

**AN ANALYSIS OF STUDENT'S EQUIVALENCE IN
TRANSLATING INDONESIAN PROVERB INTO ENGLISH
INDONESIA OF THE FIFTH SEMESTER OF ENGLISH
EDUCATION STUDY PROGRAM AT RADEN INTAN
STATE ISLAMIC UNIVERSITY LAMPUNG IN THE
ACADEMIC YEAR 2020//2021**

A Thesis

**Submitted as a partial fulfillment of the Requirements
for S-1 Degree**

By:

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NPM : 1411040319**

Study Program : English Education

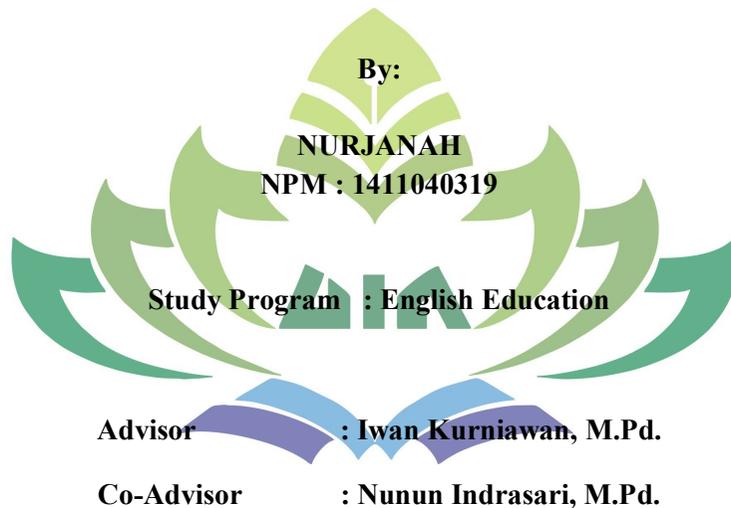


**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
1443 H/2021 M**

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ABSTRACT

AN ANALYSIS OF STUDENT' EQUIVALENCE IN TRANSLATING INDONESIAN PROVERB INTO ENGLISH INDONESIA OF THE FIFTH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM AT RADEN INTAN STATE ISLAMIC UNIVERSITY LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021

By
Nurjanah

The objective of the research is find the equivalence of students' translation in translating Bahasa Indonesia proverb into English at the students of the Fifth Semester of English Education Study Program at the State Raden Intan State University Islamic Lampung in the academic year of 2020/2021.

Design of this research used descriptive qualitative analysis. The subjects of the research were Fifth semester at Raden Intan State Islamic University Lampung. The researcher chose the sample randomly by using cluster random sampling technique. In collecting the data, the researcher used students result of translation Indonesia proverb into English. After collecting the data, researcher analyzed the students equivalence in translation Indonesia Proverb into English.

In translation identifies the students' works by grouping into equivalence and non equivalence. In non-equivalence translated the students cannot maintain the meaning so, the meaning in the source text cannot be transferred into the target text. Equivalence is the message of the text can be revealed to the target text or receptor as natural as possible.

From the data analysis, it was found that the students not-equivalent sentences of the Indonesia proverb into english is the highest frequency with 124 items and the percentage is 62%. followed by the students translated equivalence sentence with 73 items and the percentage is 36.50%. Then, the last with the lowest percentage is untranslated sentence with 3 items and the percentage is 1.50%. from the data, showed the students had difficulties in translate Indonesia proverb into English and the students cannot maintains

the meaning of the proverb, so the meaning in the source text cannot be transferred as good as possible in target text and make them difficult to understand.

Keywords: Analysis, Proverb, Translation, Descriptive Qualitative, Equivalence



DECLARATION

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Certify that this thesis is definitely her own work. She is completely responsible for the content of this thesis. Other writer's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung, December, 2021

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INTO ENGLISH INDONESIA OF THE FIFTH
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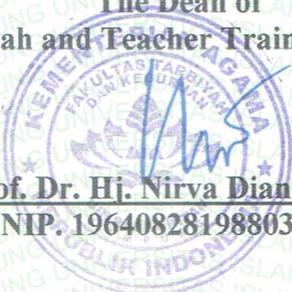
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MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ أَلَمْ يَكُنْ أَعْمَى ۝ وَالرَّبُّكَ
الْأَكْرَمُ ۝ الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

Read! In the name of Allah thy lord and cherisher, who created. Created man, out of a leech-like clot: Read! And thy lord is most beautiful, he who taught the pen. Taught man that which he knew not.¹



¹ The Presidency of Islamic Researches, UFTA, CALL, AND GUIDANCE, *The Holy Qur'an English Translation of the Meaning and Commentary*, (Al-Madinah Al Munawarah, King Fahd Holy Qur'an Printing Complex, 1410 H), p. 1980

DEDICATION

The researcher would like to dedicate this thesis for all my beloved people.

1. The researcher's beloved parents Mr. Badrudin and Mrs. Maryami who have always prayed and supported for her success and advised me wisely.
2. My beloved brother Idmam who has always support for my success and advised me wisely.
3. My beloved friends especially English Education.
4. My beloved almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

Nurjanah was born on September 26 th, 1996 in Cahya Maju, Lempuing, Ogan Komerig Ilir. She is the third child of Mr. Badrudin and Mrs. Maryami. She has one beloved sister and one brother. The name are Umi and Idmam. She accomplished her formal education Elementary school at SD N 1 Cahya Maju finished in 2008. After that she continued her school at Junior Hihg School at Mts. Islamiyah Bumi Agung finished in 2011. After that she continued her school at Senior Hihg School at MA. Darussalam Bumi Agung finished in 2014. Then she continued her study in UIN Raden Intan Lampung as the students of English Study Program of Tarbiyah and Teacher Training Faculty.



ACKNOWLEDGEMENT

In the name of Allah, the beneficent, the merciful, praise and gratitude be to Allah for giving the strength and guidance for the writer, so that this thesis can be finished accordingly. Peace and blessing be upon Prophet Muhammad *Shallallaahu'alaihi wa salaam*, his family, his relatives, and all his followers. The written of this thesis entitled "An Analysis of Student' Equivalence in Translating Indonesian Proverb into English Indonesia of The Fifth Semester of English Education Study Program at Raden Intan State Islamic University Lampung in the Academic Year of 2020/2021".

The thesis is written to fulfill one requirement to obtain the *sarjana degree* at Department of English Education Tarbiyah and Teacher Training Faculty State University of Raden Intan Lampung.

Finishing of writing this thesis is actually a miracle for me since it was firstly regarded as a task would be very hard to do. However, it has now been denied since this thesis has finally been written. Then, I would like to thank Allah *Subhaanahu Wa Ta'ala* for the blessing given to me so that the writing of this thesis has been finished without any meaningful problem. Additionally, the writer is grateful to the following for their supports and helps.

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Faculty of Tarbiyah and Teacher Training.
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7. All of my family in the same struggle PBI UIN RIL 2014, thank you so much for your motivation until the end of presents study.
8. All of my beloved friends.

The last, this thesis is far from being perfect, but it is expected that this thesis will be useful not only for the writer, but also the readers. For these reasons, constructive thoughts, full suggestions, and critics are welcome to make this thesis better.

Finally, may Allah *Subhaanahu Wa Ta'ala* receives all their work and kindnesses. Aamiinn

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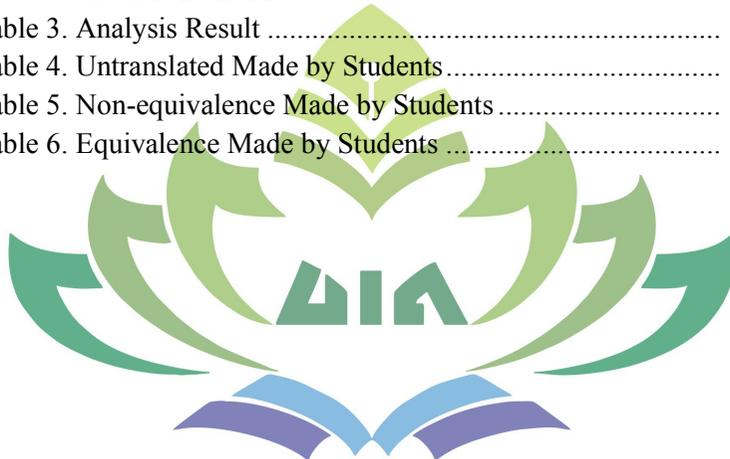
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CHAPTER I INTRODUCTION

A. Affirmation

The title of this thesis is made based on the translation skills of students who have previously observed students' abilities by looking at the results of student translations which aim to provide more information to lecturers, students, readers, especially to the author herself.

Researchers believe this research can help provide more information to readers because this study will analyze in detail the results of student translations about the types of translation techniques in translating proverbs. The research will provide information about equivalence translation in translating proverbs.

However, the researcher will examine the results of student translations. The results of the students' work are needs to analyze by the researcher with identifying and classifying. So, in this case, tests are not measuring the student's ability in translating but analyzing the students' translation in translating Proverbs.

B. Background of the Problem

The translation is the transposition process of a text which is written in a source language. The translation is a process base on the theory that is possible to abstract the meaning of text from its forms and reproduces that meaning with the very different from the second language. This situation may become a barrier for someone who wants to get information from the English text.¹ Translation has an important role in human life, especially in Indonesia. It is because much information does not exist in Indonesia which means that a great deal of it is presented in foreign languages, particularly in English. According to the difficulties on translating is when

¹ Suparman. "Terjemahan Sastra". Proceeding Paper. Kongres Nasional Penerjemahan. Surakarta: Fakultas Sastra dan Seni Rupa & Program Pascasarjana, USM Surakarta. 2013, p. 30).

someone who translates the text, but does not understand how to use adverb, verb, nouns so that the sentences are not perfect.² According to the difficulty and problem in translating from one language into another is posed by the concept of non-equivalence or lack of equivalence.³ Different kinds of non-equivalence require different strategies, some very straightforward, others more involved and difficult to handle.⁴

Based on this problem, translation is considered a very important thing to connect the two different languages by contributing source language (SL) into the target language. Catford defines that translation as the replacement of textual material in one language (source language) by equivalent textual material in another language (target language).⁵ It means that translation is an activity of rewriting a text from its source language into the target language without modifying or changing its meaning to make the information in the source language acceptable and understandable for students.

In teaching-learning English as a foreign language, the students have to be able to understand words. If they do not understand and do not know the meaning of English vocabulary, they will get difficulties in learning a foreign language especially English. In this case, translation is needed to understand what people express and say in their languages, write in their letters, and communicate with their friends.

Students' proficiency in writing can be a very complex activity due to difficulties students face in generating ideas in the second language, identifying the linguistic structures, and using the appropriate vocabulary. In most cases, students refer to their first language to carry out the task.

² (silviana, 2008, p. 72)

³ Baker, M. In *Other Words: A Coursebook on Translation*. The 2 edition. London; New York: Routledge. (2011, p. 20).

⁴ *Ibid.*,

⁵ JC.Catford A, *Linguistic Theory of Translation* (New York: Oxford University Press, 1965). p.20

However, the main objective of translation is to deliver the message from the source language to the target language. Problems usually arise when the translator deal with the form, meaning, style, proverbs, idioms, grammar mastery, and vocabulary mastery. So, in translation, the form, meaning, style, proverbs, idioms, grammar mastery, and vocabulary mastery can be difficult for the translator, especially to get the meaning.

In translation, to get the meaning, the translator just needs to pay attention in translating the language, the use of language, an expression, and context of words, the content of the language, sentences, and the culture in the source language. "A Meaning (like any other aspect of language) is provided by a community of native speakers, not by some special authority like dictionary or grammar book."⁶ It can be seen that meaning is difficult to determine because of the user's language ability and a different perspective on the meaning of a speech or word. "Meaning is a complex phenomenon involving relationships between a language and the minds of its speakers between a language and the world, and between a language and the practical uses to which it is put."⁷

To get the meaning, there some techniques in translation, according to Vinay and Darbalent in Venuti divide several techniques to analyze translation; are Borrowing, Calque, literal Translation, Transposition, Modulation, Equivalence, and Adaptation.⁸ Equivalence translation emphasizes the convenience of the reader to understand the translation results. The translator tries to translate the source text to be easily understood in the target text. Vinay and Darbelnet view equivalence in translation as a procedure that replicates the same situation as in the original. They suggest that, if this procedure is applied during the translation process, it can maintain the stylistic impact of the SL text in the TL

⁶Carolyn Mc Manis, Deborah Stollenwerk, And Zhang Zheng-Sheng, *Language Files*, (Ohio: The Ohio State University Department of Linguistic, Advocate Publishing Group, 1987), p.189.

⁷*Ibid.* p. 190.

⁸Venuti, Lawrance, *The Translation Studies Reader*, (London: Routledge, 2004), p. 84-93.

text.⁹ In equivalence, the translation translator pays attention to adjust of the source text to the target text. An example of equivalence translation is "Rome do as the Romans do" it is translated by word by word translation. It becomes "Roma mengerjakan seperti orang Roma" the result of the translations is wrong because the meaning is not about what about the people do something. To translate it rightly, the translator has to pay attention to the context. After analyzing the meaning, it will be good when it is translated into *Dimana bumi dipijak disitu langit dijunjung*. In conclusion, to translate the sentence, it should be translated by paying to the context. This way should be applied in translating the proverb since proverbs cannot be translated word by word.

Translating by identifying the context should be applied in the proverb. Proverbs cannot be translated literally or word by word because a proverb is a simple, concrete, traditional saying that expresses a perceived truth based on common sense or experience. Proverbs are often metaphorical and use formulaic language. Mieder has defined that proverb as a sentence of the folk which contains wisdom, truth, morals, and traditional views in a metaphorical, fixed, and memorable form and handed down from generation to generation.¹⁰ On other hand, Mollanazar defined the proverb as a unit of meaning in a specific context through which the speaker and hearer arrive at the same meaning.¹¹ In conclusion, translating a proverb is not an easy thing. Nida and Taber state that translating process consists of analyzing the source language (SL), transferring it into the target language (TL), and restructuring language text [2]. In the translating process, translation concerns translating a proverb, too. However, not all proverbs can be understood by the learners, so there will be much misunderstanding of the purpose of the source language text. Most students still do many mistakes in translating

⁹ Vinay, J.P., and J. Darbelnet, *Comparative Stylistics of French and English: a Methodology for Translation*, translated by J. C. Sager and M. J. Hamel, (Amsterdam / Philadelphia: John Benjamins, 1995), p. 342

¹⁰ Mieder, W, "Proverbs speak louder than words: Folk wisdom in art, culture, folklore, history, literature, and mass media", New York: Peter Lang, 2008.

¹¹ Mollanazar, H, "Principles and methodology of translation", Tehran: SAMT, 2001.

proverbs because they use the word-by-word method so that the meaning is not suitable with what the proverbs mean. Proverbs cannot be translated literally or word by word. Students translate Proverb literally.

Thus, translating proverbs is a complex process in which lexical, structural, and conceptual domains are involved simultaneously. The translator should be aware of various aspects of these dominant implicates in rendering proverbial units. Unfortunately, students from English Education though still use this one such method (word by word) in most English texts, proverbs are no exception. This case happens because of some reasons like they are not mastering some proverbs, they do not have enough vocabulary, or they cannot be understood well in the context. As the consequence, the result of the translation is difficult to understand. The reader of the target text has to think hard to grab the meaning of the translated proverb. The meaning of the source text is not transferred well to the target text when it is translated literally. Regarding all explanations above, the researcher tries to analyze the students' equivalence in translating the proverb which would be conducted in the sixth semester of the English Study Program.

C. Identification of the Problem

Based on the background, the researcher identifies the problem as follows:

1. The meaning of a proverb is not the same as it is reflected literally by the words.
2. The students do not recognize the proverb within the sentences.
3. The students translate the proverb literally.

D. Limitation of the Research

Based on the identification of the problems above, the researcher examined the result of the students' translation. It will be focus on equivalence and non equivalence of translating Bahasa Indonesia proverb into English at the students of the fifth Semester

of English Education Study Program at the State Raden Intan State University Islamic Lampung in the academic year of 2020/2021.

E. Formulation of the Problem

Based on the background, the issue that was explored in this study is: How is the equivalence of the students' translation in translating Bahasa Indonesia proverb into English at the students of the fifth Semester of English Education Study Program at the State Raden Intan State University Islamic Lampung in the academic year of 2020/2021.

F. Objective of the Research

The Objective of this research is to find the equivalence of students' translation in translating Bahasa Indonesia proverb into English at the students of the fifth Semester of English Education Study Program at the State Raden Intan State University Islamic Lampung in the academic year of 2020/2021.

G. Use of the Research

This research is expected to have some uses, they are as follows:

1. Theoretically

This research is to provide information to students, readers, and also researchers about how to translate a proverb.

2. Practically

a. For the translation lecture

This research will give a contribution to translation lecture to find out their student's equivalence in translating Bahasa Indonesia into English especially in proverb to make any evaluation to the student's equivalence related to their weaknesses in translating English proverb

b. For the students

This research helps the students to minimize their weaknesses in translating the Bahasa Indonesia proverb into English and to make their English translation get better.

c. For the other researchers

This research is to provide information for further research.

H. Previous Research

There are some previous researches about equivalence translation in translating proverb; this previous research is to make difference between those previous research and present research. The relevant study was by Rima and Rini with the title “Analysis of students’ problems in translating English into Indonesian proverbs. Therefore, the result of the research is grammatical errors that are made by students in translating English proverb into Indonesian are on the problems of using article and plural. It can be seen in error on using article, plural, participle, modal auxiliary, and demonstrative, and gerund, adjective and comparative degree. From the result above, we can conclude that the translation is not the easy.¹²

The next previous research is by Suliman “An Analysis of the Translation of the Idiomatic expressions used in the Subtitles of Tangled.” The research finding showed that translating subtitle of a movie needs special skill and insight, since there are several aspects that can affect the result of the translated text, such as the background of the conversation, the limited space and time of the appearing subtitle and the most important is the different language between the source language and the target language.¹³

Based on discussion of previous study, it can be concluded that there is a significant different of this research with previous

¹² Rima Rahmania and Rini Anggraini, *Analysis of Students’ Problems in Translating English into Indonesian Proverbs*, Vol. 14, No.2, (NTB, Mataram: 2015).

¹³ Muhammad Suliman, *An Analysis of the Translation of the Idiomatic expressions used in the Subtitles of Tangled*, (Jawa Timur, Surabaya: 2013).

ones. The difference in the first previous had been done by Rima and Rini focused only to the Grammar rule used in the result of students translation. In the second previous, written by Suliman focused in idiomatic expressions, the researcher analyzes the students' translation result in translation idiomatic translation. Then, this research, researcher will be focus on how students' equivalence in translating the proverb which would be conducted in the sixth semester of the English Study Program.

I. Methodology of the Research

In this research, the researcher will be use descriptive qualitative research as the methodology of the research. Qualitative research is research that involves analyzing and interpreting texts and interviews in order to discover meaningful patterns descriptive of a particular phenomenon.¹⁴It can be said that qualitative research is research that involves analyzing and interpreting texts and interviews in order to discover meaningful patterns descriptive of a particular phenomenon.

In short, the researcher will use qualitative research because she intends to know the students' equivalence in translating the proverb which would be conducted in the sixth semester of the English Study Program.

J. Scope of the Research

1. Subject Research

The subject of this research is the students of the fifth Semester of the English Education Study Program at the State Raden Intan State University Islamic Lampung in the academic year of 2020/2021.

¹⁴Carl F. Averbach, *Qualitative Data*(New york:New York University Press,2003), p.1

2. Research Object

The object of the research is the equivalence of students' Bahasa Indonesia proverb translation into English.

3. Place Research

This research will be conducted at Raden Intan State University Islamic Lampung in the Academic Year of 2020/2021.

4. Research Time

This research will be conducted in the even semester of 2020/2021 Academic Year.





CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Concept of Analysis

An analysis is a process of breaking a complex topic or substance into smaller parts to gain a better understanding of it.¹⁵ According to *Kamus Besar Bahasa Indonesia*, analysis is the investigation of an event to determine the actual state.¹⁶ It means that analysis is a thing to determine the similarity or differences and to classify them.

According to Cambridge Dictionary, analysis is the process of breaking up a concept, proposition, linguistic complex, or fact into its simple or ultimate constituents.¹⁷ The process of evaluating data using analytical and logical reasoning to examine each component of the data provided. This form of analysis is just one of the many steps that must be completed when conducting a research experiment. Data from various sources is gathered, reviewed, and then analyzed to form some sort of finding or conclusion. There is a variety of specific data analysis methods, some of which include data mining, text analytics, business intelligence, and data visualizations.

According to Clifford, analysis is sorting out the structures of signification and determining their social ground and import.¹⁸ He also added that the analysis is (or should be) guessing at meanings, assessing the guesses, and drawing explanatory conclusions from

¹⁵ Ramelan in Happy Nur Indah Sari, *An Analysis of Participant and Process in Recount Text Made by the Eight Grade Students in SMP Al Huda Semarang In The Academic Year 2009/2010*, (Semarang: Semarang State University, 2010), p. 4. Unpublished.

¹⁶ Pusat Bahasa, *Kamus Besar Bahasa Indonesia*, (Jakarta: Gramedia Pustaka Utama, 2008), p.13.

¹⁷ Robert Audi, *Cambridge Dictionary of Philosophy*,(Walton Street: oxford University Press, 1999 2nd ed).

¹⁸ Geertz Clifford, *The Interpretation of Cultures*, (New York: Basic Books, 1973), p. 9.

the better guesses, not discovering the Continent of Meaning and mapping out its bodiless landscape.¹⁹

In conclusion, analysis is the practice of looking closely at small parts to see how they affect the whole. Literary analysis focuses on how plot/structure, character, setting, and many other techniques are will use by the author to create meaning. Always be sure to discuss the significance of the observations to the main idea about life (the theme).

B. Concept of Translation

As an international language, English has widely spread all over the world and is used for different purposes. It plays an important role in communication in the world. By mastering English we can communicate and interact with other people from other countries. Because of that English is formally taught in Indonesian. There are four language skills; listening, reading, speaking, and writing. Newmark states that translation can be concerned as a part of language skills, which calls for appropriate language and acceptable usage.²⁰ As a means of communication, translation is used for multilingual notices.

1. Definition of Translation

The translation is the process of transferring the meaning and style of the source language to the target language to the closest equality. It is explained by Nida and Taber, translation consists of reproducing in the receptor language, the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style.²¹ It can be concluded that the translation must be conveyed the meaning of the source language into the target language and maintain the style of language.

¹⁹ *Ibid.* p. 20.

²⁰ Newmark, *Op.Cit.* p. 6.

²¹ E. A. Nida and R. Taber, *The Theory And Practice Of Translation*, (Leiden: E.J. Brill, 1982), p. 12.

To state a simplistic definition of translation, it can be said that a re-telling, as exactly as possible, the meaning of the original message in a natural way in the language into which the translation is communicated. The term 'translation' can be generally defined as the action of interpretation of the meaning of a text, and production of an equivalent text that communicates the same message in another language. Hatim and Munday prefer to talk of 'the ambit of translation':

1. The process of transferring a written text from source language to target language, conducted by a translator, or translators, in a specific socio-cultural context.
2. The written product, or target text, results from that process and functions in the socio-cultural context of the TL.
3. The cognitive, linguistic, visual, cultural, and ideological phenomena are an integral part of 1 and 2.²²

The translation is the process of transferring the meaning of the source text into the target text. According to Zoya translation is language code-switching. As when translating, we switch from one language to another one.²³ The translation is the meaning in the source text that can be transferred to the target text and the form in the target text should be as natural as possible to follow the meaning contained in the source text. According to Finlay, translation must reproduce the sense of the original, omitting nothing and adding nothing.²⁴

It can be concluded that translation is transferring the meaning in the source language into the target language as naturally as possible with maintain the original of the source language and emphasize the linguistic, visual, cultural, and socio-cultural context of the source and target language without any adding or omitting.

²² Hatim and Munday, *Op.Cit.* p. 6.

²³ Zoya prosmina, *Theory of Translation 3d edition*, (Vladivostok: Far Eastern University Press, 2008), p. 8.

²⁴ Finlay, Ian F, *Translating*, (Edinburgh: T&A Constable Ltd, 1974), p. 2.

2. Type of Translation

According to Larson translation is divided into two major parts, namely meaning-based translation and form-based translation.²⁵ The meaning-based translation is concerned with the meaning contained in the source text and form-based translations emphasize the form of the text. It too, in tune with the opinion of Nida and Taber was split into two translations are formal translation and dynamic.²⁶ Translation dynamic in Nida and Taber translation based on the same meaning as Larson. However Newmark has another opinion, he divides the types of translation into several types, namely: Word-for-word translation, Literal translation, Faithful translation, Semantic translation, Adaptation, Free translation, Idiomatic translation, and Communicative translation. According to Vinay and Darbalent in Venuti divide several types in translation; they are Borrowing, Calque, literal Translation, Transposition, Modulation, Equivalence, and Adaptation.²⁷

1. Borrowing

Many types of borrowing are made from one language to another. It is often used when the target language has no equivalent for source language units, in this technique the source language word is transferred directly to the target language, sometimes by changing the word spelling or making pronunciation adjustments. Foreign terms may be used to introduce the flavor of some special characteristics of the source language. Hence, many well-established borrowing words, which are widely used, have become a part of the respective target language lexicon. Many English words are no longer considered as borrowing in Indonesian usages, such as; memo -memo, taxi-taksi, astronaut – astronot, etc.

²⁵ Mildred Larson, *Meaning Based Translation: A Build to Cross-Language Equivalent*, (Lanham, MD: University Press of America, Inc, 1984), p. 4.

²⁶ Nida, E, A. 'Linguistics And Ethnology In Translation-Problems', In D. Hymes(Ed.) *Language In Culture And Society: A Header In Linguistics And Anthropology*, (New York: Harper & Row, 1964), p .159.

²⁷Venuti, Lawrance, *The Translation Studies Reader*, (London: Routledge, 2004), p. 84-93.

2. Calque

Vinay and Darbelnet in Venuti stated that a calque is a special kind of borrowing whereby a language borrows an expression from another but then translates each of its elements. It is also called loan translation.²⁸ The result is a lexical calque, a calque that respects the syntactic structure of the target language whilst introducing a new mode of expression, or structural calque which introduces a new construction into the language. Initially, common people probably think it sounds strange and they cannot get the real meaning of the new words. For examples:

SL (Source Language): credit card

TL (Target Language): kartu kredit

SL (Source Language): grassroots

TL (Target Language): aka rumput

3. Literal Translation

Literal Translation refers to one-to-one structural and conceptual correspondence which is also known as word-for-word translation. According to Newmark the source language grammatical construction are converted to their nearest TL equivalence but the lexical words are again translated singly, out of context.²⁹ In this case, the TL forms may be translated literally into TL as long as the meaning is preserved. This technique is used most commonly in the language of the same family and culture. For example: 'Mary has come' in English can be translated literally into 'Mary Sudah datang' in Indonesian because they have a similar meaning.

4. Transposition

Transposition is one of the most common procedures or techniques used in translation, it is also known as a shift of form. Transposition is a translation procedure involving a change in the

²⁸ Venuti, *Ibid.* p. 86.

²⁹ Peter Newmark, *A Text Book of Translation*, (London: Polytechnic of Central London, Pergamon Press, 1988), p. 46.

grammar from the source language to the target language.³⁰ In other words, it involves replacing one-word class or word order into another without changing the meaning of the message, like a change of one different type of part of speech to another to achieve the same effect. There are some types of transposition according to Catford such as;

- a. The change from singular to plural (and vice versa) or in the position of the adjective.
 - a.1 Example for transposition from plural to singular
 SL: a pair of trousers
 TL: sebuah celana panjang
 - a.2 Example for transposition in the position of the adjective
 SL: green (Adj) scarf (N)
 TL: selendang (N) hijau (Adj)
- b. The change in grammatical structure or word order from the source language (SL) to the target language (TL). Example:
 SL: we must bring the flower
 TL: bunga itu harus kita bawa
- c. The change of part of speech or word class from SL to TL, when the literal translation of SL text may not acceptable in the natural usage of TL.
 Example:
 Catford's class shift occurs when the translation equivalent of the SL item is a member of a different class from the original item, such as noun becomes a verb, adjective becomes a verb, etc. For example:
 SL: the house owner was welcoming to the guests (adjective)
 TL: sang pemilik rumah menyambut kedatangan para tamu (verb).
- d. Catford's unit shift: changes of rank. These changes of rank include word into phrase, word into clause, phrase into clause, and so on.
 SL: hospitality (word)
 TL: sikap ramah tamah/ keramah-tamahan (phrase).³¹

³⁰ Newmark, *Ibid.* p. 85.

³¹ J.C Catford, *A Linguistic Theory of Translation*, (London: Oxford University Press, 1965), p. 15.

e. Modulation

Modulation entails a change in lexical elements, a shift in the point of view, or thought of the source language. It consists of using a word or phrase that is different in the source and target language to convey the same idea. For examples:

SL: you shouldn't dislike the birthday gift from your father.

TL: kamu seharusnya menyukai kado ulang tahun dari ayahmu.

In this case, the negative form in SL becomes positive in TL. It is a modulation that occurs when literal translation is considered unsuitable or awkward in TL. If translator translate the TL form literally become "kamu tidak seharusnya tidak menyukai kado ulang tahun dari ayahmu", it sounds strange in Indonesian language although it is correct grammatically.

SL: the jewelry shop beside my home was robbed the last night.

TL: ada yang merampok toko perhiasan di samping rumah ku tadi malam.

In this case, modulation can be done by changing the form from a passive voice in the source language into an active voice in the target language (and vice versa).

SL: the man called his daughter once a day when he was abroad.

TL: Pria itu menelepon anaknya sekali sehari ketika dia berada di luar negeri.

In the last example, the modulation can be seen from the change of abstract message in the source language into concrete in the target language. The classification proposed by Vinay & Darbelnet is based on the nature of mental operations underlying each type of modulation. Those types are abstract for concrete, explicative modulation, part to whole, part to another part, reversal of term, the negation of opposite, active for passive, space for time, the interval for limit, and change of symbol.

a) Abstract for Concrete

Concrete words are recognized more quickly and remembered better than abstract words. For example:

SL: She sleeps in the open.

TL : Ia tidur di bawah langit beratapkan bintang – bintang.
(The words ‘ the open’ which is abstract is translated into ‘di bawah langit beratapkan bintang – bintang’ which is more concrete and easily defined.)

b) Explicative Modulation

It tends to make clear the implicit meaning, or, make something explicit into implicit. The explicative modulation type includes the pause for effect, the means for the result, the substance for the object, or vice versa. For example:

SL: These conflicts, which more often than not have regional causes...

TL : Konflik – konflik ini, yang lebih sering disebabkan oleh sebab – sebab regional... (The phrase ‘than not’ is not translated into Target Text)

c) Part – whole

It is when a specific word, term, or phrase in ST is translated into a more general term. It is also called a synecdoche. For example:

SL : Penthouse, mansion

TL : Tempat tinggal, Griya Tawang

d) Part – another part

It happens when there is a certain part of the thing is translated into another part. For example:

SL: From cover to cover

TL: Dari halaman pertama sampai halaman terakhir

e) Reversal of terms

It is also a distinct technique, usually optional for making language sound natural. For example:

SL : Money laundry

TL : Pencucian uang (not ‘uang pencucian’)

f) Negation of opposite

It is positive for double negative (or 'double negative for positive') and it is a concrete translation procedure that can be applied in principle to any action (verb) or quality (adjective or adverb). The translations are free, and in theory, the double negative is not as forceful as the positive; the force of the double negative depends on the tone of voice, and therefore the appropriateness of this modulation must depend on its formulation and the context. This type of modulation is similar to litotes. For example

SL: Conflicts are bound to occur.

TL : Konflik militer tak urung terjadi juga

g) Active for passive

This type is a common transposition, mandatory when no passive exists and it can also be advisable where a reflexive is normally preferred to a passive, as in Bahasa Indonesia. For example:

SL: I cut my finger. (Active)

TL: Jariku teriris. (Passive)

h) Space for time

It is usually called *metalepsis*. It happens when a word or a phrase indicating space (it is usually preceded by the preposition of place, e.g. on, in, at) is translated into a word or a phrase representing time. For example:

SL: I'm in a difficulty.

TL: ketika saya sedang bersedih...

i) Interval and limits

It is a type of modulation where there is a change when an interval phrase is translated into a limit symbol. For example:

SL: In the period between 1900 and 2000, industries were growing up.

TL: Di era modern ini, industri terus berkembang.

j) Change of Symbol

The comparison of fixed metaphor reveals that the symbolism employed in different languages is based on quite different images. It includes fixed and new metaphors. For example:

SL: She is a bookworm.

TL: Ia seorang kutu buku (not ‘cacing buku’).

f. Adaptation

Adaptation is a translation technique that involves modifying a cultural reference for the target text readership Vinay and Darbelnet in Hatim and Munday It is used in those cases where the type of situation being referred to by the SL message is unknown in the TL culture. Adaptation occurs specific to one language culture that is expressed in a different way that is familiar or appropriate to another language culture. It involves changing the cultural reference when a situation in the source culture does not exist in the target language culture, but the TL has quite a similar concept. In such cases, translators have to create a new situation that can be considered as being equivalent.³² Adaptation can, therefore, be described as a special kind of equivalence, a situational equivalence. Titles of books, movies, and characters fit into this category. For examples:

SL: ‘All American Girl’ [a novel by Meg Cabot]

TL: Pahlawan Amerika.

g. Equivalence

Vinay and Darbelnet view equivalence in translation as a procedure that replicates the same situation as in the original. They suggest that, if this procedure is applied during the translation process, it can maintain the stylistic impact of the SL text in the TL text.³³ In this research, the translators have to consider natural terms which are used in TL, like considering the cultural adjustment. They also stated that equivalence is therefore the ideal method when the translator has to deal with proverbs, idioms, clichés, nominal or

³² Basil Hatim and Jeremy Munday, *Translation an Advance Resources Book*, (London: Routledge, 2004), p. 334.

³³ Vinay, J.P., and J. Darbelnet, *Comparative Stylistics of French and English: a Methodology for Translation*, translated by J. C. Sager and M. J. Hamel, (Amsterdam / Philadelphia: John Benjamins, 1995), p. 342

adjectival phrases, and the onomatopoeia of animal sounds.³⁴ For example:

SL: When in Rome do as the Romans do

TL: Dimana bumi dipijak disitu langit dijunjung

From the definition above, can be concluded that to analyze translation work, the main purpose is not just to agree or disagree, also need to focus on how to expresses our perspective, interpretation, or critical evaluation of the work. In this research, the researcher only focused on equivalence translation to analyze the translation of Bahasa Indonesia proverb into English, because in translation Bahasa Indonesia proverb, equivalence is more appropriate because the meaning of the proverb is not the same as it is reflected literally by the words so that need equivalence to translate proverb.

C. Concept of Equivalence

1. Definition of Equivalence

Equivalence is to get the same message as the source text reflected by using words that are different from the source text. In the equivalence meaning target text describes the same reality as does the source text and at the same time, it produces the same effect upon the receptor. According to Vinay and Darbelnet, equivalence-oriented translation is a procedure that 'replicates the same situation as in the original, whilst using completely different wording'.³⁵ And it is also supported by Nida and Taber stating that equivalence is a very similarity in meaning, as opposed to the similarity in form.³⁶ The equivalence meaning between source and target text in translation is required to provide the same response although the response is not identical, at least there is an agreement to achieve the goal of equivalence response in the text.

³⁴ *Ibid.*

³⁵ *Ibid.*

³⁶ Nida And Teber, *Loc.Cit.* p.200.

The important thing in equivalence is the message of the source text must be conveyed in the target text. To get the equivalence in the translation from the source text to the target text, the translator tries to translate as naturally as possible the source text. According to Nida and Taber, translating consists of reproducing in the receptor language the closest natural equivalence of the source-language message.³⁷ It can be concluded that equivalence is the message of the text that can be revealed to the target text or receptor as naturally as possible. Nida divides equivalence into two types, "Formal and Dynamic equivalence".³⁸

2. Type of Equivalence

a. Formal Equivalence

In translation, equivalence is required to get the appropriate response of the source text, but the equivalence is not merely changed the whole part of the text, because there is a possibility to damage the source text. Nida explains that in translation often not get the appropriate equivalence but wherever possible, use formal equivalence before translated text equivalence to avoid misunderstanding in understanding the translation. Formal equivalence focuses attention on the message itself, in both form and content.³⁹ It requires that the message in the target language should match as closely as possible in the source language. It is supported by Basil and Hatim, Formal equivalence is a translation that adheres closely to the linguistic form of a source text.⁴⁰ The ordering of words and ideas in a translation should match the original as closely as possible. For example, the source text is "it's very hot" the sentence is spoken by someone to his friend in hot afternoon. "It's very hot" can be translated as "udaranya sangat panas" the form of the target text preserves the form of the source text.

³⁷ Nida and Taber, *Ibid.* p. 12.

³⁸ Nida, E, A. *Op.Cit.* p. 159.

³⁹ Nida and Taber, *Loc.Cit.* p. 159.

⁴⁰ Basil Hatim and Jeremy Munday, *Op. Cit.* p. 340.

b. Dynamic Equivalence

In translation the message in the source text must be properly conveyed into the target text, so the response obtained in the target text has the same response that is intended by the source text. To get the same response needed dynamic equivalence. According to Nida and Taber dynamic equivalence is the "quality of translation in which the message of the original text has been so transported into the receptor language that the response on the receptor is essentially like that of the original receptors."⁴¹ And it is also supported by Basil and Hatim stating that dynamic equivalence is a translation that preserves the effect the ST had units' readers and which tries to elicit a similar response from the target reader.⁴²

A dynamic equivalence translation is not as concerned with the grammatical form of the original language, as it is with the meaning of the original. It allows more room for interpretation and is easier to understand. According to Nida and Taber "Frequently, the form of the original text is changed; but as long as the change follows the rules of back transformation in the source language, of contextual consistency in the transfer, and transformation in the receptor language, the message is preserved and the translation is faithful. The opposite principle is formal correspondence."⁴³ However, the response is not identical, because there is a different culture between the source text and target text so that the translator must consider carefully the message in the source text that the purpose can properly convey to the target text. According to Nida and Taber "this response can never be identical, for the cultural and historical target text are too different, but there should be a high degree of equivalence of response, or the translation will have failed to accomplish its purpose."⁴⁴

⁴¹ Nida and Teber, *Ibid.* p. 200.

⁴² Hatim and Munday, *Op.Cit.* p. 339.

⁴³ Nida and Teber, *Op.Cit.* p. 22.

⁴⁴ Nida and Teber, *Ibid.* p. 24.

To clarify the concept of dynamic equivalence can be considered some of the examples below, the first, in source text the phrase "Be my guest" is the most appropriate translation in target text is "Silahkan". English as the source text that hears or reads this phrase will give the same response to Bahasa as the target text that hears or read "Silahkan". Translation "Silahkan" is different form of the form literal translation "Jadilah tamu saya". Indeed, the message of the source text "Be my guest" is not an invitation to someone be a guest.

The second, Meaning contained in the source text "The river runs" is "Air sungai mengalir" in the target text. The meaning is expressed as naturally as possible back into the target text, by translating the word "runs" to "mengalir" and not "berlari".

The third, the source text "Bridge plans given go-ahead" is the most appropriate translation in target text is "rencana pembuatan jembatan disetujui". The expression "to give go-ahead" here is "Menyetujui" and that is the most appropriate translation in Bahasa. Even, this translation example shows the main priority is meaning not a form.

In this research, the researcher only focused on the equivalence of students' Bahasa Indonesia proverb Translation into English, because in translation Bahasa Indonesia proverb, the equivalence of translation is very necessary. After all, the meaning of a proverb is not the same as it is reflected literally by the words so that needs the equivalence to translate proverb.

D. Concept of Proverb

The proverb is a statement containing a message or moral which can be used to describe the situation or make it significant. The writer also believed that proverb is a speech that can be used in everyday life for many situations that containing parables, comparisons, and advice that can apply as a way of life. According to Mieder proverb a sentence of the folk contains wisdom, truth, morals, and traditional views in a metaphorical, fixed, and

memorable form and handed down from generation to generation.⁴⁵ On other hand, Mollanazar defined the proverb as a unit of meaning in a specific context through which the speaker and hearer arrive at the same meaning.⁴⁶ Accordingly, Gorjian states that proverbs are sentential or phrasal with complete meaning and are similar to sayings, slogans, and maxims which convey the cultural, legendary, and folklore heritage of a nation.⁴⁷ They are based on historical stories and tales which are rooted in people's shared background knowledge. At the content and context levels, there may be several shared properties between the source language and target language equivalents that are connotatively motivated while at the formal level the lexical differences can be problematic.

Generally, The New Encyclopedia Britannica in Hui states that a proverb is a succinct and pithy saying in general use, expressing commonly held ideas and beliefs.⁴⁸ Brosh said that proverbs manifest themselves in many different forms and can be applied to many different circumstances.⁴⁹ They are varied in content, age, form, structure, kind, and origin. Some proverbs can apply to many people and many places; they are thus common to many cultures and have endured for a long time.

Others that deal with aspects of daily life apply only to a given region or to a given situation or time. The proverb is a short well-known saying that states a general truth or gives advice⁵⁰. The proverb is picked as the primary data because it plays an influential

⁴⁵ Mieder, W, "Proverbs speak louder than words: Folk wisdom in art, culture, folklore, history, literature, and mass media", New York: Peter Lang, 2008. P. 39.

⁴⁶ Mollanazar, H, "Principles and methodology of translation", Tehran: SAMT, 2001. P. 158.

⁴⁷ Gorjian, B, "Translating English proverbs into Persian: A case of comparative linguistics". (Education Journal, second edition).

⁴⁸ Hui, L. K, "How Malay Proverbs Encode and Evaluate Emotion? A paremiological Analysis", International Journal of the Malay World and Civilisation. 2010, pp.57-81.

⁴⁹ Brosh, H. "Proverbs in the Arabic Language Classroom", International Journal of Humanities and Social Science, Annapolis: Language and Culture Department, Vol.3. 2013. No.5, pp. 19-29.

⁵⁰ Santranatha, M.M, "The Semantic Structure Analysis of The English Proverbs Found in The English Pocket Dictionary", E-Jurnal Humanis, ISSN: 2302-920X. 2016.pp. 116-121.

role in literary works. The proverbs are important to be analyzed because when identifying the meaning, it is often misunderstood and mistranslated in some literary works. From many definitions above, the researcher assumes that a proverb is an expression whose meaning cannot easily be worked out from the words it contains. Proverbs cannot be understood by translating word for word. It is because a proverb is a short sentence or statement which comes from general truth and the meaning of it cannot be understood easily by the target language. A proverb may have an allegorical message behind its odd appearance. Because there are many popular proverbs, it is not unreasonable that some are mutually contradictory. Though a pair of proverbs might essentially contradict each other, however, either can be reliable when applied to a specific situation.

In many cases, proverbs deal directly with societal customs that might not translate directly to certain other societies. Nida in Gorjian noted that proverbs are special metaphoric expressions and the translator should know the proverbial concepts in SL/TL regarding their similarities and differences.⁵¹ In these cases, it might help to find a saying that approximates the intended message of the proverb and use that. Ultimately, the challenges of translating proverbs depend on the case at hand, and therefore, translators should adjust their method on a case-by-case basis. Considering the research conducted by Syarfuni entitled *An Analysis of English and Indonesia Idioms and Proverb*, he described the phenomena of proverbs translation in the level of accuracy, acceptability, and readability.⁵² He stated that proverbs have differences and similarities between English and Indonesia. English and Indonesian have different cultures, which why they have their way to deliver proverbs. Furthermore, Syarfuni states that the proverb came from various type, they are; the proverb states a fact, the proverb in metaphorical form, the proverb consisting of at least one topic, the proverb that falls into a traditional pattern, the proverb in form of

⁵¹ *Ibid.*, Gorjian.

⁵² Syarfuni. "*An Analysis of English and Indonesia Idioms and Proverb*", ISSN 2354-004X, 2016, pp.26-50.

contrast, the proverb that used in rhyme, and the proverb that traced to ancient Latin and Greek Literature.⁵³

1. The proverb states a fact because they contain the wisdom of the truth that is delivered by the old person according to the fact that is going on the occasion of the problem of life. For instance:
SL: Confine your tongue, lest it confine you
TL: Mulutmu harimaumu

2. The metaphorical proverbs are the proverb used as an expression that describes a person or object in a literary way by referring to something. For instance:
SL: Never buy pig in a poke
TL: Membeli kucing dalam karung

3. A proverb consists of at least one topic and comments about its topic too. It may have as a few as two words. For instance:
SL: Money breeds
TL: Lintah darat.

4. Many proverbs fall into one of several traditional patterns and they may present an alternative or an equation, for instance:
 - a. The proverb of several traditional patterns on the form of an alternative:
Better late than never
 - b. The proverb several traditional patterns in form of an equation:
Ya atau tidak sama sekali

5. Some of the proverbs are often make use of contrast, for instance:
SL: A man ought to do his duty.
TL: Siapa yang berbuat dia yang bertanggung jawab
Sometimes contrast is emphasized by parallel structure, for example:
SL: Waste want not

⁵³ *Ibid*, Syarfuni, 2016.

- TL: Hati gatal mata digaruk
6. The other type of proverbs has still used a rhyme, for instance:
SL: East and west, home is best
TL: Manusia yang merencanakan, tuhan yang menentukan.
7. We may find the other proverb that traced to ancient Latin and Greek Literature, for example:
SL: Love is blind



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