. Baker then added that collocation is the tendency of certain words to co-occur regularly in a given language. Sometimes words as synonyms or near-synonyms will often have quite different sets of collocate. For instance, English speakers say

‘take a note’ which refers to write a lesson or something that they listen to, instead of ‘write a note’.

As stated by Baker, translation is a challenging task. In translating idiom, it demands the translator to be not only accurate but also highly sensitive to the rhetorical nuances of the language. Unlike collocation which allows numerous variations in forms, idioms and fixed expressions do not allow any variation under normal circumstances. Several examples of the idiom in English are *in a nutshell*, *a piece of cake*, *cutting-edge*, etc.

c) Grammatical equivalence

Baker (2001) defined grammar as a set of rules that specify how units such as words and phrases can be combined in a language and the kind of information which has to be made regularly clear in the utterance. Every language has different grammatical structure, this is why translators face difficulties in seeking direct equivalence in the target language.

Differences in grammatical structures of the source and target language frequently contribute to some change in the information content of the message during the translation process. This change may occur in the form of adding information to the target language that is not presented in the source text. This is possible when the target language lacks a grammatical category that exists in the source

language. Baker distinguished the grammatical categories into five; number, gender, person, tense and aspect, and voice.

d) Textual equivalence

Baker (2001) argued that this level of equivalence applies to the equivalence between an SL text and a TL text in the terms of information and cohesion. Texture is a very important translation feature, as it offers valuable guidance for the comprehension and interpretation of the source text, which can help the translator in his or her attempt to create a cohesive and coherent text for the target language audience in a particular context. The decision of the translators to maintain or not to maintain the cohesive ties as well as the coherence of the SL text is mainly based on three main factors: the target audience, the intent of the translation, and the type of text.

e) Pragmatic equivalence

Pragmatic equivalence is concerned with how utterances in communicative situations are used and interpreted in contexts. Pragmatics is the study of language in use that discusses the meaning, not as developed by the linguistic system, but as communicated and manipulated by participants in a communicative situation.

The discussion in pragmatic equivalence mainly deals with cohesion and implicature which Baker believes to be particularly helpful in exploring the issue of making sense and in outlining areas of difficulty in cross-cultural communication, (Baker, 2001). Baker

claimed, drawing from Grice (1975) that the term implicature refers to what is implied and not the literal meaning. In other words, the object of interest is not on what is explicitly said, but what is intended or implied based on the given context. The translator, therefore, needs to figure out the implied meanings in translation in order to get the message across. The role of the translator is to convey the intention of the author to make it accessible and understandable to the target reader.

In the field of translation theory, the notion of equivalence is certainly one of the most problematic and contentious areas, (Dabbaghian & Solimany, 2013). Baker is widely known for her contributions to translation studies by proposing a systematic approach to the training of translators through the elaboration of specific strategies that can be used to address the numerous translation problems encountered by translators.

2.1.5 Grammatical Equivalence

Grammatical equivalence can be defined as the diversity of grammatical categories across languages and the difficulty of determining an equivalent term in the TT because of the variety of grammatical rules across languages, (Baker, 2001). Baker also stated that the diversity of grammatical structures of the source and target languages may result in some changes in the information content of the message during the translation process. She cited five grammatical categories that can lead to

difficulties for a translator due to the lack of grammatical structure in the target language namely number, gender, person, tense and aspect, and voice.

1) Number

The idea of countability is undoubtedly universal since it is easily accessible to all human beings and is presented in the lexical structure of all languages. Not all languages, however, have a grammatical number category and certain languages do not generally define countability in the same way.

English acknowledges a distinction between one and more than one (singular and plural). Some rules are made to differentiate between singular nouns, as follows: (1) must be preceded by *a / an* for countable nouns, such as a book and an apple; (2) non-countable nouns are not immediately preceded by *a / an*, such as a spoon of sugar, a cup of coffee. For plural, it is either by applying a suffix to a noun or by modifying its form in some other way to show whether it refers to one or more than one noun. For instance, by applying suffix – *s* such as *pencil/pencils, book/books* and by modifying the form such as *child/children, woman/women*, etc.

Features of number are taken from two basic sources: *A Grammar of Contemporary English* and *Collins Cobuild English Grammar*. On this basis, a translation task is created for a specific

analysis to help define the number from other parts of words, (Kasperavičienė, 2002).

- a. Number is found in nouns (ex: chair / chairs), verbs (ex: is doing / are doing) and pronouns (I / we).
- b. There are two forms of number: singular and plural.
- c. Category of singular is unmarked morphologically, while plural category is often marked by an inflection or adding –s at the end of the word, e.g. cat – cats, group – groups. Sometimes there is no inflection but the word is in plural form, e.g. fish.
- d. In utterances, there is a concord of numbers between subjects and finite verbs. Concord is described as the relationship between two grammatical elements, such that if one of them has a specific feature (e.g. plurality), the other must also have that feature (Quirk et al., 1972). Concord of numbers indicates that a singular subject is paired with a singular verb and a plural subject is paired with a plural verb, e.g. *the student is taking a note/the students are taking a note.*

The use of number category in Indonesian language is indeed different from what is specified in English. Alwi in Rusmiati (2010) stated that the singular form is marked with the use of words: *satu*, *suatu*, or *esa*, for the countable nouns. For uncountable nouns, they are marked by adverb of measure set that should be placed in the front of the nouns in order to be able to count, such as *gram*, *ton*, *cm*

(*sentimeter*), *km (kilometer)*, etc. and words that indicate the name of the nouns' places, such as *karung*, *gelas*, *kaleng*, etc. as well as the use of words (*se*)*ikat*, (*se*)*potong*, (*se*)*kerat*, (*se*)*tumpuk*, (*se*)*iris*, etc. While plural form in Indonesian language is generally marked by repeating the noun. For examples: *meja-meja itu terbuat dari kayu*, *ia liburan bersama teman-teman*, etc. Based on the explanation above, a translator need to be aware of the differences of how number category used in English and Indonesia in order to avoid the mistranslation.

2) Gender

Gender is a grammatical distinction that classifies a noun or a pronoun as either masculine or feminine in certain languages. The distinction belongs to both nouns that refer to animate beings and to those that refer to are inanimate objects, (Baker, 2001).

The gender distinction occurs in some semantic areas and in the person system. Various nouns are often used to refer to female and male members of the same nouns, for instance, *cow/bull*, *girl/boy*, *nephew/niece*, etc. A small number of nouns which relate to professions have masculine and feminine forms, with the suffix *-ess* that indicates feminine gender. For example: *actor/actress*, *host/hostess*, and *waiter/waitress*. In addition, gender distinctions also includes the category of person that differentiates between masculine, feminine, and inanimate (he/she/it) in the third-person singular.

However, the distinction does not extend to the plural of the third person.

In Indonesian language, there are some noun deflations, as proposed by Alwi in Rusmiati (2010), which pointed to masculine and feminine as follows:

a. Deflation of noun; –wan/ -wati.

Suffix –wan in Indonesian language refers to masculine, for example, a male worker is called *karyawan*. While suffix –wati indicates feminine, for example, a female worker is called *karyawati*.

b. Deflation of noun; -at/-in or –a/-i

There is a small group of nouns in Indonesian language which is modified by adding suffix –at and –in which the meanings related to gender differences or number. By adding suffix –at/-in, for instance, the word *muslim* (singular) becomes *muslimat* (plural) that refers to masculine and *muslimin* (plural) refers to feminine. Another form that indicates gender is the difference phoneme used in the end of a word such as phoneme /a/ for masculine and /i/ for feminine, for instance, *mahasiswa* is included in the masculine form and *mahasiswi* is for the feminine form.

3) Person

In English, there is person category which the most common distinction is that between first, second, and third person. It refers to

the idea of participant roles and is also called pronouns. In most languages, a closed system of pronouns is used to systematically describe participant roles, and this can be structured in different dimensions. The most common distinction can be seen between the first person that identifies the speaker or a group which includes the speaker: *I/we* in English, second person that identifies the person or persons as addressee: *you* in English, and third-person that identifies persons and things other than the speaker and addressee: *he/she/it/they* in English, (Baker, 2001).

English pronouns have different forms of each pronoun when they place a sentence in a different position or function. There are several functions including subject, object, possessive adjective, possessive, and reflexive pronouns. Here are some examples of how pronouns are used in English: *I* like it (first person and as subject), this is *her* book (third person and as possessive adjective), do it by *yourself* (second person and as reflexive pronoun), etc.

Baker added that in translating pronouns from English to Indonesian language, decisions will have to be taken on the basis of gender, degree of intimacy between participants, or whether a reference includes or excludes the addressee. Alwi also stated as quoted by Yuliani (2019), there are three parameters in using the category of person in Indonesian language, as follows: (1) age, (2) social status, and (3) intimacy. On contrary, the use of pronouns in

English does not matter who is the addressee whether s/he someone that should be respected or not, which is very different from the use of pronouns in Indonesian language. In addition, there are two other relevant dimensions:

- a. The inclusive/exclusive dimension: The use of *we* in English has two translations in Indonesian language. It can be *kami* or *kita* which depends on whether the addressee is included or excluded.
- b. The familiar/non-familiar dimension: This one suggests a choice between, for instance, *aku* and *saya* in Indonesian language and *I* for English. It depends on the relationship that exists between the speaker and hearer.

4) Tense and aspect

Tense and aspect are grammatical categories in a wide variety of languages. Two major types of information are commonly indicated by the form of the verb in languages that have these categories: time relations and aspectual differences. Time relations must be linked to the place or event in time. The usual difference is between the past, the present, and the future. Aspectual differences are related to the temporal distribution of an event, such as its completion or non-completion, continuation or momentariness, (Baker, 2001).

The category of tense and aspect in English has two kinds of tense they are past and present, and also two kinds of aspect; perfect and progressive. English contains some agreement of the verb related

to the time relations and aspectual differences. In this research, the researcher classifies the types of tense and aspect into two; past and non-past.

According to Azar in Miranti & Oliviera (2019), past means that an event or condition started and ended at a particular time in the past. It is characterized by the use of the second form of the verb and mostly written by adding *-ed* at the end. Non-past refers to both present and future which is usually included in the present form and uses the first form of verbs.

There is no tense and verb agreement changes related to the time relations or aspectual differences in Indonesian language. We may tell something in the same form although it happens in the past, present, or future. Past, present, or future are indicated by using temporal determiners and adverbs. Severe adverbs of time used to indicate the past are *kemarin*, *tadi malam*, *dulu*, etc. For the present, it is marked by the words *sekarang*, *saat ini*, etc. While to mark future activities, the word *akan* is used as well as the use of adverbs of time such as *besok*, *minggu depan*, *nanti malam*, etc. As in English, the aspect of time also exists in Indonesian language, but it is only marked by specific words. Progressive activities are indicated by using the words *masih*, and *sedang*, while determiners *sudah* and *telah* used to indicate perfect. However, the word *sudah*, *masih* or *sedang* in Indonesian language cannot be used at once, (Rusmiati, 2010).

Tense and aspect category is very essential in grammar and the huge differences between English and Indonesian language somehow can lead to mistranslation if the translator does not understand the grammar in both languages well.

5) Voice

In language, voice is a grammatical category that refers to the relationship between a verb and its subject. It has two forms; active and passive. Baker (2001) explained that in active clauses, subject is the performer of an action. While in passive clauses, subject is the affected entity, and the performer may not be defined, depending on the structures of each language.

Active voice commonly refers to a direct statement of action. It is divided into two groups: transitive and intransitive, (Rusmiati, 2010). Transitive is an active voice that uses transitive verbs such as a verb followed by an object, for example: *Mark kicked the ball*. Active intransitive is an active voice that uses intransitive verbs that are not followed by an object, e.g. *He is coming tomorrow*.

Similar to what specified in English, an active sentence in Indonesian language is formed by placing the entity before a verb and the two others are after the verb. The active verbs may be transitive or intransitive. According to Chaer in Rusmiati (2010), transitive verbs are marked by using the prefix *me-* or *me-kan*. There are six form variations of prefix *me-*, they are *me-*, *mem-*, *men-*, *meny-*, *meng-*, and

menge-, for examples: *Ibu membeli kue*, *guru menjelaskan materi*, etc.

For active intransitive, the example is *catatan itu sangat berharga baginya*.

In English passive form, there are some concepts used to compose the passive sentence from an active sentence as follows: First, exchange S with O, then change the predicate form of V with be + V3, and lastly add the word by in front of the former S. For instance, *The cat was fed by Jennie*, transformed from an active sentence *Jennie fed the cat*. Based on the given example, only transitive verbs (verbs that followed by an object) employed in the passive form.

While in Indonesian language, passive can be made from the active one, as long as the predicate is a transitive verb. The principles in transforming a passive sentence from an active sentence in Indonesian language: First, exchange S with O, (2) change the prefix *me-* with *di-* in P, and lastly add the word *oleh* in front of the former S. For example, the active sentence: *Ibu memasak nasi* changed into *Nasi dimasak oleh Ibu* in passive form. Chaer added that besides using prefix *di-*, Indonesian passive sentences are also formed by using suffix *ter-*, which has two meaning. The first meaning is “able to be done”, for example, *acara perayaan ulangtahun SD Al-Azhar terselenggara dengan baik*, and the second is a meaning of something that unintentionally happens, for example, *gelas itu terjatuh*.

Some languages use passive language more often than English in everyday contexts. As already explained above, the main role of the passive in English and many other languages is to avoid specifying the agent and give an impression of objectivity, (Baker, 2001).

2.1.6 Requirements of Good Translation

When we read literature such as novels, books, magazines, and so on, we sometimes do not realize that it is actually a translation product because we can easily understand the content and message intended by the author. It means that the translation is good and acceptable for the target readers. However, to make a good translation is not easy and is challenging as well because it requires skill and a lot of practice so that the translator can create a new text that is equivalent or has the same intention as the original one.

Larson in Aresta et al. (2018) claimed that to produce a good translation, translation should use natural forms of the target language, communicate the source language meaning to the target language speakers as much as possible, maintain the source language text dynamic, which impression obtained by real source language speakers or responds given should be the same with the impression of target language speaker when they read or listen to the translated text. It also indicates that the ideal translation should give the sense of the original in such a way that the reader does not realize that he is reading a translation.

Translation is a product of writing which means that it requires the components of writing and one of the important components is known to be language grammar. Grammar is a set of rules that is owned by every language. A translator deals with at least two different languages, thus, s/he needs to master the grammar of both languages to do the translation, as it is one of the writing products. Hence, grammar is considered as one of the requirements for creating a good translation.

2.1.7 Diplomatic Letter

Diplomatic correspondence is the art of communication among states and bringing essential facts, negotiations, or agreements required for the conduct of foreign relations into written form, (Borisova, 2013). The main tool of diplomatic correspondence is the letter.

There is a general format in diplomatic letters, although there are some differences from state to state, (Yaylar, 2019). The standard format sets the heraldry of the sender is at the top of the page. The position and the date of the letter are written just below that. There is also a headline describing the topic of the letter in certain letters. The letter starts with a salutation.

The first paragraph of the letter describes why the letter is sent. The main text comes later and clarifies the subject letters in detail. The final sentence has a courtesy salutation again. A suitable complimentary close is on the right below. The full name with the position is written below the complimentary close. The signature will be over the name if the

letter is signed. It is just below the text if it is just initialed. The last part is the name, position, and address of the receiver on the left side.

There are many types of diplomatic letter, some of them are, (Borisova, 2013):

- a. Note (Nota): Notice is written notification from the Foreign Affairs Minister to foreign diplomatic envoys or other officials of foreign government. It is the most common form of correspondence used between states, or non-state agents.
- b. Note verbale: Notes written in the third person. It is less formal than a note and is used in diplomatic practice as an alternative to a letter, for the circulation to members of statements or reports.
- c. Collective note: Notes sent to a government or an international organization by the representatives of several states on a subject in which they wish to make a joint representation.
- d. Letters of Concern: Notes that are efficient at solving a situation before it becomes a problem.
- e. Letter of Condolence: a letter sent on the death of a fore coming person in another country. Feelings of sorrow and sympathy are expressed in the letter.
- f. Invitation letter: a letter sent to invite the counterpart to a formal or an informal meeting (ceremonial meetings like a wedding, festival or an opening, etc.).

The type of diplomatic letter that will be used for the instrument in this research is the Letter of Condolence. The researcher will invite students as the participants of this research to translate it from Indonesian into English.

2.2 Relevant Studies

In this research, the researcher outlines some relevant previous studies in order to prove the originality of the research. The first is a research conducted by Aristya (2017) entitled “The Analysis of Students’ Mastery in Grammatical Equivalence Found in Students Translating Indonesian Sentences into English One at The Eleventh Grade of SMAN 8 Purworejo in The Academic Year 2016/2017” which content is about students’ mastery of grammatical equivalence based on grammar accuracy and omission-addition accuracy as the indicators. The topic of this research is similar to the researcher’s, but the indicators that were used are different as the writer decided to analyze the translation based on the five grammatical equivalence categories (number, gender, person, tense and aspect, and voice). This research helps the researcher in developing the discussion related to grammatical equivalent as well as the procedures in doing the research.

The second research is by Rusmiati (2010) that analyzed the grammatical equivalence found in the Indonesian translation of J.K Rowling’s novel: “Harry Potter and the Deathly Hallows”. In her research, she described the differences in grammatical equivalence categories used in English and Indonesian language that help the researcher in comprehending

the grammatical equivalence more clearly. Then the third research is about the analysis of grammatical equivalence in the subtitle of *Inside Out* movie by Napalika (2018). This research used the theories proposed by Baker (2001) and elaborated various explanations regarding the translation including its methods and procedures that support the researcher's research.

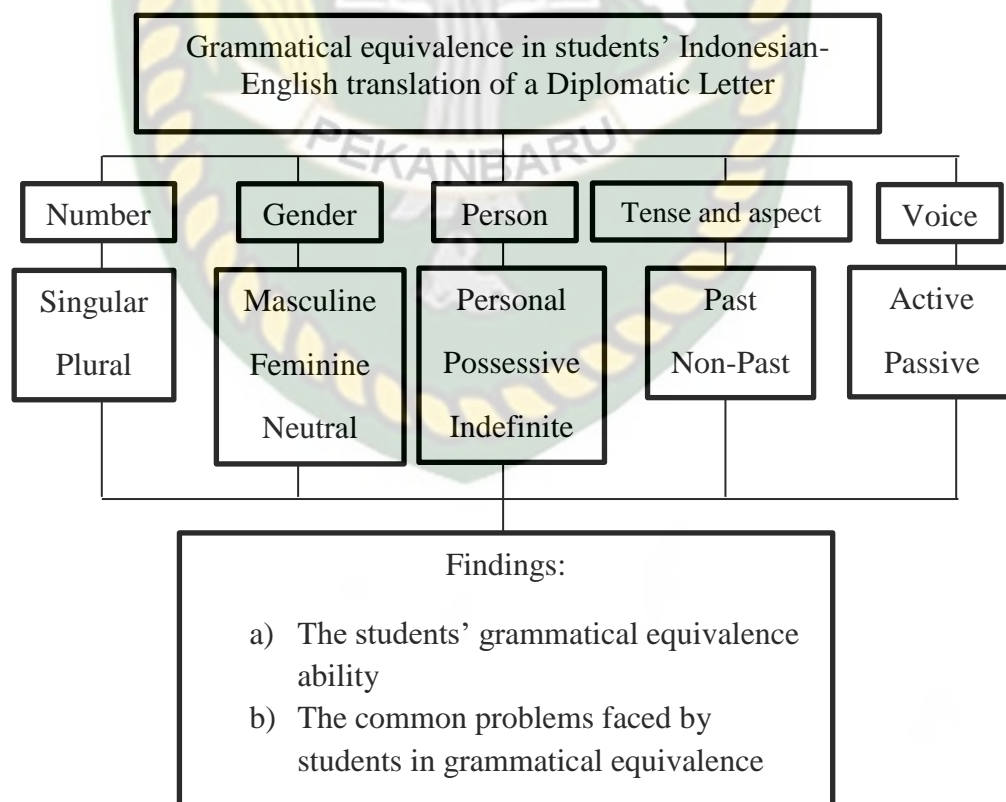
Another related study is a research done by Andini (2014) that specified the grammatical problems faced by students in translating a text from Indonesian to English and vice versa. The findings in this research show the students' difficulties in doing the translation, particularly in the grammar aspect. From this research, the researcher can predict what grammatical equivalence problems that the students may face during the translation process, and based on this research, it was found that the problems occurred in the terms of tense and aspect, and voice.

The last is a study on the correlation between grammar mastery and translation ability conducted by Samad (2015). This research presented many theories that explained the importance of grammar mastery in doing translation due to the different grammar structures of source and target language. The result pointed out the significant correlation between grammar mastery and translation ability. The researcher outlines some essential information from this study and other relevant studies as well, which can support the case in the researcher's research.

2.3 Conceptual Framework

In designing a study, according to Fawcett (2013), it is important to ensure that the chosen conceptual framework and theory within the investigation are logically aligned. Using a conceptual framework can be effective to guide research of complex problems by helping to identify concepts related to the phenomenon of interest and outline the correlations between these concepts, (Crawford & Ahang, 2016). In this research, the conceptual framework illustrates the concepts and ideas that indicate how they might relate to each other in order to achieve the purpose of the research project.

Figure 2.1 Conceptual Framework



2.4 Assumption

From the researcher and fellow friends' experiences in the translation class, there were several grammatical equivalence problems encountered in the translation that affected the quality of the translation product, especially in the category of tense and aspect. The researcher assumed that the sixth-semester students may experience the same translation problems. Thus, by referring to the conceptual framework, this research expected to find out the result of the analysis on students' ability and problems in grammatical equivalence in translating a diplomatic letter from Indonesian into English at the Sixth Semester of English Language Education Study Program of Universitas Islam Riau in 2020/2021 academic year. To get the results, the investigation will be supported by the existence of the documentation of students' translation product.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the research methodology that was used in conducting this research including the research design, location and time of the research, source of data, technique of data collection, and data analysis.

3.1. Research Design

Descriptive research was applied to conduct this research. It aimed to explain the ability as well as the common problems in grammatical equivalence of the sixth-semester students at English Language Study Program of Universitas Islam Riau. According to Creswell & Clark as quoted by Iqbal et al. (2016), descriptive research is centered on describing phenomena that occur naturally, without the experimental or artificial treatment. In descriptive research, the investigation may involve quantitative or/and qualitative analysis. To identify the students' ability in applying grammatical equivalence, this research used qualitative analysis. Creswell (2014) defined qualitative research as a descriptive of researcher's interests in process, meaning, and understanding gained through word or picture. Qualitative is considered applicable to the current research since it can involve the data collection via a variety of methods such as interviews, observation, field notes, and writing understanding.

Descriptive qualitative offers comprehensive summaries of a phenomenon or of events. It suits the objective of this research which is to describe the students' ability in grammatical equivalence. Moreover, content analysis was the method that was used by the researcher to analyze the data in this research. Content analysis is as a set of procedures for processing and classifying information based on standardized format that enables the researcher to draw conclusions about the features and meaning of certain written information or other recorded materials, (Chelimsky, 1989). In this case, the researcher did the content analysis by analyzing the application of grammatical equivalence in the students' translation product.

3.2. Location and Time of the Research

This research was about analyzing the grammatical equivalence ability in translating a diplomatic letter of the sixth-semester students at English Language Education Study Program of FKIP UIR. The research took place in Universitas Islam Riau that is located in Jl. Kaharuddin Nst. No. 113, Simpang Tiga, Kec. Bukit Raya, Pekanbaru, Riau.

The time of this research was in the academic year of 2020/2021. The researcher needed approximately one semester to collect and analyze the data for this research.

3.3. Source of Data

3.3.1 Participants

The participants of this research were the sixth-semester students at English Language Education Study Program of Universitas Islam Riau in the

academic year of 2020/2021. This research involved a total number of 20 students that were required to translate a text of a diplomatic letter from Indonesian into English prepared by the researcher. The researcher chose this level to be the subject of the research because the students are now taking the translation class in the sixth semester and they had completed the course of grammar and also learned about various types of formal letters in the previous semester.

3.3.2 Instrument

According to Arikunto as quoted by Muslih & Sari (2017), instrument is the tool that is used by the researcher to collect the data. In this research, the data were collected through documentation of the students' translation text. Thus, the researcher did the analysis of the documents obtained from the participants.

Document analysis is characterized as a research method that is used in visual or written materials, (Ary et al., 2010). It can be written or text-based artifacts textbooks, transcripts, papers, etc., or non-written such as records-photographs, audiotapes, videotapes, YouTube videos, etc. In this research, the researcher invited the students to translate a text of a diplomatic letter from Indonesian into English in order to analyze the students' ability as well as the common problems faced by students in grammatical equivalence. The indicators and sub-indicators that were used for the document analysis are as follows:

Table 3.1 Blue Print of the Instrument

Type of Activity	Topic	Indicators	Sub-indicators
Translating a text from Indonesian into English	Diplomatic Letter; Letter of Condolence	Number	Singular
			Plural
		Gender	Masculine
			Feminine
			Neutral
		Person	Personal
			Possessive
			Indefinite
		Tense and Aspect	Past
			Non-past
Voice	Active		
	Passive		

a) Variable

According to Adegun (2005), as quoted in *Research in Education*, variable is defined as something that is capable of taking different values and the value of any particular variable depends on the condition under which it is carried out. It is also the main ingredient of research and the basis of research work. Arikunto as cited in Arini (2020) stated that variable is something that becomes the point of attention of a research.

In this research, the researcher used an ordinal variable that refers to the qualitative variables that can be put into categories with a clear order. Based on the investigation of this research, the ordinal variable was the students' ability in grammatical equivalence.

b) Validity of the Instrument

Validity is an important aspect in the development and evaluation of the measuring instrument. Validity indicates the extent to which an instrument has measured what it claims to measure, (Ary et al., 2010). The researcher confirmed that the instrument had two kinds of validity as follows:

1) Content Validity

Content validity is the process of ascertaining the representativeness of items that regard the domain of skills, mastery, knowledge, and whatever is being measured. As a part of the instrument validation, the researcher had consulted the instrument text with the lecturer who expert in the translation course. The content of the text was an expression of condolences from one state to another state in the form of a diplomatic letter. The text was distributed to the students and required them to do the translation from Indonesian into English. The instrument text in this research had fulfilled the content validity because the text was taken from *International Relations Course Book: Diplomatic Correspondence* and <https://indonesia.embassy.gov.au>.

2) Construct Validity

Construct validity is the capacity to measure certain specific feature following the theory of language behavior and learning. In this research, the translation texts were assessed to see the students' grammatical equivalence ability. To achieve the construct validity,

the instrument text was given based on materials that the students had learned and concern to the five indicators; number, gender, person, tense and aspect, and voice. The researcher also provided clear instructions to invite students to do the translation.

3.4. Data Collection Technique

The data of this research were collected by inviting the sixth-semester students of English Language Education Study Program in Universitas Islam Riau in the 2020/2021 academic year to translate a diplomatic letter from Indonesian into English. The researcher conducted the research based on the following procedures:

- 1) Planning
 - a) Preparing a text of a diplomatic letter.
 - b) Consulting the instrument to the lecturer that experts in translation course.
 - c) Asking permission from the lecturer of the translation class.
 - d) Determining the participants.
- 2) Implementing
 - a) Inviting the students as the participants to translate a diplomatic letter prepared by the researcher.
 - b) Collecting the students' translation work through google form.

3.5. Data Analysis Technique

Data analysis refers to a process of analyzing and interpreting the data that starts from the first step of collecting the data in the field. As

proposed by Airasian (2012), there are five steps applied in analyzing qualitative data:

1) Data Managing

The researcher collected and checked the completeness of the data obtained from the documentation of students' translation text.

2) Reading

In this step, the researcher read the documents in order to become familiar with the data to be analyzed. Some parts of the data that required more explanation were highlighted by the researcher during this step.

3) Describing

The researcher described the important information about the data such as the setting, procedure, and source of the data. The researcher then examined the translated texts of a diplomatic letter done by the sixth-semester students at English Language Education Study Program of Universitas Islam Riau.

4) Classifying

The researcher classified the data by first marking the data with codes to make the analysis of each sentence in the students' translation text easier.

The data coding in this research is represented as follows:

Table 3.2 List of Codes

Abbreviation	Meaning
ST	Source Text
TT	Target Text
()	Number of Documents
[]	Number of Problems

The researcher then grouped the data based on the categories of grammatical equivalence that were also the indicators of this research.

The indicators were adapted from Baker (2001) as follows:

Table 3.3 Research Indicators

No.	Indicators	Sub-indicators
1.	Number	Singular
		Plural
2.	Gender	Masculine
		Feminine
		Neutral
3.	Person	Personal
		Possessive
		Indefinite
4.	Tense and Aspect	Past
		Present
5.	Voice	Active
		Passive

5) Interpreting

In this step, the researcher made the data understandable by interpreting and organizing the data which led to the final result. From the data interpretation, the researcher analyzed and concluded the overall students' grammatical equivalence ability as well as the common problems they faced regarding the grammatical equivalence based on their translation text.

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the findings which include the description and the result of data analysis.

4.1 Data Description

The researcher collected the data by inviting 30 students of the sixth semester of English Language Education Study Program in Universitas Islam Riau to translate a diplomatic letter from Indonesian into English. However, there are only 20 documents of the translation papers used in this study because not all of the participants completed the task given, while some others submitted similar tasks.

The data were analyzed to know the sixth-semester students' ability as well as the common problems they faced in applying grammatical equivalence in translating a diplomatic letter from Indonesian into English. As explained in the previous chapter, it is known that the concept of translation is to be equivalent which is intended to suggest that both source text and target text definitely share the same meaning. In this research, the researcher focused on analyzing the grammatical aspect of the equivalence or called grammatical equivalence by considering that translation is a writing product which requires grammar as one of its important components.

The five categories of grammatical equivalence, as adopted from Baker (2001), were used as the indicators for the data analysis of this research. The categories are number, gender, person, tense and aspect, and voice.

The following information demonstrates the students' ability and common problems in applying grammatical equivalence. Detail descriptions are presented in the explanation below.

4.1.1. Students' Grammatical Equivalence Ability

The students' ability in applying grammatical equivalence was analyzed based on the problems found in the five grammatical equivalence categories namely number, gender, person, tense and aspect, and voice as described in the following.

4.1.1.1. Student 1

The analysis result showed that student 1 was already able to apply the equivalence in gender category without any problems. However, the student was still found to have problems in the application of other categories such as number, person, tense and aspect, and voice category. Detail information presented in the following:

a) Number

(1) [1]

ST: ...*saya menyampaikan kepada Presiden dan Rakyat Indonesia duka cita kami yang tulus...*

TT: ...I would like to convey our sincere condolence to the President and Indonesian society...

(1) [3]

ST: *Ia bertanggung jawab atas sejumlah reformasi penting...*

TT: He was responsible for some vital reformation...

(1) [7]

ST: *...dan memberi landasan positif bagi hubungan Australia and Indonesia...*

TT: ...give positive aspect to the relation of Australia and Indonesia...

Based on the three translated sentences, it can be seen that student 1 had problems in applying equivalence of number category, particularly in the TL plural form. In English, the noun should be added with suffix –s to indicate its plural form. In the case of the word “*duka cita*” and “*hubungan*”, they were supposed to be translated from SL singular into the TL plural form, because those words refer to more of interactions when they are used in English.

b) Person

(1) [8]

ST: *Bapak Abdurrahman Wahid sangat dikagumi dan dihormati bukan hanya di Indonesia, tetapi juga oleh banyak warga Australia.*

TT: Mr. Abdurrahman Wahid was admired and respected either in Indonesia or Australia.

It can be seen from the sentence presented above that the use of indefinite pronoun “either” was not equivalent to the actual meaning in the original because pronoun “either” is commonly used to indicate two

similar but different conditions or to choose between the two, while this sentence intends to point out the same things and condition or “the one as well as the other”. Another indefinite pronoun that would be more suitable to use in the sentence is “both”.

c) Tense and Aspect

(1) [2]

ST: *Bapak Abdurrahman Wahid, lebih dikenal dengan Gus Dur, adalah Presiden Republik Indonesia dari tahun 1999 hingga 2001...*

TT: Mr. Abdurrahman Wahid, known as Gusdur, is a President of Indonesia from 1999 to 2001...

(1) [4]

ST: *...sejumlah reformasi penting yang menunjukkan jalan bagi negerinya...*

TT: ...some vital reformation which is show the way to his country...

(1) [6]

ST: *...memberi landasan positif bagi hubungan Australia dan Indonesia...*

TT: ...give positive aspect to the relation of Australia and Indonesia...

The problem in the sentences above was concerning the time relation that was supposed to indicate the past, not present. The reason is that those sentences implied the event and condition which started and ended at a particular time in the past.

d) Voice

(1) [5]

ST: *Ia juga sangat berpengaruh sebagai seorang pemimpin Islam moderat...*

TT: He also **known** as the principal of the moderate Islam...

The student tried to translate the sentence in a different way by translating the SL active into TL passive. However, the passive voice in English should be preceded with *be* before the verb 3 (past participle). Considering the past tense used in the sentence, the student therefore should add “was” before the verb.

4.1.1.2. Student 2

From the result of analysis, student 2 was found to have problems in applying three grammatical equivalence categories, they are number, tense and aspect, and voice category. While in the category of gender and person, the student seemed to have applied them appropriately. Detail descriptions are as follows:

a) Number

(2) [12]

ST: ***Do'a*** kami menyertai seluruh keluarga...

TT: Our **prayer** goes to the family...

As previously explained in the student 1 translation, the sentence above also had the same problem that was related to the translation of SL singular into TL plural form. The word “prayer” should

be translated into plural by adding suffix –s because it refers to more of interactions.

b) Tense and Aspect

(2) [9]

ST: ...*sejumlah reformasi penting yang **menunjukkan** jalan bagi negerinya...*

TT: ...several important reforms which **shows** path for his country...

(2) [10]

ST: ...***telah menjadi** pengakuan yang sangat berarti...*

TT: ...**becomes** a meaningful recognition...

(2) [11]

ST: ...*dan **memberi** landasan positif bagi hubungan Australia dan Indonesia...*

TT: ...and **gives** positive base for Australia and Indonesia...

The verbs used in the sentences above were not translated appropriately because they were still in the present form. The student needs to consider that those verbs should be translated into past tense due to the past events implied in the sentences.

c) Voice

(2) [13]

ST: *Do'a kami menyertai seluruh keluarga **yang ditinggalkan**...*

TT: Our prayer goes to the family who **left behind**...

The sentence above was translated from SL passive to TL passive. However, the passive sentence in the target language was not complete yet because the past participle verb should be preceded by *be*. Since the event in this sentence was in the past, the student therefore needs to add “was” right before the verb.

4.1.1.3. Student 3

Based on the analysis result, the problems in grammatical equivalence found in the student 3 translation occurred in all categories except for gender. It showed that the equivalence were only achieved by the student in the application of gender category. For details, the following information revealed the problems in number, person, tense and aspect, and voice category.

a) Number

(3) [16]

ST: *Ia bertanggung jawab untuk sejumlah reformasi penting...*

TT: The one who is responsible to some important reformation...

(3) [23]

ST: *...terutama istri dan empat putrinya.*

TT: ...foremost to his wife and four of his daughter.

It can be seen from the translated sentences above that the student 3 had problems in the translation of Indonesian plural into the English plural form. In English, the plural form of countable nouns

requires the suffix –s/es, meanwhile in the translation, the student still put the noun in its singular form without using the suffix –s.

b) Person

(3) [15]

ST: ***Ia** bertanggung jawab untuk sejumlah reformasi penting...*

TT: **The one** who's responsible to some important reformation...

The translation of pronoun “*ia*” into “the one” above was inappropriate. Pronoun “*ia*” in Indonesian indicates the third-person singular which should be translated either into *he* or *she* in English personal pronoun. Based on the source text, the pronoun “*ia*” refers to Mr. Abdurrahman Wahid that indicates male, so the proper translation would be the personal pronoun “he”.

c) Tense and Aspect

(3) [14]

ST: *Bapak Abdurrahman Wahid, lebih dikenal dengan Gus Dur, adalah Presiden Republik Indonesia dari tahun 1999 hingga 2001...*

TT: Abdurrahman Wahid, popularly known as Gusdur, **is** Republic of Indonesia's former President from the year of 1999 to 2001...

(3) [17]

ST: *Ia **bertanggung jawab** untuk sejumlah reformasi penting...*

TT: The one **who's responsible** to some important reformation...

(3) [18]

ST: ...sejumlah reformasi penting yang **menunjukkan** jalan bagi negerinya...

TT: ...some important reformation that **guide** his country...

(3) [19]

ST: ...**telah menjadi** pengakuan yang sangat berarti...

TT: ...**making** a very meaningful acknowledgement...

(3) [20]

ST: ...dan **memberi** landasan positif bagi hubungan Australia dan Indonesia...

TT: ...and **giving** positive foundation to Australia and Indonesia's relations...

(3) [21]

ST: Bapak Abdurrahman Wahid **sangat dikagumi dan dihormati**...

TT: President Abdurrahman Wahid **is greatly admired and respected**...

All the translated sentences above, both nominal and verbal sentences, implied events and conditions that occurred in the past which require the verb in each sentence to be translated in the past tense, not in the present tense.

d) Voice

(3) [22]

ST: Do'a kami menyertai seluruh keluarga **yang ditinggalkan**...

TT: Our prayers will be with the family **that left behind**...

As previously explained in other students' translation, English passive is formed by preceding *to be* before the past participle verb. Hence, the student should add "was" before the verb phrase "left behind" in the sentence to complete its passive form.

4.1.1.4. Student 4

Based on the result of analysis, the application of gender, person, and voice category found in the student 4 translation were known to have achieved their equivalence. There were only three inappropriate translations made by student 4 related to the grammatical equivalence. The problems belonged to two categories of grammatical equivalence; number, and tense and aspect category. Such problems can be seen in the following:

a) Number

(4) [24]

ST: ...*sejumlah reformasi penting yang menunjukkan jalan bagi negerinya menuju sebuah demokrasi modern*.

TT: ...important reforms that pointed the way for his country to **modern democracy**.

The problem came up in the translation of noun phrase "*sebuah demokrasi modern*" into "modern democracy". It was not completely translated because the article a/an should be put before the noun to indicate the singular form of countable nouns. In this sentence, "democracy" belongs to countable nouns because it refers to a country that uses democracy, not as a system.

b) Tense and Aspect

(4) [25]

ST: Ia juga sangat berpengaruh sebagai seorang pemimpin Islam moderat...

TT: He is also greatly influential as a moderate Islamic leader...

(4) [26]

ST: Bapak Abdurrahman Wahid sangat dikagumi dan dihormati...

TT: Mr. Abdurrahman Wahid is very well admired and respected...

The problems that appeared in the sentences above were regarding the use of the English tense. The translations should be in English past tense due to the past events and conditions implied in the sentences.

4.1.1.5. Student 5

From the analysis result, student 5 was found to have difficulties in applying three grammatical equivalence categories, they are person, tense and aspect, and voice category. While in the category of number and gender, the student seemed to have applied them appropriately. Detail information can be seen in the following:

a) Person

(5) [30]

ST: Kunjungan bersejarah mantan Presiden Wahid ke Australia pada 2001, kali pertama dilakukan oleh presiden Indonesia sejak 1975, telah menjadi pengakuan yang sangat berarti...

TT: Previous President Wahid's notable visit to Australia in 2001, the first by the Indonesian president since 1975, **it** had been a critical acknowledgement...

The use of personal pronoun "it" in the translated sentence above was unnecessary because the sentence already has a subject at the beginning of the sentence. The student might not consider that the clause between the commas is only additional information.

b) Tense and Aspect

(5) [27]

ST: Ia **bertanggung jawab** untuk sejumlah reformasi penting...

TT: He **is very responsible** for various significant changes...

(5) [28]

ST: ...sejumlah reformasi penting yang **menunjukkan** jalan bagi negerinya...

TT: ...various significant changes that **guide** the path for his country...

(5) [29]

ST: Ia juga **sangat berpengaruh** sebagai seorang pemimpin Islam moderat...

TT: He **is also very influential** as a moderate Islamic leader...

(5) [31]

ST: ...telah menjadi pengakuan yang sangat berarti mengenai pentingnya hubungan bilateral Australia-Indonesia dan **memberi** landasan positif...

TT: ...it had been a critical acknowledgement of the significance of the Australia-Indonesia respective relationship and **gave** a positive...

(5) [32]

ST: *Bapak Abdurrahman Wahid **sangat dikagumi dan dihormati**...*

TT: Mr. Abdurrahman Wahid **is enormously appreciated and regarded**...

(5) [33]

ST: *...bukan hanya di Indonesia, tetapi juga oleh banyak warga Australia...*

TT: ...it **is** not only in Indonesia, but also by many Australians...

Both nominal and verbal sentences above were still inappropriately translated. The reason is that the sentences were formed by using present tense whereas the events and conditions implied in the sentences occurred in the past. Thus, the student should translate them in past tense and change the verb into its past form.

c) Voice

(5) [34]

ST: *Do'a kami menyertai seluruh keluarga **yang ditinggalkan**...*

TT: Our prayers accompany the entire family **that left behind**...

As previously explained, the underlined part in the sentence above was meant to be formed in English passive but it was not complete yet. The past participle verb "left behind" should be preceded by *to be* "was" to form the proper passive voice.

4.1.1.6. Student 6

In the translation made by student 6, there are nine problems found in the grammatical equivalence concerning all categories except for gender. Such problems can be seen in the sentences below:

a) Number

(6) [36]

ST: ...suatu periode yang sangat penting...TT: ...one of necessary period...

(6) [37]

ST: Ia bertanggung jawab atas sejumlah reformasi penting...TT: He was responsible for several important reformation...

The problems in the sentences shown above were concerned with the TL plural form. In (6) [36], the translation may define differently from the original. However, if the student wanted to translate it that way, the noun “period” needs to be written by using suffix –s, because of the noun after the phrase “one of” should be put in the plural form. While in the (6) [37], the student already used a plural determiner to indicate the plural form, but it was still not appropriate because the noun was not added with the suffix –s which is used to make it into its plural form.

b) Person

(6) [40]

ST: *Kunjungan bersejarah mantan Presiden Wahid ke Australia pada 2001, kali pertama dilakukan oleh presiden Indonesia sejak 1975, telah menjadi pengakuan yang sangat berarti...*

TT: A historical visit of former president Abdurrahman Wahid in 2001, that is the first time done by Indonesian President since 1975, it had been a significant acknowledgement...

It can be seen that the sentence above already had a subject at the beginning of the sentence, so the use of the underlined personal pronoun “it” in the translation was considered unnecessary. Some students might not notice that the clause between the commas is only additional information which then caused this problem.

c) Tense and Aspect

(6) [35]

ST: *Bapak Abdurrahman Wahid, lebih dikenal dengan Gus Dur, adalah Presiden Republik Indonesia dari tahun 1999 hingga 2001...*

TT: Mr. Abdurrahman Wahid, or most known as Gus Dur, is President of Indonesia from 1999 until 2001...

(6) [38]

ST: *...sejumlah reformasi penting yang menunjukkan jalan bagi negerinya...*

TT: ...several important reformation which showing the way to his country...

(6) [41]

ST: *Kunjungan bersejarah mantan Presiden Wahid ke Australia pada 2001, kali pertama dilakukan oleh presiden Indonesia sejak 1975, telah menjadi pengakuan yang sangat berarti...*

TT: A historical visit of former president Abdurrahman Wahid in 2001, that **is** the first time done by Indonesian President since 1975, it had been a significant acknowledgement...

(6) [42]

ST: *Bapak Abdurrahman Wahid sangat dikagumi dan dihormati...*

TT: Mr. Abdurrahman Wahid **is greatly admired and respected**...

The sentences above were supposed to be translated into English past tense and the verbs should be in the past form as well. However, most of the students still translated them into present tense without considering the past events implied in the sentences.

d) Voice

(6) [39]

ST: *Ia juga **sangat berpengaruh** sebagai seorang pemimpin Islam moderat...*

TT: He also **very influential** as a muslim leader...

(6) [43]

ST: *Do'a kami menyertai seluruh keluarga **yang ditinggalkan**...*

TT: Our prayers accompany the entire family **that left behind**...

Sentence in (6) [39] is a nominal sentence in active voice. The verb used in this sentence must be placed with *to be* "am, is, are" in the

present tense, or “was, were” in past tense which none of which were found in the translation. Therefore, *to be* “was” should be added in order to make the proper translation of this sentence.

While in (6) [43], the sentence belongs to passive form which requires *to be* before the verb 3 or past participle verb. As already explained in other students’ translation, *to be* “was” would be appropriately used before the underlined verb “left behind”.

4.1.1.7. Student 7

After analyzing the translation made by student 7, it was found that the student was already able to apply the equivalence of gender, person, and voice category. However, there were still some problems found in the category of number, and tense and aspect as shown below:

a) Number

(7) [48]

ST: *Do’a kami menyertai seluruh keluarga...*

TT: Our prayers accompany all the families...

From the translated sentence above, it seemed that the student did not consider that the word “*keluarga*” he/she translated into English was still in the form of singular that indicates a collective noun. Therefore, the translation should be “family” in singular instead of “families” in the plural form.

b) Tense and Aspect

(7) [44]

ST: Ia **bertanggung jawab** untuk sejumlah reformasi penting...

TT: He **is responsible** for a number of important reforms...

(7) [45]

ST: ...sejumlah reformasi penting yang **menunjukkan** jalan bagi negerinya...

TT: ...a number of important reforms that **point** his country's path...

(7) [46]

ST: Ia juga **sangat berpengaruh** sebagai seorang pemimpin Islam moderat...

TT: He **is also very influential** as a moderate Islamic leader...

(7) [47]

ST: Bapak Abdurrahman Wahid **sangat dikagumi dan dihormati**...

TT: Mr. Abdurrahman Wahid **is greatly admired and respected**...

(7) [49]

ST: Do'a kami menyertai seluruh keluarga **yang ditinggalkan**...

TT: Our prayers accompany all the families who **are abandoned**...

The problems found in these sentences occurred in the use of tense. The sentences should be translated into past tense and not the present tense because the events and conditions conceived in the sentences already happened in the past.

4.1.1.8. Student 8

The analysis of grammatical equivalence in the translation of student 8 showed that the student had no difficulties in applying equivalence

of gender, tense and aspect, and voice category. However, there were few problems found in the translation concerning the category of number and person. Such problems can be seen in the following description:

a) Number

(8) [50]

ST: ...*sejumlah reformasi penting yang menunjukkan jalan bagi negerinya menuju sebuah demokrasi modern.*

TT: ...important reforms that pointed the way for his country to **modern democracy.**

(8) [52]

ST: *Do'a kami menyertai seluruh keluarga yang ditinggalkan...*

TT: Our prayers accompany all the abandoned **families**...

The problem in (8) [50] occurred in English singular form that requires the use of article a/an before the countable nouns, so the appropriate translation is “a modern democracy”. Another singular form problem also appeared in (8) [52] where the student translated the phrase “*seluruh keluarga*” in SL singular into the TL plural form “families”. The word “family” in English already refers to a collective noun which means that the correct translation is in the singular form “family”, not “families” in the plural form.

b) Gender

(8) [51]

ST: ***Ia** juga sangat berpengaruh sebagai seorang pemimpin Islam moderat...*

TT: **It** is also highly influential as a moderate Islamic leader...

The translation above was not accurate because Indonesian pronoun “*ia*” in the source text which indicates neutral gender actually refers to Mr. Abdurrahman Wahid. Thus, instead of using the pronoun “it” that refers to inanimate gender, the pronoun should be translated into English pronoun “he” to indicate masculine in gender category.

c) Person

(8) [51]

ST: ***Ia** juga sangat berpengaruh sebagai seorang pemimpin Islam moderat...*

TT: **It** is also highly influential as a moderate Islamic leader...

The problem appeared in the translation of the pronoun “*ia*” in Indonesian into “it” in English. The translation was not appropriate because pronoun “it” refers to inanimate, while the pronoun “*ia*” in the source text refers to Mr. Abdurrahman Wahid which is included as a male in the third-person singular. Thus, the appropriate English pronoun that should be used in the sentence is personal pronoun “he”.

4.1.1.9. Student 9

From the analysis result, student 9 was already able to apply the grammatical equivalence in number, gender, and person category. The

problems were only found in the category of tense and aspect, and voice as shown in below description:

a) Tense and Aspect

(9) [53]

ST: *Bapak Abdurrahman Wahid, lebih dikenal dengan Gus Dur...*

TT: Mr. Abdurrahman Wahid **is** more polarly known as Gus Dur...

(9) [54]

ST: *Ia **bertanggung jawab** untuk sejumlah reformasi penting...*

TT: He **is responsible** for a number of important reforms...

(9) [55]

ST: *...sejumlah reformasi penting yang **menunjukkan** jalan bagi negerinya...*

TT: ...a number of important reforms that **point** the way for his country...

(9) [56]

ST: *Ia juga **sangat berpengaruh** sebagai seorang pemimpin Islam moderat...*

TT: He **is also very influential** as a moderate Islamic leader...

(9) [57]

ST: *Bapak Abdurrahman Wahid **sangat dikagumi dan dihormati**...*

TT: Mr. Abdurrahman Wahid **is greatly admired and respected**...

The sentences above were translated into English present tense instead of the past tense which caused the grammatical equivalence

problem in this category. This problem appeared in most of the students' translation which is assumed to happen because many students did not consider that the events discussed in the sentences already occurred in the past.

b) Voice

(9) [58]

ST: *Do'a kami menyertai seluruh keluarga yang ditinggalkan...*

TT: Our prayers accompany the entire family that **left behind**...

The underlined translation above was meant to be translated from SL passive into TL passive voice but it was not complete yet because the passive voice in English should use *to be* before the verb 3. The past participle verb "left behind" should be preceded by *to be* "was" to complete the passive voice in the translation.

4.1.1.10. Student 10

From the translation made by student 10, the category of gender and person had been applied appropriately by the student without any problems existing in the translation. However, there were some problems found related to the equivalence of number, tense and aspect, and voice category that were dominated by inappropriate uses of tense and aspect category. The following descriptions present the problems encountered in number, tense and aspect, and voice category:

a) Number

(10) [61]

ST: ...suatu periode yang sangat penting...

TT: ...some period which is very important...

The translation above had a problem with the application of singular form. In (10) [61], the student used the plural determiner “some” that is applied for indicating plural, whereas, for singular, the noun needs to be preceded by article a/an.

(10) [64]

ST: Ia bertanggung jawab untuk sejumlah reformasi penting...

TT: He responsible for a number of the important reform...

(10) [71]

ST: ...memberi landasan positif bagi hubungan Australia dan Indonesia pada tahun-tahun berikutnya.

TT: ...give positive grounding for therelationship of Australia and Indonesia in the following year.

(10) [74]

ST: ...terutama istri dan empat putrinya.

TT: ...including his wife and four daughter.

Other problems appeared in the plural form as presented in the sentences above. The student did not add the suffix –s to the nouns; “reform”, “year”, and “daughter” to show their plural form.

b) Tense and Aspect

(10) [60]

ST: *Bapak Abdurrahman Wahid, lebih dikenal dengan Gus Dur, adalah Presiden Republik Indonesia dari tahun 1999 hingga 2001...*

TT: Mr. Abdurrahman Wahid, more popular with Gus Dur, **is** the President of Republic Indonesia from 1999 until 2001...

(10) [62]

ST: *...suatu periode yang sangat penting...*

TT: ...some period which **is** very important...

(10) [65]

ST: *...sejumlah reformasi penting yang menunjukkan jalan bagi negerinya...*

TT: ...a number of important reform which **is showing** the road for his country...

(10) [66]

ST: *Ia juga sangat berpengaruh sebagai seorang pemimpin Islam moderat...*

TT: He also **is** very influential as a leader of moderate Islam...

(10) [67]

ST: *Kunjungan bersejarah mantan Presiden Wahid ke Australia pada 2001, kali pertama dilakukan oleh presiden Indonesia sejak 1975, telah menjadi pengakuan yang sangat berarti...*

TT: Historic visit of former President Abdurrahman Wahid to Australia in 2001, **that is** the first done by the Indonesian President since 1975, have become the admission which is very meaningful...

(10) [68]

ST: *Kunjungan bersejarah mantan Presiden Wahid ke Australia pada 2001, kali pertama dilakukan oleh presiden Indonesia sejak 1975, telah menjadi pengakuan yang sangat berarti...*

TT: Historic visit of former President Abdurrahman Wahid to Australia in 2001, that is the first done by the Indonesian President since 1975, have become the admission which is very meaningful...

(10) [69]

ST: *...telah menjadi pengakuan yang sangat berarti...*

TT: ...have become the admission which is very meaningful...

(10) [70]

ST: *...telah menjadi pengakuan yang sangat berarti mengenai pentingnya hubungan bilateral Australia-Indonesia dan memberi landasan positif...*

TT: ...have become the admission which is very meaningful about the importance of the bilateral relations of Australia-Indonesia and give positive grounding...

(10) [72]

ST: *Bapak Abdurrahman Wahid sangat dikagumi dan dihormati...*

TT: Mr. Abdurrahman Wahid is very admired and be respected...

The translations above showed problems in the use of the English tense. The student still translated those sentences in the present

tense that were supposed to be translated into past tense due to the past events and conditions implied in the sentences.

c) Voice

(10) [59]

ST: ...saya menyampaikan kepada Presiden dan rakyat Republik Indonesia duka cita kami yang tulus...

TT: ...I conveying to the president and the people of the Republic of Indonesia our sincere condolences...

(10) [63]

ST: Ia bertanggung jawab untuk sejumlah reformasi penting...

TT: He responsible for a number of the important reform...

(10) [73]

ST: Bapak Abdurrahman Wahid sangat dikagumi dan dihormati...

TT: Mr. Abdurrahman Wahid is very admired and be respected...

As shown in (10) [59], the sentence used active voice in the simple present tense. Thus, the subject should be followed with verb 1 or called infinitive, not the verb 1 plus –ing as translated by the student. In (10) [63], the sentence is included as a nominal sentence in an active voice which requires the verb to be placed with *to be* “am, is, are” in present or “was, were” in the past form. Hence, the student needs to add *to be* “was” right after the subject to complete the active sentence.

Last, in (10) [73], the underlined translation was formed in passive voice that requires *to be* before the past participle verb. In this

case, the word “be” was unnecessary because the translated sentence is a compound sentence which has two past participle verb connected with the conjunction “and”, so *to be* should be used only in the first verb.

4.1.1.11. Student 11

Student 11 seemed to have applied the grammatical equivalence in gender and voice category correctly. However, several grammatical equivalence problems were found in the translation made by student 11. The problems occurred in the category of number, person, and tense and aspect as shown in the following description:

a) Number

(11) [76]

ST: *...sejumlah reformasi penting yang menunjukkan jalan bagi negerinya menuju sebuah demokrasi modern.*

TT: *...important reforms that pointed the way for his country to modern democracy.*

(11) [79]

ST: *Do'a kami menyertai seluruh keluarga yang ditinggalkan...*

TT: *Our prayers accompany all the abandoned families...*

The problems in the two sentences above occurred in most cases of other students' mistranslation. First, the translation of the phrase “modern democracy” needed to be added with article *a* before the noun phrase. In the second translated sentence, the word “families” should be in the singular form because “family” already refers to a collective noun.

b) Gender

(11) [77]

ST: ***Ia*** juga sangat berpengaruh sebagai seorang pemimpin Islam moderat...

TT: ***It*** is also highly influential as a moderate Islamic leader...

The translation of the Indonesian pronoun “*ia*” into the English pronoun “*it*” was not equivalent because pronoun “*ia*” indicates either masculine or feminine, while the pronoun “*it*” refers to inanimate gender. Since the pronoun “*ia*” refers to Mr. Abdurrahman Wahid, it means that the translation should indicate masculine by using the pronoun “*he*”.

c) Person

(11) [77]

ST: ***Ia*** juga sangat berpengaruh sebagai seorang pemimpin Islam moderat...

TT: ***It*** is also highly influential as a moderate Islamic leader...

As previously explained in other students’ translation, the pronoun “*ia*” refers to “*Bapak Abdurrahman Wahid*” which means that the correct pronoun to be used in the sentence is the personal pronoun “*he*” because this pronoun indicates male gender of the third-person singular.

d) Tense and Aspect

(11) [75]

ST: *Bapak Abdurrahman Wahid, lebih dikenal dengan Gus Dur, adalah Presiden Republik Indonesia dari tahun 1999 hingga 2001...*

TT: Mr. Abdurrahman Wahid, more popular known as Gusdur, **is** the President of Republic of Indonesia from 1999 to 2001...

(11) [78]

ST: Ia **juga sangat berpengaruh** sebagai seorang pemimpin Islam moderat...

TT: It **is also highly influential** as a moderate Islamic leader...

As already explained in previous students' translation, the sentences above should use past tense instead of the present tense due to the past events and conditions implied in the sentences.

4.1.1.12. Student 12

Based on the analysis result, it seemed that the student 12 was already able to apply the equivalence of gender, person, and voice category. The problems regarding the grammatical equivalence were only found in number, and tense and aspect category which can be seen in below description:

a) Number

(12) [81]

ST: Ia bertanggung jawab untuk **sejumlah reformasi penting**...

TT: He is responsible for **many important reformation**...

This problem also appeared in most of students' translation. In the phrase "many important reform", the noun "reform" should use suffix -s to indicate the plural form.

b) Tense and Aspect

(12) [80]

ST: Ia **bertanggung jawab** untuk sejumlah reformasi penting...

TT: He **is responsible** for many important reformations...

(12) [82]

ST: ...sejumlah reformasi penting yang **menunjukkan** jalan bagi negerinya...

TT: ...many important reformations that **guide** his country's path...

(12) [83]

ST: Ia juga **sangat berpengaruh** sebagai seorang pemimpin Islam moderat...

TT: He **has a great influence** as a moderate Islamic leader...

(12) [84]

ST: Bapak Abdurrahman Wahid **sangat dikagumi dan dihormati**...

TT: Mr. Abdurrahman Wahid **is greatly admired and respected**...

The translated sentences above show that the student had problems in using English tenses. As already explained in other students' translation, the students who had this kind of problem should consider that the events and conditions implied in the sentences were in the past which required them to translate into the past tense, not present tense.

4.1.1.13. Student 13

Student 13 had similar problems as the previous student regarding the grammatical equivalence which only happened in the category of number, and tense and aspect. Such problems can be seen in the following description:

a) Number

(13) [89]

ST: *Do'a kami menyertai seluruh keluarga...*TT: Our prayers accompany all the families...

The problem appeared in the translation of the noun phrase “*seluruh keluarga*” into “families” in the plural. It was considered an inappropriate translation because the noun “family” already denotes a collective noun. Thus, it would be properly translated into its singular form “family” instead of using the plural form.

b) Tense and Aspect

(13) [85]

ST: *Ia bertanggung jawab untuk sejumlah reformasi penting...*TT: He is responsible for a number of important reforms...

(13) [86]

ST: *...sejumlah reformasi penting yang menunjukkan jalan bagi negerinya...*TT: ...a number of important reforms that point the way for his country...

(13) [87]

ST: Ia juga sangat berpengaruh sebagai seorang pemimpin Islam moderat...

TT: He is also highly influential as a moderate Islamic leader...

(13) [88]

ST: Bapak Abdurrahman Wahid sangat dikagumi dan dihormati...

TT: Mr. Abdurrahman Wahid is greatly admired and respected...

(13) [90]

ST: Do'a kami menyertai seluruh keluarga yang ditinggalkan...

TT: Our prayers accompany all the families who are abandoned...

The problem in the sentences above was found in the use of tenses and this problem appeared the most in the students' translation. Many students translated these sentences which may cause different meanings from what was intended in the source text. Instead of using the present tense, the students should translate them into past tense to reach the equivalence in tense and aspect category because the events implied in the sentences occurred in the past.

4.1.1.14. Student 14

There were several problems related to grammatical equivalence found in the student 14 translation which included the category of number, person, tense and aspect, and voice. The problems occurred in all categories of grammatical equivalence except for gender category. Such problems can be seen in the following description:

- a) Number

(14) [93]

ST: *Ia bertanggung jawab untuk sejumlah reformasi penting...*

TT: He is responsible for some important reform...

(14) [94]

ST: *...sejumlah reformasi penting yang menunjukkan jalan bagi negerinya menuju sebuah demokrasi modern.*

TT: ...some important reforms that guided his country toward modern democracy.

These problems were already clarified in the explanation of other students' translation. The translation of the noun "reform" should be in its plural form by giving suffix *-s*, and the phrase "modern democracy" needs to be preceded by article *a* before the noun phrase to indicate the singular form.

b) Person

(14) [100]

ST: *Sosoknya akan sangat dirindukan.*

TT: The figure of he would be missed.

The problem came up in the use of English pronoun "he" as can be seen in the translated sentence above. The pronoun *-nya* in Indonesian actually belongs to neutral possessive pronoun which can be translated either into possessive pronoun becomes "his figure", or directly use the personal pronoun "he" depending on the translation method used by the student. If the student decided to translate it into personal pronoun for

third-person singular, there was no need to use the word “the figure” in the sentence.

c) Tense and Aspect

(14) [91]

ST: ...saya **menyampaikan** kepada Presiden dan rakyat Republik Indonesia duka cita kami yang tulus...

TT: ...I **delivered** to the President and the people of Republic of Indonesia our sincere condolences...

(14) [92]

ST: Ia **bertanggung jawab** untuk sejumlah reformasi penting...

TT: He **is responsible** for some important reform...

(14) [95]

ST: Ia juga **sangat berpengaruh** sebagai seorang pemimpin Islam moderat...

TT: He **is also very influential** as a moderate Islamic leader...

(14) [96]

ST: ...telah menjadi pengakuan yang sangat berarti mengenai pentingnya hubungan bilateral Australia-Indonesia dan memberi landasan positif...

TT: ...had become an acknowledgement that **means** a lot about the importance of Australia-Indonesia bilateral relations...

(14) [97]

ST: ...telah menjadi pengakuan yang sangat berarti mengenai pentingnya hubungan bilateral Australia-Indonesia dan memberi landasan positif...

TT: ...had become an acknowledgement that means a lot about the importance of Australia-Indonesia bilateral relations and give the positive foundation...

In (14) [91], the problem appeared because the student translated the sentence into the past form, while it was supposed to use the present form due to the present event and condition. While the rest of the translated sentences above were known to have problems in the use of present tense when they should have been translated into past tense. The reason was that those sentences told about something that already happened in the past.

d) Voice

(14) [98]

ST: Bapak Abdurrahman Wahid sangat dikagumi dan dihormati...

TT: Mr. Abdurrahman Wahid very admired and respected...

(14) [99]

ST: Do'a kami menyertai seluruh keluarga yang ditinggalkan...

TT: Our prayers accompany the entire family that left behind...

The inappropriate translations in the sentences above were found in the application of passive voice. It was previously explained that passive voice requires the past participle verb to be preceded by *to be*.

Since the sentences were in the past form, *to be* “was” then should be used to complete the passive sentences.

4.1.1.15. Student 15

Based on the result of analysis, student 15 already applied the equivalence in gender and person category. However, the student was found still having difficulties in applying the grammatical equivalence of number, tense and aspect, and voice category which can be seen in below description:

a) Number

(15) [102]

ST: *Ia bertanggung jawab untuk sejumlah reformasi penting...*

TT: He is responsible for **a important reforms...**

Many students were found mistranslating the noun in this sentence. In this case, student 15 already applied the suffix *-s* to the plural noun, but he/she also preceded the noun with the article *a* that is used for indicating singular noun. The use of the article *a* made the translation not equivalent to its original form especially in the matter of grammatical number category.

b) Tense and Aspect

(15) [101]

ST: *Ia bertanggung jawab untuk sejumlah reformasi penting...*

TT: He **is responsible** for a important reforms...

(15) [103]

ST: ...sejumlah reformasi penting yang **menunjukkan** jalan bagi negerinya...

TT: ...a important reforms that **point** the way for his country...

(15) [104]

ST: Ia juga **sangat berpengaruh** sebagai seorang pemimpin Islam moderat...

TT: He **is also very influential** as a leader for moderate Islam...

(15) [105]

ST: Bapak Abdurrahman Wahid **sangat dikagumi dan dihormati**...

TT: Mr. Abdurrahman Wahid **is greatly admired and respected**...

The problems found in the sentences above were concerning the use of tense in English and also considered as the common problem in the category of tense and aspect. Many students translated the sentences into present tense which often cause different meanings. Thus, the sentences must be translated into past tense in order to achieve the equivalence in this category.

c) Voice

(15) [106]

ST: Do'a kami menyertai seluruh keluarga yang **ditinggalkan**...

TT: Our prayers accompany the entire family that **left behind**...

As been clarified in other students' translation, this sentence had problem in the passive voice because there was no *to be* used before the

past participle verb. Hence, the student needs to add *to be* “was” to make the appropriate translation.

4.1.1.16. Student 16

Based on the analysis result, the grammatical equivalence problems found in the translation made by student 16 were in all categories except for gender. The problems appeared in number, person, tense and aspect, and voice category as can be seen in the following description:

a) Number

(16) [112]

ST: *Bapak Abdurrahman Wahid sangat dikagumi dan dihormati bukan hanya di Indonesia, tetapi juga oleh **banyak warga Australia**.*

TT: Mr. Abdurrahman Wahid was very admired and respected not only by Indonesian but also **many Australian**.

The noun “Australian” refers to the people of Australia, however, the suffix –s needs to be applied to the noun to make its plural form. The word “Australian” still indicates singular form, so the appropriate translation is “many Australians”.

b) Gender

(16) [109]

ST: *...sejumlah reformasi penting yang menunjukkan jalan bagi **negerinya** menuju sebuah demokrasi modern.*

TT: ...important reforms that show the way for **a country** to a modern democracy.

The problem found in the translation above was regarding the masculine gender implied in the pronoun “-nya”. The student translated the pronoun “-nya” into a determiner instead of using English possessive pronoun which made the translation not show any gender indication. Thus, the correct translation should be “his country” with the use of the pronoun “his” to indicate the masculine gender implied in the pronoun.

c) Person

(16) [109]

ST: *...sejumlah reformasi penting yang menunjukkan jalan bagi negerinya menuju sebuah demokrasi modern.*

TT: ...important reforms that show the way for **a country** to a modern democracy.

(16) [113]

ST: *Sosoknya akan sangat dirindukan.*

TT: **His dearly** will always be missed.

The underlined noun in (16) [109] was not equivalent to its original because the noun was translated by preceding a determiner instead of a possessive pronoun in English. While in (16) [113], the translation would produce more equivalent meaning if the student used the personal pronoun “he” than using the possessive pronoun “his”.

d) Tense and Aspect

(16) [108]

ST: ...sejumlah reformasi penting yang **menunjukkan** jalan bagi negerinya menuju sebuah demokrasi modern.

TT: ...important reforms that **show** the way for a country to a modern democracy.

(16) [110]

ST: Ia juga **sangat berpengaruh** sebagai seorang pemimpin Islam moderat...

TT: He **is also particularly influential** as a moderate Islamic leader...

(16) [111]

ST: ...telah menjadi pengakuan yang sangat berarti mengenai pentingnya hubungan bilateral Australia-Indonesia dan **memberi** landasan positif...

TT: ...had been a very meaningful recognition of the importance of bilateral relationship between Australia and Indonesia and **gave** a positive basis...

(16) [117]

ST: Bapak Abdurrahman Wahid **sangat dikagumi dan dihormati**...

TT: Mr. Abdurrahman Wahid **is greatly admired and respected**...

The translated sentences above showed problems in the use of tenses in English. The student translated them into present form, except for (16) [111], and did not consider the past events implied in the sentences. While in (16) [111], the verb should be put in past participle form because it was translated into past perfect tense.

e) Voice

(16) [117]

ST: Ia **bertanggung jawab** untuk sejumlah reformasi penting...TT: He **responsible** for important reforms...

Based on the translation, to be *was/were* needs to be added after the subject to complete the active voice used in the nominal sentence above. The reason is that the subject in the active sentence should be followed with a verb which is placed by *to be* when it is a nominal sentence.

4.1.1.17. Student 17

From the analysis result, there were no problems existed in the translation made by student 17 regarding the equivalence of the number, gender, and person category. The student was able to apply the grammatical equivalence in those categories properly. However, there were some problems found in the category of tense and aspect, and voice as shown in below description:

a) Tense and Aspect

(17) [114]

ST: Ia **bertanggung jawab** untuk sejumlah reformasi penting...TT: He **is responsible** for a number of important reforms...

(17) [115]

ST: ...sejumlah reformasi penting yang **menunjukkan** jalan bagi negerinya menuju sebuah demokrasi modern.

TT: ...a number of important reforms that **point** the way for his country to a modern democracy.

(17) [116]

ST: Ia juga **sangat berpengaruh** sebagai seorang pemimpin Islam moderat...

TT: He **is also very influential** as a moderate Islamic leader...

(17) [117]

ST: Bapak Abdurrahman Wahid **sangat dikagumi dan dihormati**...

TT: Mr. Abdurrahman Wahid **is greatly admired and respected**...

The translations above should be in past tense because the sentences talked about something that already happened in the past. Thus, the verb needs to be changed into verb 2 to indicate the past form.

b) Voice

(17) [118]

ST: Do'a kami menyertai seluruh keluarga yang **ditinggalkan**...

TT: Our prayers accompany the entire family that **left behind**...

As already explained in other students' translation, passive voice as used in the translated sentence above should use *to be* before the past participle verb. Hence, *to be* "was" is suitable to be added before the verb "left behind" in order to complete the passive voice.

4.1.1.18. Student 18

The result of analysis showed that student 18 was able to apply the equivalence in gender and voice category. However, several unsuitable

translations were still made by the student in the category of number, person, and tense and aspect, as presented in the description below:

a) Number

(18) [119]

ST: *...sejumlah reformasi penting yang menunjukkan jalan bagi negerinya menuju sebuah demokrasi modern.*

TT: ...important reforms that pointed the way for his country to **modern democracy.**

(18) [122]

ST: *Do'a kami menyertai **seluruh keluarga** yang ditinggalkan...*

TT: Our prayers go with all the abandoned **families**...

These two problems related to the singular form and were already explained in the previous student translations. In (18) [119], the translation of the noun phrase “modern democracy” should use article *a* before the noun to indicate the singular form. Next in (18) [122], the noun phrase “*seluruh keluarga*” was not suitably translated into “families” in the plural form, therefore, the proper translation is “family” in the singular form which already refers to a collective noun.

b) Gender

(18) [120]

ST: ***Ia** juga sangat berpengaruh sebagai seorang pemimpin Islam moderat...*

TT: **It** is also highly influential as a moderate Islamic leader...

As previously explained in other students' translation, the Indonesian pronoun "ia" should be translated into English pronoun that indicates masculine in gender category, because the pronoun refers to Mr. Abdurrahman Wahid as a male third-person singular. So, the appropriate translation would be the English pronoun "he".

c) Person

(18) [120]

ST: ***Ia*** juga sangat berpengaruh sebagai seorang pemimpin Islam moderat...

TT: ***It*** is also highly influential as a moderate Islamic leader...

The problem in the translation above was in the use of personal pronoun "it". As previously explained in other students' translation, the correct pronoun to use is "he" which refers to the male gender of third-person singular.

d) Tense and Aspect

(18) [120]

ST: Ia juga ***sangat berpengaruh*** sebagai seorang pemimpin Islam moderat...

TT: It ***is also highly influential*** as a moderate Islamic leader...

Instead of using the present tense, the translation above should be put in the past tense to indicate the past events and conditions implied in the sentence.

4.1.1.19. Student 19

From the translation made by student 19, it was found that there were some problems existed in the category of number, tense and aspect, and voice. While in gender and person category, it seemed that the student was able to apply them appropriately. Detail information can be seen in the following description:

a) Number

(19) [123]

ST: *Ia bertanggung jawab untuk sejumlah reformasi penting...*

TT: He was responsible for **a number of important reformation**...

(190) [128]

ST: *...dan memberi landasan positif bagi hubungan Australia dan Indonesia pada tahun-tahun berikutnya.*

TT: ...and gave a positive base for Australia and Indonesia relationship in **the following year**.

(19) [130]

ST: *Do'a kami menyertai seluruh keluarga...*

TT: **Our prayer** accompanying all family...

(19) [133]

ST: *...seluruh keluarga yang ditinggalkan, terutama istri dan empat putrinya.*

TT: ...all family who be abandoned, especially his wife and **four daughter**.

The four problems mentioned above were regarding the English plural form. As previously explained, the nouns “reformation”, “year”, “prayer”, and “daughter” should be added with suffix –s to show their plural form.

b) Tense and Aspect

(19) [124]

ST: *...sejumlah reformasi penting yang menunjukkan jalan bagi negerinya menuju sebuah demokrasi modern.*

TT: *...a number of important reformation which show the way for his country to a modern democracy.*

(19) [127]

ST: *...telah menjadi pengakuan yang sangat berarti mengenai pentingnya hubungan bilateral Australia-Indonesia dan memberi landasan positif...*

TT: *...had been become very meaningful recognition about the important Australia-Indonesia bilateral relationship and gave a positive base...*

In (19) [124], the underlined verb should be in the past form because of the past events implied in the sentence. Meanwhile, in (19) [127], the verb should be changed into past participle because the sentence was translated using the past perfect tense.

c) Voice

(19) [125]

ST: Ia juga sangat berpengaruh sebagai seorang pemimpin Islam moderat...

TT: He was also take effect as a moderate Islamic leader...

(19) [126]

ST: Kunjungan bersejarah mantan Presiden Wahid ke Australia pada 2001, kali pertama dilakukan oleh presiden Indonesia sejak 1975, telah menjadi pengakuan yang sangat berarti...

TT: Historic visit of former President Wahid to Australia in 2001, first time done by President of Indonesia since 1975, had been become very meaningful recognition...

(19) [129]

ST: Bapak Abdurrahman Wahid sangat dikagumi dan dihormati...

TT: Mr. Abdurrahman Wahid greatly admired and respected...

(19) [131]

ST: Do'a kami menyertai seluruh keluarga yang ditinggalkan...

TT: Our prayer accompanying all family who be abandoned...

(19) [132]

ST: Do'a kami menyertai seluruh keluarga yang ditinggalkan...

TT: Our prayer accompanying all family who be abandoned...

The translations show that the students had some difficulties in applying both active and passive voice. As can be seen in (19) [125], (19) [126], and (19) [131], the problems were regarding the active voice while the problems in (19) [129] and (19) [132] were concerning the passive

voice. The student was supposed to put only the verb, whether it is in past or present form, in translating the sentences into the active voice. For passive, *to be* was required to be put before the past participle verb. It can be in the past form “was/were” or “is/am/are” in present form. Based on the cases, the student should use *to be* in the past form to indicate the past events implied in the sentences.

4.1.1.20. Student 20

From the analysis result, it seemed that student 20 had some problems regarding the equivalence of number, person, and tense and aspect category. Meanwhile, the gender and voice category applied by the student were considered to have achieved their equivalence. Several problems in the category of number, person, and tense and aspect can be seen in the following description:

a) Number

(20) [139]

ST: *Atas nama pemerintah dan rakyat Australia...*

TT: On behalf of the government and the Australian...

In this case, the phrase “*rakyat Australia*” refers to a plural noun which should be translated to the TL plural form as well. Thus, the appropriate translation can be made either by giving suffix –s to the noun or make it into the phrase “Australian people” or “people of Australia”.

(20) [139]

ST: *Bapak Abdurrahman Wahid sangat dikagumi dan dihormati...*

TT: President Abdurrahman Wahid are greatly admired and respected...

(20) [143]

ST: *Do'a kami menyertai seluruh keluarga yang ditinggalkan...*

Our prayers will accompany all the family who are left behind...

Based on the two translated sentences above, it seemed that the student had problems in applying the concord of numbers. It can be seen that the subject in the sentences is singular which should also be paired with a singular verb, however, the students mistranslated them by pairing the singular subject with a plural verb. Besides the application of the concord of numbers, the student also needs to consider that the sentence should be built in the past form.

b) Person

(20) [135]

ST: *...saya menyampaikan kepada Presiden dan rakyat Republik Indonesia duka cita kami yang tulus...*

TT: ...I extend my sincere condolences to the President and the people of the Republic of Indonesia...

The problem in the sentence above was related to the use of possessive pronoun. In the source text, the phrase “*duka cita kami*” has pronoun “*kami*” which refers to something belonging to the writer and one or more other people being involved. Thus, using the pronoun “our” would be the equivalent translation because it presents the same meaning.

Whereas pronoun “my” refers to something belonging to only the writer himself/herself.

c) Tense and Aspect

(20) [136]

ST: Ia **bertanggung jawab** untuk sejumlah reformasi penting...

TT: He **is responsible** for a number of important reforms...

(20) [137]

ST: ...sejumlah reformasi penting yang **menunjukkan** jalan bagi negerinya...

TT: ...a number of important reforms that **point** the way for his country...

(20) [138]

ST: Ia juga **sangat berpengaruh** sebagai seorang pemimpin Islam moderat...

TT: He **is also very influential** as a moderate Islamic leader...

(20) [140]

ST: Bapak Abdurrahman Wahid **sangat dikagumi dan dihormati**...

TT: President Abdurrahman Wahid **are greatly admired and respected**...

(20) [141]

ST: Do'a kami **menyertai** seluruh keluarga yang ditinggalkan...

TT: Our prayers **will accompanies** all the family who are abandoned...

(20) [142]

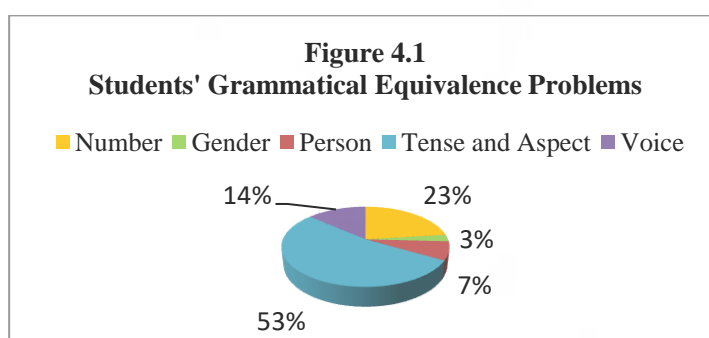
ST: *Do'a kami menyertai seluruh keluarga yang ditinggalkan...*

TT: Our prayers will accompanys all the family who are abandoned...

All the underlined translations above should be in the past form instead of using the present form to indicate events and conditions that occurred in the past as implied in those sentences, except for the translation in (20) [141]. From the translated sentence in (20) [141], it seemed that the student wanted to translate it into the future tense. Hence, the verb used after the modal verb “will” must be in verb 1 or also called infinitive verb.

4.1.2. The Common Problems Found in the Students' Grammatical Equivalence

As can be seen in the explanation of students' grammatical equivalence ability above, some parts of the students' translation result were found to be not equivalent with the original text based on the application of grammatical equivalence categories namely number, gender, person, tense and aspect, and voice. It seemed that the problems were found in all the categories. The following chart illustrates the grammatical equivalence problems occurred in the students' translation result.



The chart shows that the grammatical equivalence problems found in the students' translation were dominated by the application of tense and aspect category and then followed by number category as the second most common problem found in the students' translation regarding the grammatical equivalence. In addition, it can be seen from the chart that the person and voice category were considered to have only a few problems compared to both number and tense and aspect category, and problems in gender category were the least likely to be found. For more details, refer to Appendix 3.

4.2 Discussion

The students' ability in applying grammatical equivalence was analyzed based on the problems found in the five grammatical equivalence categories namely number, gender, person, tense and aspect, and voice. The data showed that the problems were encountered in all categories of grammatical equivalence.

Both Indonesian and English have the grammatical number category that acknowledges a distinction between one and more than one, or also known as *tunggal/singular* and *jamak/plural*. After analyzing the students' translation, particularly in the use of the number category, there were still some problems found in the translation and most of them were concerning the English plural form of countable nouns. Based on the analysis result, the students seemed to be less aware of the formation as well as the placement of plural nouns in the target text which may be caused by the difference between the structure of plural form in Indonesian and English. As

stated by Trisnadewi (2019), language learners will find it difficult to learn plural words because the word formation of English and Indonesian are very different. There is a huge different between plural form in Indonesian and English. Indonesian plural form is indicated either by repetition of the nouns, for example, “*buku-buku*” or by using indefinite quantity (plural determiners) such in the phrase “*beberapa buku*”. While in English, plural form generally requires the countable nouns to be added with suffix –s/es. Most students who had problems in this category did not add suffix –s/es to indicate the plural form of the nouns they translated. Moreover, the students should also know when the nouns need to be translated into plural form, because in some cases, Indonesian singular form is suggested to be translated into English plural form, for instance, the translation of “*duka cita*” in Indonesian singular form into “condolences” in English plural form.

In gender category, the distinction classifies a noun and pronoun as either masculine or feminine in certain languages. Nouns are often differentiated into male or female of the same species while pronouns that refer to the third-person singular are differentiated into masculine (he), feminine (she), and inanimate (it), but these are only for singular form and not applicable for the plural form of the third person. Gender category was the least found in the students’ translation and considered to have achieved its equivalence. However, there were a few problems found that also related to the application of person category, particularly in the translation of personal and possessive pronoun. In other words, some students were not able to apply

the grammatical person category appropriately in some parts of the translation which then automatically affected the use of gender category.

The third category is the person category which describes the idea of the participant roles and is also called pronouns. The most common distinction exists between the first person that identifies the speaker or a group which includes the speaker, the second person that identifies the person or persons as addressee, and third-person that identifies persons and things other than the speaker and addressee, (Baker, 2001). Based on the analysis result, half of the students had problems in applying the person category, mostly in personal pronouns. Other problems were also found related to the use of possessive and indefinite pronoun. In personal pronoun, some students mistranslated the Indonesian pronoun “*ia*” into “*it*” which actually should be translated into “*he*” as it refers to Mr. Abdurrahman Wahid, the male singular third-person. There were various problems found regarding the possessive pronouns that occurred due to the difference in the way the students translated the pronouns, one of which was happened in the use of pronoun “*his*”. While in indefinite pronoun, the problem occurred because of the use of pronoun “*either*” instead of pronoun “*both*” in the target text. These two pronouns seem similar, but the function of pronoun “*both*” is more appropriate to use considering the conditions implied in the sentence translated by the student.

The equivalence of tense and aspect category was placed as the most common problems found in the students’ translation with a total number of 78 out of 147 problems. Both past and present form problems were

encountered in the students' translation, but they were dominated by the mistranslation of the past tense. The students did not seem to understand the use of past tense and only few students that managed to get it right which might be caused by the students' lack comprehension of the use of English tenses, especially the past tense that requires the verbs to be formed in verb 2 or also called past verb.

The last category is voice, a grammatical category that refers to the relationship between a verb and its subject. It has two forms; active and passive. Result of the analysis reveals some problems found regarding this category, both active and passive voice. From the problems, it can be seen that the students did not conceive the distinction between the formation of active and passive voice. In active voice problems, some students were found placing an auxiliary verb and infinitive verb together, and there were also some students that did not put any auxiliary verbs in active nominal sentences. Meanwhile, the problems in passive voice occurred because the students did not precede the past participle verb with any *to be*. These problems might be caused by the students' hesitation when placing a verb, *to be* as a verb (for example in active nominal sentence), or placing both *to be* and past participle verb as required in the passive voice. In order to avoid these problems as well as to be able to form a correct sentence, the students need to comprehend more in the use of these two voices, particularly in English.

From the result of the investigation, it can be concluded that the students already applied the grammatical equivalence in their translation work with some grammatical equivalence problems existed, mostly in the category of tense and aspect. Tense and aspect problems occurred due to the students' less awareness of the context and situation of the event implied in the sentences they translated, as well as the difficulty in deciding the verb forms (infinitive/present, past, past participle) to adjust the time based on the tense used in the target text (English). Recent study by Listia & Febriyanti (2020) also revealed that the students' grammatical problems particularly regarding the tense and aspect occurred due to some factors such as the students' difficulty in placing the tense and aspect in the right context and situation, the difficulty in recognizing the change of verb forms to relate the time and tense, and also the intercession of students' first language in learning English language structures. Though the students still had problems in grammatical equivalence, there were no massive changes occurred in the content of the diplomatic letter translated by the students. It can be said that the important information from the original text were delivered by the students into the target text fairly well.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestions related to the findings of this research. The first section is the conclusion that describes the result of conducted research in general and the second is the suggestions that are briefly addressed for students, lecturers, and further research on related topics.

5.1 Conclusion

This research attempted to investigate the students' ability as well as the common problems they have in applying grammatical equivalence in translating a diplomatic letter from Indonesian into English. The focus was to analyze the application of each grammatical equivalence category in the students' translation to further know whether the students are able to apply them appropriately or not. To get the data, this research involved 20 submitted translation documents of the sixth semester students at English Language Education Study Program of Universitas Islam Riau in 2020/2021 academic year.

Based on the result of data analysis, it was revealed that the students were able to apply the grammatical equivalence though some problems were still found in each category; number, gender, person, tense and aspect, and voice. From the five categories, the category of tense and aspect seemed to be the main problem, especially in the use of past tense. Most

students who had problems in this category did not acknowledge the context and situation implied in the sentences that refer to past events which then lead them to the inappropriate use of tense.

Furthermore, number category placed the second most frequent problems in the grammatical equivalence made by the students and the problems were dominated by the plural forms that required affixation. The result analysis showed that many students did not add suffix –s at the end of plural nouns in the target text. It can be seen from the result that the students seemed to have less awareness in translating the plural nouns from Indonesian into English. In addition, the problems in other categories such as in gender, person and voice category were also found in the students' translation but only in small numbers. Gender category particularly became the category with the least number of problems related the grammatical equivalence found in the students' translation work.

Regardless of all the grammatical equivalence problems found in the students' translation, this research notified that the students' grammatical equivalence ability on the whole was good enough since the essential messages contained in the original text could be delivered by the students into the target text. Yet, the problems indicated the need for students to improve their grammatical equivalence ability in applying all of the categories, especially in the category of tense and aspect.

5.2 Suggestions

The result of this research provided the evidence that the students were still having the grammatical equivalence problems, especially in the category of tense and aspect. To avoid the same problems to happen in the future, the researcher constructively offered suitable suggestions such as in the following:

5.2.1. For students

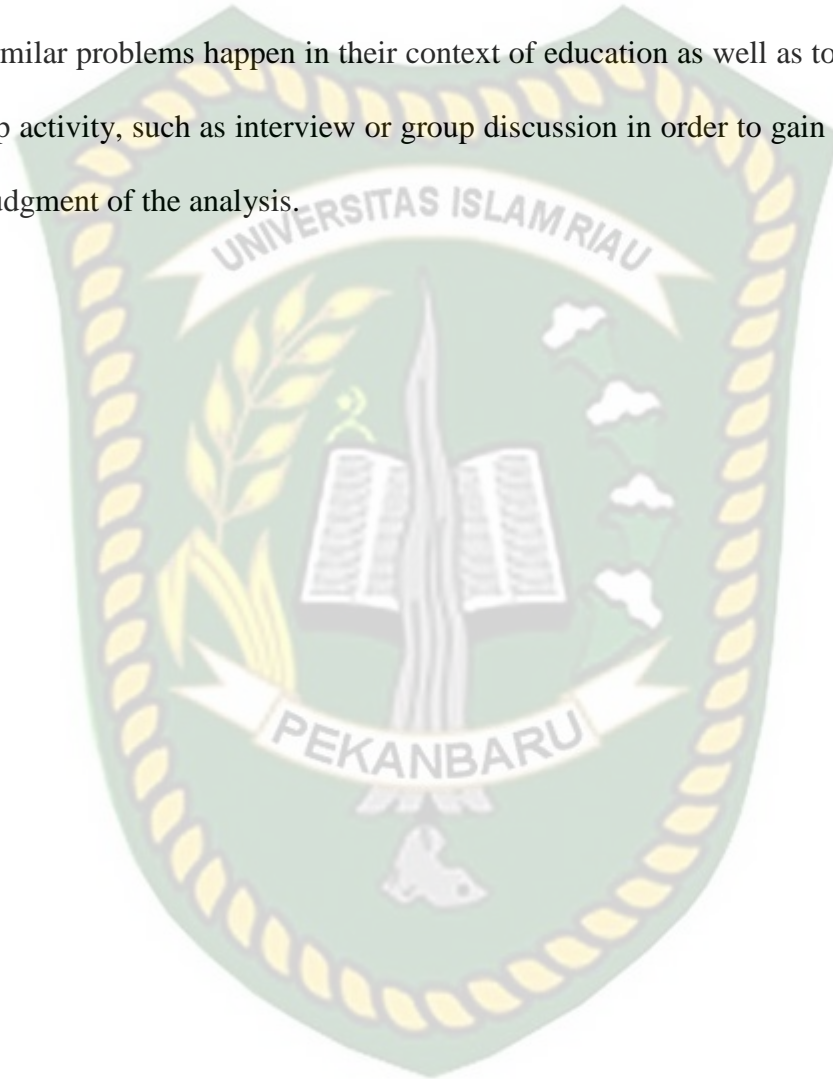
The students are expected to grasp clearly the distinction between Indonesian and English language grammar so that the result of their translations can achieve the grammatical equivalence of both languages. The students should also have more practice intensely in the translation class to improve their ability in applying grammatical equivalence that they still less mastered at, especially the category of tense and aspect.

5.2.2. For lecturers

This research can be taken as an evaluation of teaching and learning in translation class, particularly regarding the students' ability in applying grammatical equivalence. The research findings revealed some grammatical equivalence problems in the students' translation, thus, this research can be used as a reference to create method of translation teaching and learning that focus more on the grammatical equivalence which the students still find difficulties in. Hopefully the lecturers can help the students to overcome their grammatical equivalence problems in the future.

5.2.3. For further research

Due to limitations that this research had, it is suggested for other researchers that conduct research on this topic to investigate further whether similar problems happen in their context of education as well as to do follow-up activity, such as interview or group discussion in order to gain an in-depth judgment of the analysis.



Dokumen ini adalah Arsip Miik :

Perpustakaan Universitas Islam Riau

REFERENCES

- Alfaori, N. A. D. M. (2017). Equivalence Problems in Translation. *Sino-US English Teaching*, 14(2), 86–97. <https://doi.org/10.17265/1539-8072/2017.02.003>
- Amanda, S. (2015). Translation Strategy in Twitter Terms: English and Indonesian. *Journal of Language and Literature*, 3(2), 102–108.
- Andini, T. M. (2014). Grammatical Problems Encountered by Students in Translating English to Indonesian and Indonesian into English. *The 61st TEFLIN International Conference*, 382–386.
- Aresta, R., Nababan, M. R., & Djatmika. (2018). The Influence of Translation Techniques on the Accuracy and Acceptability of Translated Utterances that Flout the Maxim of Quality. *Humaniora*, 30(2), 176.
- Arffman, I. (2010). Equivalence of Translations in International Reading Literacy Studies. *Scandinavian Journal of Educational Research*, 54(1), 37–59. <https://doi.org/10.1080/00313830903488460>
- Arini, W. (2020). Implementation of Scientific Approach in Physics. *Journal of Natural Science Teaching*, 3(2), 151–161.
- Aristya, Y. D. (2017). *The Analysis of Students' Mastery in Grammatical Equivalence Found in Students Translating Indonesian Sentences into English One at The Eleventh Grade of SMAN 8 Purworejo in The Academic Year 2016/2017*.
- Ary, D., Jacobs, L. C., & Sorensen, C. (2010). *Introduction to Research Education* (8th ed., Vol. 66). Wadsworth Cengage Learning.
- Baker, M. (2001). *In Other Words A Coursebook on Translation*. Routledge.
- Bell, R. T. (1991). *Language Tests at School Translation and Translating: Theory and Practice*. Longman Inc.
- Borisova, Y. V. (2013). *Diplomatic Correspondence (For the Students of International Relations Faculty)*.
- Catford, J. C. (1965). A Linguistic Theory of Translation. In *Oxford University Press*.
- Chelimsky, E. (1989). *Content Analysis : A Methodology for Structuring and Analyzing Written Material* (p. 31).
- Crawford, C., & Ahang, J. (2016). Evaluation of Conceptual Frameworks Applicable to the Study of Isolation Precautions Effectiveness. *J Adv Nurs.*, 71(10). <https://doi.org/10.1111/jan.12718>.Evaluation

- Creswell, J. W. (2014). *Research Design*. In *Sage Publications Ltd*.
- Dabbaghian, A. A., & Solimany, S. (2013). The Application of Baker's Taxonomy on Translation of Literary Texts, A Case Study of George Orwell's *Animal Farm*. *International Journal of Science and Research (IJSR)*, 2(12), 280–284.
- Dzikrullah, B. (2009). *Word , Above Word , and Grammatical Equivalence in The Subtitle of Troy*.
- Gay, L. R., Mills, G. E., & Airasian, P. (2012). *Educational Research: Competencies for Analysis and Applications* (10th ed., Vol. 7, Issue 2). Pearson Education Inc.
- Iqbal, R., Ernawati, P., & Fata, I. A. (2016). *Equating Grammatical Equivalence of College Students*.
- Kasperavičienė, R. (2002). Contrastive Analysis of the Grammatical Category Number in Nouns in the English and Lithuanian Languages. *Studies About Languages*.
- Lewandowska-tomaszczyk, B. (2014). Equivalence. *Ways to Translation, March*.
- Listia, R., & Febriyanti, E. R. (2020). EFL Learners' Problems in Using Tenses: An Insight for Grammar Teaching. *IJET (Indonesian Journal of English Teaching)*, 9(1), 86–95. <https://doi.org/10.15642/ijet2.2020.9.1.86-95>
- Malmkjær, K., & Windle, K. (2012). *Translation Studies*.
- Miranti, R. R., & Oliviera, B. (2019). Language Description (Grammar) Fun Way to Learn Grammar Using Number One For Me Song by Maher Zain. *English Language and Literature International Conference (ELLiC) Proceedings*, 3, 71–76.
- Muslih, I., & Sari, S. I. (2017). The Influence Of The Application Of Learning Strategies Model Elaboration Results Learn Aqeedah Akhlaq In MTs Mu'allimat College Cukir Jombang. *Educatio: Jurnal Pendidikan*, 2(1), 30–63.
- Napalika, A. (2018). *An Analysis of Grammatical Equivalence in The Subtitle of Inside Out Movie*.
- Newmark, P. (1988). *A Textbook of Translation*. Prentice Hall International Ltd.
- Nida, A. E., & Taber, R. C. (1982). *The Theory and Practice of Translation*. E.J. Brill. <http://dx.doi.org/10.1016/j.tws.2012.02.007>
- Panou, D. (2013). Equivalence in Translation Theories: A Critical Evaluation. *Theory and Practice in Language Studies*, 3(1), 1–6.

- Putranti, A. (2018). Modulation: a Translation Method To Obtain Naturalness in Target Language Texts. *Journal of Language and Literature*, 18(1), 98–101. <https://doi.org/10.24071/joll.2018.180112>
- Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1972). *A Grammar of Contemporary English*. Longman Group Ltd.
- Rusmiati. (2010). *Grammatical Equivalence in The Indonesian Translation of J.K. Rowling's Novel: "Harry Potter and The Deathly Hallows."*
- Samad, F. (2015). The Correlation Between Grammar Mastery and Translation Ability At Seventh Semester Students of English Education Study Program, Khairun University of Ternate. *Edukasi - Jurnal Pendidikan*, 13(2), 555–573. <https://doi.org/10.33387/j.edu.v14i2.201>
- Sudirman, A. (2013). Current Issues in English-Indonesian Translation Equivalences. *International Journal of Science and Research (IJSR)*, 5(2). <https://doi.org/10.21275/v5i2.nov161482>
- Trisnadewi, K. (2019). The Difficulties of Indonesian Students in Learning English Plural Form: Contrastive Analysis. *Yavana Bhasha: Journal of English Language Education*, 2(2), 12. <https://doi.org/10.25078/yb.v2i2.1009>
- Yaylar, Y. (2019). *International Relations Couse Book: Diplomatic Correspondence*.
- Yinhua, X. (2011). Equivalence in Translation: Features and Necessity. *International Journal of Humanities and Social Science*, 1(10), 169–171.
- Yuliani, P. (2019). An Analysis of Students' Difficulties in Translating Grammatical Equivalence from English into Indonesian. In *State Institute for Islamic Studies of Metro*.