CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1. Data Description

The data used in this study are the utterances of participants which showed the problems encountered and the local strategies used during the translation process and their statements, which showed the same cases, after the translation process (questionnaire and interview). The data are described into three parts. The first part is the description of participants' problem during the translation process and the analysis table of the problems encountered by participants (Appendix 3). The second one is the description of local strategies used in translating the text (Appendix 3). The last is the discussion of problem solvability (Appendix 3).

The analyses of the primary data consist of two parts; (1) the analysis of participants' verbalization showing the problems encountered at the time they translated the text, (2) the analysis of participants' verbalization showing local strategies used at the time they translated the text. Those analyses are carried out in the same table of analysis, considering that the local strategies used relates to the problems they encountered, and (3) the analysis of problem solvability. The table of analyses consists of 32 numbers of each participant verbalization of title, subheading, sentences, and phrases (contained in the table)

which are contained in the text (the Strategic Plan) they translated (see the text in Appendix I). Therefore, there are 256 numbers of analyses, the accumulation numbers of 8 participants' verbalization. Here is the example of the analyses table of problems and local strategies.

Analysis of Verbalization Transcription of P1*

1. ST: BAB II. KONDISI UMUM PENDIDIKAN

   TT: CHAPTER II. GENERAL CONDITION OF EDUCATION

Transcription	Analysis				
	Problems	Problem Indicators	Local Strategies	Solved	Unsolved
Bab dua, kondisi umum pendidikan/Bab dua... bab dua enakan diterjemahkan chapter two/Oiya pasti itu/ Ini pake pulpen hitam (5s) Chapter two… maaf tulisannya jelek/ Nah kondisi umum pendidikan/ sebenernya bisa diterjemahkan general condition of education/ tapi biar lebih pasti/ karena ini terjemahan formal ya kita lihat toolsnya (checking google translate) oh google translatenya mati ya, coba kita lihat (checking Indonesian-English dictionary on computer) kondisi umum… kondisi.. kondisi.. (scroll down the pad) kondisi.. kondisi.. eh kelewatan […] hmm kondisi… condition requirement *condition*… oke betul… *general condition of education*/ yak general condition of education/	Structuring the phrase *kondisi umum* in the TT	a. Checking Indonesian-English dictionary b. Unfilled pause for more that 5 secs	Phrase structure change	√ Note: Participant makes sure that general condition is the right equivalence of Indonesian phrase *kondisi umum* since, as he says, it is a formal translation. Thus, he searches the word *kondisi* on dictionary.	

Participant 1

Table 3. Analysis of Problems Encountered and Local Strategies Used by Participants

4.2. Findings and Discussions

The findings of this research describe kinds of problems encountered and local strategies used by the participants (ELSP students) in translating the Strategic Plan of Ministry of Education and Culture 2010-2014 as asked in the research questions. They are divided into two parts; (1) Problems Encountered during the Translation Process, (2) LocalStrategies Used during the Translation Process. Meanwhile, the discussions describe problem solvability during the translation process. The discussions contain five subheadings, based on the problems encountered by the participants. Each subheading discusses kind of problem encountered and whether or not it was solved. For the solved problems, how the local strategies were used to solve them is explained. For the unsolved problems, why they are unsolved are explained.

4.2.1. Findings

4.2.1.1.   Problem in Translating the Text

As stated in 4.2. Data Analysis, there are 256 numbers of analyses of participants' verbalization. Each number can contain one or more problems encountered by the participants at the time they translated the text. However, each number can contain no problem at all (nil). In other word, the participants had no problems at the time they translated the text. From 256 numbers, 215 numbers

contain problems while the rest 41 numbers contain no problem. The total problems contained in these 215 numbers are 310 problems.

After identifying the problems by using Kring's problem indicators, those problems are classified into five categories. They are searching for the equivalent of ST word in the TT, searching for the equivalent of ST specific term in the TT, restructuring the phrase in the TT, restructuring the clause in the TT, and restructuring the sentence in the TT. From eight participants, there are 94 problems in searching the equivalent of ST word in the TT and 127 problems in searching the equivalent of ST specific terms in the TT. Meanwhile there are 70 problems in restructuring the phrase in the TT, 18 problems in restructuring the clause in the TT, and 1 problem in restructuring the sentence in the TT. The frequency of the problems occurred during translating the text can be shown in the table and figure below.

No.	Problems	Participants								Total
		P1	P2	P3	P4	P5	P6	P7	P8	
1.	Searching for the equivalent of ST words in the TT	20	9	9	16	14	11	8	6	94 (30.32%)
2.	Searching for the equivalent of ST terms in the TT	16	19	19	17	12	15	14	15	127 (40.97%)
3.	Restructuring the phrase in the TT	4	6	6	6	17	14	3	14	70 (22.58%)
4.	Restructuring the clause in the TT	2	3	3	1	2	4	0	3	18

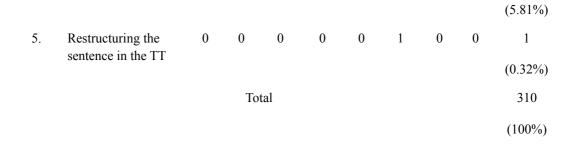|									(5.81%)
5.	Restructuring the sentence in the TT	0	0	0	0	0	1	0	0	1
										(0.32%)
	Total									310
										(100%)

Table 4. Findings of Problems Encountered by Participants

4.2.1.2. Local Strategies Used during the Translation Process

In accordance with the problem which the participants encountered during the process of translation, some local strategies were used to overcome the problems. From 215 numbers of analyses which contains 310 problems, 195 strategies are used. These kinds of strategies are identified and classified based on Chesterman's theory on local strategies in translation (see Appendix I). The result of the analysis shows that there are 87 strategies classified as **literal translation**, 13 strategies classified as **loan translation**, and 14 strategies classified as **distribution change** (expansion and omission). Meanwhile, there are 33 strategies classified as **phrase structure change**, 9 strategies classified as **clause structure change**, and 11 strategies are classified as **information change**. Moreover, the strategies classified as **synonymy** are 18 and those classified as **cultural filtering** are 6. One strategy classified as **sentence structure change** and so is **cohesion change**. However there is no strategy which is classified as **paraphrase, antonymy, hyponymy**, or **unit shift**. In other word, those strategies are not used by the participants during the process of translation. The findings of those local strategies can be shown in the table below.

No.	Local Strategies	Participants								Total
		P1	P2	P3	P4	P5	P6	P7	8	
1.	Literal Trans.	10	8	10	12	9	9	8	21	87 (44.62%)
2.	Loan Trans.	2	4	0	1	3	0	2	1	13 (6.67%)
3.	Transposition	1	0	0	0	0	1	0	0	2 (1.03%)
4.	Unit Shift	0	0	0	0	0	0	0	0	0 (0%)
5.	Phrase Struct. Chg.	6	4	4	5	9	4	1	0	33 (16.92%)
6.	Clause Struct. Chg.	0	1	1	2	2	2	2	0	9 (4.61%)
7.	Sentence Struct. Chg.	0	0	0	0	0	1	0	0	1 (0.51%)
8.	Cohesion Chg.	0	0	0	0	0	1	0	0	1 (0.51%)
9.	Synonymy	6	0	1	4	3	3	1	0	18 (9.23%)
10.	Antonymy	0	0	0	0	0	0	0	0	0 (0%)
11.	Hyponymy	0	0	0	0	0	0	0	0	0 (0%)
12.	Distribution Chg.	0	2	1	1	5	5	0	0	14 (7.18%)
13.	Paraphrase	0	0	0	0	0	0	0	0	0 (0%)
14.	Cultural Filtering	0	0	0	0	1	0	5	0	6

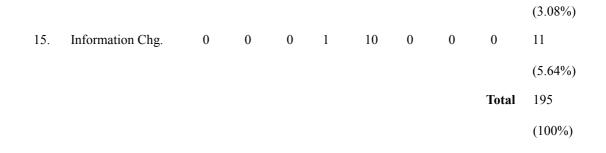|									(3.08%)
15.	Information Chg.	0	0	0	1	10	0	0	0	11
										(5.64%)
									Total	195
										(100%)

Table 5. Findings of Local Strategies Used by Participants

The discussions of the findings above are as follows.

4.2.2. Discussions

Problem Solvability

   The overall problems encountered were 310 problems. The total problems which were solved were 134 problems while the unsolved ones were 176 problems. The solved and unsolved problems as well as the local strategies are distributed based on the each kind of problem discussed below.

4.2.2.1. Problem in Searching for the Equivalent of ST Words in the TT

   Problem in searching for the equivalent of ST words in the TT occurred 94 times (30.32%). It was the second most frequent problem encountered by the participants during the translation process. There were several

words— base and inflectional words— in the ST which are problematic for them to translate as natural as possible in the TT. The base words which were considered as the problematic ones were *referensi, jenjang, kabupaten, upaya, masyarakat, sekaligus, kota, rasio, dasar, strategis,* and *usaha* were considered as the problematic ones. Meanwhile, the inflectional words which were considered as the problematic ones were *lingkungan, menyusun, terjadi, mendorong, memperluas, penyediaan, kinerja, pemerataan, kesenjangan, sederajat, bersertifikat, penyelenggaraan, antarwilayah, menyiapkan, capaian, mengetahui, peningkatan*, and *selanjutnya*. The frequency of the occurrence of the problematic base words was 36 times while of the inflectional ones was 58 times. It can be seen from the time spent by the participants in translating those words, the frequency of looking up those words in the dictionary, participants' statement about, and gap in the TT (Krings' problem indicators). The discussion are then divided into two subheadings, problem in searching for the equivalent of ST base words in the TT and problem in searching for the equivalent of the ST inflectional words in the TT.

4.2.2.1.1. Problem in Searching for the Equivalent of ST Base Words in the TT

During the process of translation, participants encountered the problem in searching for the equivalent of base words in the ST mentioned previously. The examples can be seen in the following extracts.

Trans. Tab. 6.3. P1

menyiapkan mereka to prepare them (5s) to to memasuki jenjang pendidikan / jenjang jenjang/ jenjang grade level/ education grade/ education grade/ umm (checking Google translation) jenjang/ ladder stage/ coba kalau di kamus/ jenjang jenjang […] ladder stage level and gradient/ umm jenjang dalam pendidikan/ stages range/ hmm stages yak stages (5s) enter to to education stages

Trans. Tab. 14. P2

and the second is disparitas/ disparitas tadi itu (checking Google translation) disparity/ the gross enrollment disparity in umm kabupaten (underlining the word "kabupaten" with the red-inked pen) (checking Google translation) regency/ the gross enrollment disparity between regency and city in percent

In the transcriptions above, it can be seen that P1 had problem with the base word *jenjang* while P2 had problem with the base word *kabupaten*. P1 knew that the meaning of *jenjang* in the TT could be *grade* or *level*. However he did not know well which word was equivalent to *jenjang* and suitable to the context of that text. Meanwhile, P2 knew the meaning of *kabupaten* but she did not know the equivalent of that word in the TT and therefore she checked it up in the dictionary.

From the transcription and the questionnaire that have been collected, it is found that there are reasons why they found difficulties in searching for the equivalent of those words in the TT. Firstly, they did not know the meaning of the ST word in the TT. For example, P2 knew what *kabupaten* means in the ST but she did not know what word in the TT which has the same meaning with *kabupaten*. Secondly, they forgot the equivalent of those words in the TT so that they had to look them up in the dictionaries.

4.2.2.1.2. Problem in Searching for the Equivalent of the ST Inflectional Words in the TT.

Trans. Tab. 16.3. P6.

try to increase the education and… kesenjangan/ kesenjangan (checking dictionary) apa ya kesenjangan ya/ kesenjangan assymetric… discrepancy/ kayaknya discrepancy deh/ <u>and decrease</u> (5s) kesenjangan taraf pendidikan antarkelompok masyarakat/ and decrease the education… taraf/ taraf/ (noting) coba kesenjangan discrepancy (underlining the phrase "taraf pendidikan" with the red-inked pen) taraf/ standard… level/ and decrease the/ decrease the discrepancy of… education level between people/ the aduh <u>decrease the discrepancy education level</u>/

Trans. Tab. 16.2. P5

eh akses dan pemerataan/ equality pemerataan bukan? (checking Google translation) equity apa equality ya (checking Cambridge dictionary) equity (murmuring) (5s) (checking Indonesian-English dictionary) equity bisa equality juga/ in order to extend the access <u>and equity of basic education</u>/

Trans. Tab. 6.1 P1

pendidikan anak usia dini atau paud mempunyai peran penting untuk mendorong tumbuh kembang anak Indonesia (5s) early childhood education/ has the important role/ to… mendorong mendorong menekan/ to support bukan sepertinya/ mendorong kita coba lihat (checking Google translation) mendorong encourage push drive push stimulate/ to stimulate/ oh stimulate tumbuh kembang anak Indonesia/

Trans. Tab. 2. P4

dua titik satu analisis kondisi internal lingkungan pendidikan/ <u>two point one</u>/ <u>the analysis of</u>/ internal/ internal itu/ internal aja/ <u>internal condition of</u>/ the analysis of internal condition (5s) in lingkungan/ lingkungan/ lingkungan kayaknya cari di kamus aja (checking Cambridge dictionary) coba environment (5s) (interrupted: keep talking) environment hmm the air water and land or in which people, animals and plants live (5s) umm environment umm lingkungan pendidikan/ coba pakai Google terjemahan/ lingkungan pendidikan/ lingkungan pendidikan/ lama ya/ hmm (5s) di kamus bahasa Indonesia/ lingkungan/ lingkung an (5s) […] lingkungan/ selain lingkungan apa?/ the analysis of internal condition in (5s) err ini aja deh/ <u>education field</u>/

The transcriptions above show that Participant 6 (P6) had problem with the word *kesenjangan* while P1 had problem with the word *mendorong*. Meanwhile, P5 had problem with the word *pemerataan* and P4 had the problem with the word *lingkungan*. They paused more than five minutes on those units and search the reference relating to those words in the dictionaries.

From the transcription and the questionnaire that have been collected, it is found that there are reasons why they found difficulties in searching for the equivalent of those words in the TT. Firstly, they did not know the meaning of the ST word in the TT. For example, P6 knew what *kesenjangan* means in the ST but she did not know what word in the TT which has the same meaning with *kesenjangan*. Secondly, they forgot the equivalent of those words in the TT so that they had to look them up in the dictionaries. Thirdly, they knew many words in the TT which have the same meaning with the ST word, but they just did not know which one of those words in the TT which was suitable to the context being discussed. In other word, they did not know the right equivalent of ST word in the TT. For example, P4 was quite confused whether environment is equivalent or not to *lingkungan* in the context being discussed.

4.2.2.1.3. The Solved Problems

From 94 problems, 83 were solved and 11 were unsolved. The solved problems were overcome by using several local strategies. The participants used **literal translation, loan translation, synonymy, transposition, and distribution change (omission).**

4.2.2.1.3.1. Literal Translation

In overcoming this problem, **literal translation** was used 57 times (the rest 30 times were occurred when they used it to translate the problematic terms). This was used when they forgot the equivalent of those words in the TT or

when they really did not know what words in the TT which had the same meaning with those in the ST. Thus they translated it literally by using some reference from dictionaries (Indonesian-English and English-English) and translation machine. Here is the example of the analysis.

Example 1.

Trans. Tab. 16 H.F.

dalam rangka memperluas akses dan pemerataan pendidikan dasar/ *memperluas akses* (checking Google translation)/ hmm expanding enlarging increasing widing (5s) in expanding the access and quality… the quality of basic education/ the government has done all the efforts… all efforts (scratching the article "the") to keep increasing/ to… to keep/ terus melakukan/ to be… (5s) to keep (5s) to increase aja deh/ to increase partisipasi pendidikan/ the participant/ the education participant and decrease the inequality of education level/ antar kelompok masyarakat/ in a group of society/

4.2.2.1.3.2. Loan translation

This strategy was used to overcome this problem during the process of translation and was used by the whole participants. It was commonly used by participants to translate the loan words which were borrowed from its original language (English) which is the language of the TT. The examples are the translation of *disparitas, referensi, analisis, indikator, rasio,* and etc.

Example 1.

Trans. Tab. 10 P5

ah disparitas apk paud/ argh disparitas apaan/ disapritas (5s) disparity/ disparity tuh di sini (checking Cambridge dictionary) the state in which there is no equality and similarity especially in a way that is not fair/ berarti tulis aja disparity kan/ berarti ini kata serapan/ the disparity/ apk paudnya ga usah dijelasin deh/ apk paud/ antarwilayah/ wilayah location/ hmm antarwilayah digabung (checking Google translation) interregional/ the disparity of err in interregional decrease menurun/ decrease decrease decrease (5s)

interregional <u>decrease from six percent in two thousand and four to three point o three percent in two thousand and nine</u>/ tabel dua titik satu (underlining the word "tabel 2.1." with the red-inked pen) kayaknya kalau di teks-teks see table/ <u>see table two point one</u> […]

Example 2.

Trans. Tab. 3 P1

yak pada periode/ in the period/ yak oke <u>in the period of two thousand and five until two thousand and nine</u>/ sebagai referensi untuk mengetahui pencapaian/ as the reference/ sebagai referensi/ referensi referensi diterjemahkan sebagai reference… reference… (checking Google translation) referensi […] (checking Indonesian-English dictionary) referensi/ certification in writing/ hmm the reference to ? mengetahui/ to know/ to know tepat atau tidak/ to… to know/ to know to find find out/ to find out/ find out lebih ke mencari/ discover to discover/ hmm to/ perceive perceive/ to know/ to know kayaknya bener bener/ ya baik/ <u>as the reference to know</u>/

Example 3.

Trans. Tab. 25 P5

rasio guru/ the teacher's ratio/ the teacher's rat/ rasio itu kalau ga salah coba deh (checking Indonesian-English dictionary) rasio/ the ratio (5s) <u>the teacher's ratio in elementary school</u>/

Those examples are taken from different transcription of participants' verbalization. At first, they had already known that those terms could be borrowed from its original language and therefore they checked them in the dictionaries (see the highlighted utterances). By using the references of the dictionaries and translation machine, they decided to use the original terms from which those terms in the ST were borrowed.

4.2.2.1.3.3. Synonymy

Synonymy was used to help them translating several words which they have already known that their literal meaning did not fit in the context of the text. The problematic words commonly translated by using this strategy are *lingkungan* in the phrase *lingkungan pendidikan*, and *mendorong (mendorong tumbuh kembang anak Indonesia)*.

Example 1.

Trans. Tab 2. P4

dua titik satu analisis kondisi internal lingkungan pendidikan/ <u>two point one</u>/ <u>the analysis of</u>/ internal/ internal itu/ internal aja/ <u>internal condition of</u>/ the analysis of internal condition (5s) in lingkungan/ lingkungan/ lingkungan kayaknya cari di kamus aja (checking Cambridge dictionary) coba environment (5s) (interrupted: keep talking) environment hmm the air water and land or in which people, animals and plants live (5s) umm environment umm lingkungan pendidikan/ coba pakai Google terjemahan/ lingkungan pendidikan/ lingkungan pendidikan/ lama ya/ hmm (5s) di kamus bahasa Indonesia/ lingkungan/ lingkung an (5s) […] lingkungan/ selain lingkungan apa?/ the analysis of internal condition in (5s) err ini aja deh/ <u>education field</u>/

From the transcription above, it can be seen that P4 was doubt about the word *environment* and decided to use *field* as the translation of the word *lingkungan*. She preferred to use *field* than *environment*. The reason why the participant chose *field* instead of *environment* was that it was considered as the equivalent word from the term *lingkungan* in that context. She thought that *environment* did not fit in the context of the text. This is emphasized by her statement in the following extract.

P: Kenapa untuk terjemahan kata "lingkungan", kamu akhirnya milih kata "field"?

J: Soalnya kalo misalnya "environment" itu lebih ke lingkungan biotik abiotik gitu.

P: Jadi biar pas aja konteksnya ya?

J: iya

Q: For the translation of the word "lingkungan", why did you finally choose the word "field"?

A: It's because… if I used "environment", it just sounded more like biotic or abiotic environment.

Q: So you did it since "field" fitted to the context of the text?

A: Yes

The use of synonymy can also be seen in the translation of the word *mendorong*, done by P1. During the translation process, he considered several words which would fit the context of the text. Let's see the example below.

Example 2.

Trans. Tab. 6. P1

pendidikan anak usia dini atau paud mempunyai peran penting untuk mendorong tumbuh kembang anak Indonesia (5s) early childhood education/ has the important role/ to… mendorong mendorong menekan/ to support bukan sepertinya/ mendorong kita coba lihat (checking Google translation) mendorong encourage push drive push stimulate/ to stimulate/ oh stimulate tumbuh kembang anak Indonesia/

The participant actually knew the translation of *mendorong* in English but he searched for the right equivalence for the context of the text. Thus, he looked the word up in the dictionary (e.g. *to… mendorong mendorong menekan/ to support bukan sepertinya/ mendorong kita coba lihat (checking Google translation) mendorong encourage push drive push stimulate/ to stimulate/ oh stimulate*) and pick up the synonym of the word *encourage*, which is *stimulate*.

4.2.2.1.3.4. Transposition

In overcoming this kind of problem, this strategy was used once during the translation process and was used by two participants. They commonly used this strategy to help them in translating the word *pemerataan*.

Example 1.

Trans. Tab 16. P1

yak dalam rangka memperluas akses dan pemerataan pendidikan dasar/ dalam rangka… in order to… broaden the access/ pemerataan pendidikan dasar/ pemerataan diartikan… diterjemahkan sebagai (5s) coba pemerataan apa ya (checking Indonesian-English dictionary) […] hmm.. equality hmm.. rata serata merata to become… equally/ pemerataan pemerataan… equality betul tadi/ equality (5s) <u>in order to broaden the access and</u>… and the equality/ to to (checking Indonesian-English dictionary) <u>to make equal the elementary education</u>/

The example above is taken from the transcription of P1's verbalization. It can be seen that P1 changed the word class of the word *pemerataan*, which is noun to verb. When it was translated into English, the equivalent word was *equality* which was also a noun. However, he translated it as *to make equal* (*equality* become *to make equal*). He chose to change it in order to ease him in translating the word. This strategy was also used by P6 when she translates the term *tumbuh kembang*.

4.2.2.1.3.5. Distribution Change

This strategy was used 10 times during the translation process and was used by 4 participants. As explained in chapter two, distribution change includes expansion and omission. From the data collected, 4 participants only used the omission strategy. In overcoming the problem, participants omitted some

problematic words of which the meaning would not affect the meaning in the TT
if they were omitted. This can be exemplified through the translation of the word
selanjutnya.

Example

Trans. Tab. 19. P5

selanjutnya pada jenjang the stage/ OH IYA JENJANG STAGE/ apa ya yang tadi/ apk/
selanjutnya next/ masa next sih/ err selanjutnya (checking Google translation) next ga
mungkin/ selanjutnya err seanjutnya selanjutnya coba di sini (checking Indonesian-
English dictionary) (5s) selanjutnya/ next/ selanjutnya selanjutnya pada jenjang sm mts
sederajat (5s) *selanjutnya selanjutnya*/ selanjutnya/ kayaknya nggak usah deh/ nggak usah
deh selanjutnya dihilangin aja[…]

In the example above, P5 had problem in translating the word
selanjutnya. To overcome this, decided to omit the word *selanjutnya*. This
decision was also under consideration that its meaning did not give the big effect
in the TT.

4.2.2.1.4. The Unsolved Problems

There were 11 unsolved problems related to searching for the
equivalent for the ST words in the TT. These unsolved problems can be seen from
the meaning gap existed in the TT. These were caused by the wrong choices of
words (e.g. *dasar* (adj) in *Pendidikan Dasar* is translated as *base* (noun) in the TT
by P3) and the missing words omitted by the participants as a result of their lack
of vocabulary. As they were stuck with those problematic words, they omitted.
This can be exemplified in the verbalization of P6 when translating the word
capaian in the sentence *Dalam menyusun rencana strategis 2010--2014,
diperlukan analisis kondisi internal pendidikan nasional pada periode 2005--*

*2009 sebagai referensi untuk mengetahui capaian dan permasalahan yang terjadi.*and the word ***pemerataan*** in the sentence *Dalam rangka memperluas akses dan pemerataan pendidikan dasar, pemerintah telah melakukan berbagai upaya untuk terus meningkatkan partisipasi pendidikan sekaligus menurunkan kesenjangan taraf pendidikan antarkelompok masyarakat.*

Example 2.

Trans. Tab 3 P6

dalam menyusun rencana strategis dua ribu sepuluh dua ribu empat belas/ dalam in/ menyusun arrange/ in arrange the…/ rencana strategis/ strategic plan dua ribu sepuluh dua ribu empat belas/ in arrange the… rencana strategis?/ apa ya (checking Google translation) rencana strategis/ in arrange/ in arrange the strategic plan/ in arrange two thousand and/ in arrange the tahunnya dulu/ dua ribu sepuluh dua ribu empat belas/ in arrange the strategic plan/ […] capaian dan permasalahan yang terjadi/ capaian dan permasalahan (underlining the word "capaian" with the red-inked pen) (5s) capaian (checking Google translation) capaian duuh (5s) (interrupted: keep talking) capaian/ capai/ to… to to/ to reach out/ to achieve/ to untuk mengetahui/ to know/ to know (5s) kayaknya diomit aja deh capaian/ to know the/ to know/ the problem/ permasalahan/ *apa ya permasalahan* (checking Indonesian-English dictionary) problems, complication, question/ to know the problem that will happen in the future yak/ to know the problem that will happen in the future/

Example 2

Trans. Tab. 16. P6

dalam rangka memperluas akses dan pemerataan pendidikan dasar/ dalam rangka in order/ in order to spreading the access and… pemerataan/ rata (checking dictionary) flat… even (5s) apa ya (5s) pemerataan/ dihilangin aja ah/ in order to spreading the access of elementary education/

In the example, P6 had problem in searching for the equivalent of the word *capaian* while in the example 2 the problematic word is *pemerataan*. While she was stuck in those words and did not have any idea about their equivalents, she decided to omit them. This case is emphasized by her statement in the extract of the interview below.

P: Oh iya. Ini yang ini… "sebagai referensi untuk mengetahui capaian dan permasalahan…". Nah, kamu kan nerjemahinnya langsung ke "permasalahan" atau "problem". Itu kenapa?

J: Soalnya kan bingung ya kalau "capaian" itu enakan diterjemahin jadi apa. Udah gitu kayaknya, nggak usah pake "capaian" juga maknanya udah ketangkep.

Q: Oh and then this… for the words "capaian dan permasalahan" in the sentence "... sebagai referensi untuk mengetahui capaian dan pemasalahan…", you only translated the word "masalah". Any reason?

A: I was confused how to translate the word "capaian", what the right word in the TT to express the meaning of it. I thought omitting it wouldn't affect the meaning of the whole sentence.

4.2.2.2. Problem in Searching for the Equivalent of ST Specific Terms in the TT

Problem in searching for the equivalent of ST Specific terms in the TT occurred 127 times (40.97%). It was the most frequent problem encountered by the participants during the translation process.

From the problem analysis of each participant's transcription, terms such as *Angka Partisipasi Kasar (APK), Angka Partisipasi Murni (APM), Pendidikan Anak Usia Dini (PAUD), SD/SDLB/MI/Paket A, SMP/SMPLB/MTs/Paket B, Rasio Guru terhadap Siswa, tumbuh kembang, S1/D4,* and *disparitas,* were problematic to be translated. Moreover, as stated in the questionnaire, it was quite hard to find the equivalent of the ST term in the TT since (1) they never heard the term before either in the ST or in the TT and (2) they did not get the true meaning of several terms in the ST. This reason of course causes the difficulties in translating those terms. For example, see the transcription of two participants below.

Trans. Tab. 18. P2

pada periode yang sama/ <u>in the same period</u>/ angka partisipasi murni (checking Google translation) err umm angka partisipasi itu tadi kan the enrollment/ *the pure enrollment*/ in the same period/ the… *tadi angka partisipasi kasar itu gross enrollment rate*/ angka partisipasi kasar (5s) berarti the err *kasarnya itu/ eh kok kasar… murni*/ pure? Hah aduh (panicky) err umm umm umm sebentar sebentar/ angka partisipasi murni (5s) agrh lewatin dulu ya kak/ *err angka partisipasi murni itu dilewatin dulu*/ <u>is also have the enhancement from ninety four point twelve percent to ninety five point twenty three percent</u>/

Trans. Tab. 24. P2

terus tadi itu yang belum umm angka partisipasi murni/ umm *tabel dua titik satu* umm (5s) angka partisipasi murni (checking Indonesian-English dictionary) *p p p partisipasi*/ *angka umm angka partisipasi murni umm* (5s) *aduh apa ya* (checking Google translation) hah pure enrollment hah enrollment… enrollment doing umm (5s) the umm umm umm APA INI/ tadi apk itu (5s) apk the gross enrollment rate/ *angka partisipasi kasar*/ berarti (5s) umm apaan nih aduh aduh aduh (sigh) err the umm ntar dulu/ murni murni murni murni murni itu pure/ masa pakenya pure/ the (5s) apaan ni kak nggak tau/ err umm umm the (5s) masa the pure enrollment/ kan ga mungkin (checking Google translation) gross itu apa/ gross gross ya gross (5s) mamamamama apaan ini ga tau ini kakanya/ aargghh/ err the the the nomer tiga itu … terus ini berarti tabelnya yang nomer tiga/ tabel nomer tiga/ apm sd sdlb mi paket a dalam persen/ <u>the pure enrollment for sd sdlb mi paket a in percent</u>/ <u>in two thousand and four ninety four point twelve percent</u>/ <u>two thousand and five ninety four point thirty percent</u>/

Trans. Tab. 9. P5

angka partisipasi kasar/ itu apa ya bahasa inggrisnya/ angka partisipasi kasar apk (sigh) angka partisipasi kasar (checking Google transalation) gross enrollment rate apa tuh/ angka partisipasi (5s) angka partisipasi kasar kayaknya the rate of (5s) gross deh kayaknya kalau istilah-istilah gitu (5s) the rate of of gross participation coba (checking Google translation) ha!/ gross (checking Cambridge dictionary/ hmm gross deh kayaknya/ err the rate of apk angka partisipasi kasar/ <u>the rate of participation gross</u>/ itu aja deh/ biar jelas dalam kurung lagi kasih apk/

Those participants, P2 and P5 had the problem in searching for the equivalent of the term *Angka Partisipasi Murni (APM)* and *Angka Partisipasi Kasar (APK)* in the TT. In the questionnaire and interview, they admitted that they did not quite sure what the terms are all about. Their less understanding of those terms affected the participants in translating them. The extracts of the transcription above show that both of them did not have any idea how to translate the word

"murni" and "kasar" in the TT since the words did not contain the literal meaning. They believed there are specific terms which are equivalent to those words but they did not know which terms, even though they have looked them up in the Indonesian-English dictionary and translation machine.

The similar problem occurs in the verbalization of P6, P1, and P8. In their case, they have already known the meaning of those terms in the ST but they did not know the right equivalent of those terms in the TT. In other word, they had lack of vocabularies of such terms in the TT.

Example 1.

Trans. Tab. 5. P6

pendidikan anak usia dini/ pendidikan anak usia dini/ the/ pendidikan education/ anak usia dini/ anak usia dini berarti kan balita/ *coba balita* (checking Indonesian-English dictionary) balita/ children under five/ anak usia dini/ usia dini diganti apa ya/ nggak ada di sini/ anak usia dini (checking Google translation) anak usia dini/ mana kok…/ diganti jadi (5s) pendidikan tadi the education for the/ pendidikan anak usia dini/ duh (5s) kalau itu umm umm (checking another dicationary) pendidikan/ anak (5s) mana sih (5s) (interrupted: keep talking) *anak usia dini* (5s) […] anak usia dini/ chid/ balita/ child/ pendidikan the education berarti pendidikan anak usia dini/ kayaknya di bahasa inggris the education for the children under five/ kayaknya itu aja deh/ the the education for/ for mana tadi (checking the dictionary) for the child under five years of age/

Example 2.

Trans. Tab. 6.2. P1

oh stimulate tumbuh kembang anak Indonesia/ tumbuh kembang/ tumbuh kembang diterjemahkan sebagai/ apa ya hmm/the (5s) tumbuh kembang/ hmm saya blank/ coba saya cari dulu di sini (checking Google translation) tumbuh kembang (5s) growth and development/ hmm coba di kamus lain/ (checking Indonesian-English dictionary) tumbuh kembang (5s) pertumbuhan mungkin/ tumbuh tumbuh […] tumbuh to grow develop/ menumbuhkembangkan to make something grow and develop/ tumbuh kembang (5s) hmm growth and development/ oke kalau gitu/ the early childhood education has important role to stimulate the growth and development/ tumbuh kembang anak Indonesia/ the umm/ the Indonesian children/ the growth and development of anak Indonesia/

Example 3.

Trans. Tab. 17. P8

sd <u>elementary school</u>/ mi madrasah/ <u>or madrasah</u>/ sdlb… sdlb itu apa ya/ sekolah dasar… sekolah dasar luar biasa (5s) umm sekolah dasar… elementary (5s) umm nggak tau sdlb/ <u>sdlb</u> paket a… <u>a packet</u>/

In the example 1, P6 had problem in translating *Pendidikan Anak Usia Dini* while in the example 2, P1 had problem in translating *tumbuh kembang*, and P8 had problem in translating *SDLB* in example 3. They both knew what the terms all about but they did not have any idea about their equivalents in the TT. P6 knew that *anak usia dini* in the term *pendidikan anak usia dini* refers to *balita*. However, she did not know what word in the TT which can express the same meaning. Meanwhile, P1 knew that *tumbuh kembang* is related to the growth of children but he just did not know its equivalent in the TT. In example 3, P8 knew that the term SDLB stands for Sekolah Dasar Luar Biasa and knew its function. Like P6 and P1, her problem was searching for its equivalent in the TT, as stated in her interview (see Appendix 3).

4.2.2.2.1. The Solved Problems

From 127 problems occurred, 40 problems were solved while 87 problems were unsolved. The solved problems were overcome by using several local strategies such as **phrase structure change, synonymy, cultural filtering, and information change**.

4.2.2.2.1.1. Phrase Structure Change

In overcoming this problem, phrase structure change was used to help participants translating term of which the structure was in form of phrase. The term which was translated by using this strategy are *tumbuh kembang* and *pendidikan anak usia dini*.

Example

Trans. Tab. 5. P1

dua titik satu analisis pendidikan anak usia dini/ pendidikan anak usia dini diterjemahkan sebagai anak usia dini/ usia dini itu/early… early… early childhood/ hmm […] pendidikan anak usia dini/ early age/ early age early/ early childhood education/ yak betul pendidikan anak usia dini diterjemahkan sebagai early childhood education/ yak <u>two point one the early childhood education</u>/

In the example, P1 chose to place the modifier of the phrase *pendidikan anak usia dini* before the noun head *pendidikan*. Therefore the translation of that phrase is *the early childhood education*.

4.2.2.2.1.2. Synonymy

Synonymy was used to help them translating terms which they have already known that their literal meaning did not fit in the context of the text. The problematic term which is commonly translated by using this strategy is *kasar* in the term *Angka Partisipasi Kasar*. In the transcription, two participants (P5 and P1) realized that *kasar* in that term contains another meaning differed from its literal meaning. Therefore, they looked up its synonym in the dictionary which fitted to that context.

Example

Trans. Tab. 9 P5

angka partisipasi kasar/ itu apa ya bahasa inggrisnya/ angka partisipasi kasar apk (sigh) angka partisipasi kasar (checking Google transalation) gross enrollment rate apa tuh/ angka partisipasi (5s) angka partisipasi kasar kayaknya the rate of (5s) gross deh kayaknya kalau istilah-istilah gitu (5s) the rate of of gross participation coba (checking Google translation) ha!/ gross (checking Cambridge dictionary/ hmm gross deh kayaknya/ err the rate of apk angka partisipasi kasar/ the rate of participation gross/ itu aja deh/ biar jelas dalam kurung lagi kasih apk/ apk pada kelompok usia ini telah meningkat dari tiga puluh sembilan/ oh the rate of participation gross atau or apk in/ in this kelompok usia/ kelompok usia (checking Google translation) err in this age group/ telah meningkat/ has/ has increased from thirty nine point nine percent in two thousand and four to fifty three point seventy percent in two thousand and nine/

P5 translated *kasar* by looking up its synonym in the translation machine and English-English dictionary. After checking the reference, she believed that *gross* is the fit word. However, the placement of the word *gross* in the TT was not based on the phrase structure in the TT. It was still influenced by the original phrase structure (participation gross = partisipasi kasar). She then added its acronym (APK) in order to give the understanding to the readers, as stated in the transcription above.

Example 4.

Trans. Tab 9. P1

[…] angka partisipasi kasar atau apk/ angka partisipasi kasar/ the number of the/ kasar partisipasi kasar/ hmm coba apk di sini/ partisipasi kasar adalah (checking Google translation) sama seperti ini rough (5s) oh bukan/ ini kasar dalam istilah tekstur […] lihat kbbi (5s) hmm kalau di sini adanya lebih ke material atau tekstur/ apa ya/ hmm atau gross (murmuring) hmm kayak gdp gross domestic product/ mungkin hampir sama ya/ kalau begitu diterjemahkan dengan gross/ in number of (5s) the gross participation number (5s) pada kelompok usia ini telah meningkat/ in this umm in this group group of age/ in this age/ group of age/ has increased (5s) […]

In translating the term *kasar*, P1 knew well that the term is a special term, not *kasar* which is usually used in common text. Considering this, he did not use *rough* as the translation of *kasar*. He related the term *kasar* to the economic term, Gross Domestic Product (GDP) in which the term *gross* has similar meaning to *kasar*. Thus, he translated it as *gross*.

Besides phrase structure change and synonymy, **cultural filtering** was also used by participants to overcome the problem. This strategy occurred 6 times during the process of translation. Two of 8 participants used this strategy to help them translating the term *SD/SDLB/MI/Paket A* and *SMP/SMPLB/MTs/Paket B*. All participants admitted that these terms were quite problematic to translate since they were bound with the Indonesian culture. Six of them let the terms untranslated while two of them chose to use cultural filtering.

Example 1.

Trans. Tab. 17. P7

apk in elementary school level/ mengalami peningkatan/ terus mengalami peningkatan (5s) (checking Google translation) keep… keep going through (5s) keeps going through the increase… the/ peningkatan (checking Google transaltion) hmm… the increasing from seratus dua belas koma lima puluh persen in two thousand and four to be seratus enam belas koma sebilan lima in two thousand and nine/[…]terus kenapa sd mi itu ditranslate jadi elementary school supaya lebih pas aja/ kalo di sana kan, maksudnya kalo dalam bahasa inggris kan sd mi itu mungkin nggak ada ya jadinya cukup elementary school level aja/

P7's comment on her translation (the highlighted one) showed that she used the term elementary school as the equivalence of the term *SD/SDLB/MI/Paket A*. She thought that the terms did not exist in other countries,

especially those which use English as their language (the language of the TT). Therefore she translated them as elementary school, considering that it was more familiar in the target language.

P5 also did the same way in her translation of the terms *SMP/SMPLB/MTs/Paket B*, as seen in the transcription of her verbalization below.

Example 2.

Trans. Tab. 19 P5

[…] umm kayaknya sd sdlb mi diterjemahin aja jadi elementary education terus yang ini/ in the stage of smp/ sekolah menengah itu/ smp apa sih/ high school… middle school/ sekolah menengah (checking Google translation) sekolah menegah pertama/ oh junior high school/ in the stage of junior high school dalam kurung smp mts atau sederajat ini tetep aja deh/

The participant translated the term *SMP/MTs/sederajat* as *junior high school* under the consideration that *junior high school* was more familiar in UK and US. However, the participant added the information (*SMP/MTs/sederajat*) in the brackets, which is in Indonesian (source language). Again, culture is considered as the reason P5 translated the terms in that way (using cultural filtering). It is supported by her statement in the extract of the interview below.

P: Terus untuk istilah "SMP/MTs", kamu generalisasiin jadi "junior high school". Apa karena alasan budaya gitu?

J: Iya karena alasan budaya. Soalnya kalo di Indonesia kan banyak ya SMP/SMPLB gitu. Daripada orang bingung bacanya, mendingan dijadiin "junior high school" aja biar lebih gampang ngertinya.

Q: For term SMP/MTs, you translated and generalized it as "junior high school". Was it because of the culture or what?

A: Yes, it was. I thought that "SMP/SMPLB" is very Indonesian. To make the readers of

the target text understand with the term, I translated it as "junior high school".

4.2.2.2.1.3. Information Change

This strategy occurred 11 times during the translation process and was used by two participants. This strategy was commonly used by the participants to give the additional information for terms they had translated. The additional information was given since they doubted the translation of terms. In order to make the reader understand what they wrote, they added the information in the bracket. Unfortunately, the information itself was in Indonesian instead of English. They unconsciously assumed that the readers were Indonesian (see the interview of P5 in Appendix 1).

Example 1.

Trans. Tab. 19. P5

in the stage of smp/ sekolah menengah itu/ smp apa sih/ high school… middle school/ sekolah menengah (checking Google translation) sekolah menegah pertama/ oh junior high school/ in the stage of junior high school dalam kurung smp mts atau sederajat ini tetep aja deh/[…] in the stage of junior high school/ err itu dijelasin sd err smp mts sederajat/

Example 2.

Trans. Tab. 5. P5

two point one point one/ pendidikan anak usia dini/ apa ya pendidikan anak usia dini/ basic education/ pendidikan anak usia dini basic education ga mungkin/ kayaknya di inggris nggak ada pendidikan anak usia dini deh (checking Google translation) err pendidikan anak usia dini/ early childhood education?/ aneh/ kayaknya basic education aja deh/ basic education tapi/ pendidikan anak usia dini/ basic education (checking Google translation) early childhood education… basic education/ hmm googling/ apa ya yang pas/ kayaknya kalau basic education ga enak/ ga pas (5s) english for paud (5s) (interruption: keep talking) pendidikan anak usia dini bahasa inggrisnya apa ya?/ what is pendidikan/ kayaknya basic education aja dalam kurung paud/ err atau nggak/ early childhood education aja deh/ early childhood education/ terus dalam kurung dikasih paud biar jelas/

In example 1, after using cultural filtering in the translation of SMP/SMPLB/MTs/Paket B, the participant added information in the bracket. The information its self is the original text of junior high school, that is, SMP/SMPLB/MTs/Paket B. It was aimed to tell the readers the reference of junior high school. P5 tried to explain the readers that junior high school refers to the cultural-bounded terms such as MTs and Paket B. However, the information given was in Indonesian instead of English.

P: Terus untuk istilah "SMP/MTs", kamu generalisasiin jadi "junior high school". Apa karena alasan budaya gitu?

J: Iya karena alasan budaya. Soalnya kalo di Indonesia kan banyak ya SMP/SMPLB gitu. Daripada orang bingung bacanya, mendingan dijadiin "junior high school" aja biar lebih gampang ngertinya.

Q: For term SMP/MTs, you translated and generalized it as "junior high school". Was it because of the culture or what?

A: Yes, it was. I thought that "SMP/SMPLB" is very Indonesian. To make the readers of the target text understand with the term, I translated it as "junior high school".

4.2.2.2.2. The Unsolved Problems

The unsolved problems were 87 problems. While the solved problems were overcome by using those strategies, the unsolved problem existed as a result of participants' lack of vocabulary. When they were stuck with those terms and were unable to translate them, they translated them literally (using literal translation), omitted them (distribution change (omission)), or even let them untranslated (see the translation of each participant in Appendix I). This case caused the meaning gap in the TT. For example, several phrases and terms in the

ST such as *Angka Partisipasi Kasar*, *Angka Partisipasi Murni*, were translated

literally by some participants (the word *murni* was translated as *pure* while *kasar*

is translated as *rough*).

Example 2.

Trans. Tab. 18. P2

pada periode yang sama/ in the same period/ angka partisipasi murni (checking Google translation) err umm angka partisipasi itu tadi kan the enrollment/ *the pure enrollment*/ in the same period/ the… *tadi angka partisipasi kasar itu gross enrollment rate*/ angka partisipasi kasar (5s) berarti the err *kasarnya itu/ eh kok kasar… murni*/ pure? Hah aduh (panicky) err umm umm umm sebentar sebentar/ angka partisipasi murni (5s) agrh lewatin dulu ya kak/ *err angka partisipasi murni itu dilewatin dulu*/ is also have the enhancement from ninety four point twelve percent to ninety five point twenty three percent/

Trans.Tab. 24. P2

the apm (5s) *the apm apm apm lewat dulu nggak tau soalnya*/ […] terus tadi itu yang belum umm angka partisipasi murni/ umm *tabel dua titik satu* umm (5s) angka partisipasi murni (checking Indonesian-English dictionary) *p p p partisipasi*/ *angka umm angka partisipasi murni umm* (5s) *aduh apa ya* (checking Google translation) hah pure enrollment hah enrollment… enrollment doing umm (5s) the umm umm umm APA INI/ tadi apk itu (5s) apk the gross enrollment rate/ *angka partisipasi kasar*/ berarti (5s) umm apaan nih aduh aduh aduh (sigh) err the umm ntar dulu/ murni murni murni murni murni itu pure/ masa pakenya pure/ the (5s) apaan ni kak nggak tau/ err umm umm the (5s) masa the pure enrollment/ kan ga mungkin (checking Google translation) gross itu apa/ gross gross ya gross (5s) mamamamama apaan ini ga tau ini kakanya/ aargghh/ err the the the nomer tiga itu … terus ini berarti tabelnya yang nomer tiga/ tabel nomer tiga/ apm sd sdlb mi paket a dalam persen/ the pure enrollment for sd sdlb mi paket a in percent/ in two thousand and four ninety four point twelve percent/ two thousand and five ninety four point thirty percent/

Trans. Tab. 18. P3

pada periode yang sama/ in the same period/ angka partisipasi murni (5s) (checking Google translation) angka partisipasi murni/ the participation rate of pure/ the participation rate of pure/ participation hmm (sigh) lewat dulu kak/ angka angka partisipasi murni blab bla bla in sd mi sdlb paket a juga err/ also meningkat also increases/ dari sembilan puluh empat koma dua belas persen menjadi sembilan puluh lima koma dua puluh tiga persen/ also increases from ninety four point twelve percent to ninety five point twenty three percent/ […] ooh apk eh ap (checking the skipped part of translation) angka partisipasi murni (checking Indonesian-English Diceionary) angka partisipasi murni (5s) […] *angka partisipasi murni* (murmuring) (5s) yah apa ini/ apm ni/ yah ini inggrisnya apaan dong/ apa tadi umm (5s) angka partisipasi murni/ participation rate of pure/ participation rate of pure/ participation rate of pure (checking Google

translation) par ti ci pa tion rate apa tadi.. of pure/ eh ga ada/ eh salah/ pure participation rate gitu? (5s) hmm itu aja deh/ apa tadi/ pure participation rate/ pure/ tadi mana/ mana apm apm apm/ pendidikan dasar apm/ oh ini/ <u>the pure participation rate</u>/

From the transcription above, it can be seen that P2 and P3 had problem in searching for the equivalence of the term *Angka Partisipasi Murni* in the TT. They knew that the term had its own term in the TT but she did not have any idea about it. They also knew that the word *murni* in that term could not be translated literally since its meaning in the context of that text was different with the literal meaning. However, they kept translating it literally since they did not find any reference in both dictionaries and translation machine related to that term.

Meanwhile, some participants also did the same way when they translated the term *Angka Partisipasi Kasar*. In the transcription below, both P6 and P8 translated the word *kasar* literally as *rough*.

Example 3.

Trans. Tab. 9. P6

angka partisipasi kasar apk/ jadi apa ya (underlining the phrase "angka partisipasi kasar (apk)" with the red-inked pen) the err (checking dictionary) bahasa inggrisnya/ angka the number/ the rate/ the rate partisipasi kasar/ forced?/ jadi apa ya/ kasar (5s) kasar mentah sederhana (5s) untuk berat/ kasar/ dalam garis besar (5s) the participant (sigh) arggh (5s) ini aja deh/ berarti/ the participant… the participant number/ <u>the participant number</u>/ pada kelompok on the (5s) on the/ on the group of children under.. on this group/ on this/ kelompok group/ on this group/ on this group has increased/ meningkat dari tiga puluh sembilan koma nol sembilan persen/ ohh/ the participant numbers/ <u>on this group</u>/ telah meningkat/ <u>has increased from</u> dari tiga puluh sembilan koma nol sembilan persen <u>thirty nine point o nine percent</u> on the/ pada tahun dua ribu empat/ on the two thousand and four/ from/ to/ meningkat/ from/ telah meningkat dari/ from/ to to/ to lima pulah tiga

koma tujuh puluh/ <u>fifty three point seventy percent on the</u>/ pada tahun dua ribu sembilan/ <u>two thousand and nine</u>/(evaluation) iya nih beluman nih (5s) kasar/ the rough the rough the participant/ <u>the number of rough participant</u>/ <u>the number of rough participant</u>/

Trans. Tab. 9. P8

angka partisipasi kasar atau apk pada kelompok usia ini/ angka partisipasi (checking Google translation) number kasar kasar kasar/ the number of kasar… rough… rough participation or apk/ pada kelompok usia ini/ in this… rough participation or apk pada kelompok usia ini/ in this… in this… in this age… in this same… in this same age group/ telah meningkat dari tiga puluh sembilan koma nol sembilan persen pada tahun dua ribu empat/ telah telah has meningkat mening… <u>has increased from thirty nine point o nine percent</u> pada tahun dua ribu empat in two thousand and four/ menjadi lima tiga koma tujuh puluh persen/ menjadi/ from… become/ <u>become fifty three point seventy percent</u>/ pada tahun dua ribu sembilan/ <u>in two thousand and nine</u>/

It was said in the previous paragraph that all participants who translated those terms literally chose this strategy since they did not know the right words to express the meaning of the terms in the TT. This is supported by their statement both in the questionnaire and the interview, as quoted below.

Interview P3

J: Iya kalo APK juga… apa namanya, aku kan juga belum pernah denger. Jadi aku coba nyari di Google-nya itu.. itu udah dipake, maksudnya itu udah bener-bener bahasa Inggris yang apa ya namanya, udah general, udah banyak digunain.

A: I haven't heard about this term (APK) yet. So I tried to translate it by using Google transation. I thought the term recommend by Google is commonly used in education field.

Interview P1

J: Oh kalo untuk APK dan APM sendiri karena APK mikirnya tadinya, oh ini karena ini dalam bahasa Indonesia dan mikirnya di dalam bahasa Inggris tuh nggak ada padanannya gitu. Jadi saya nerjemahin APK dan APM versi saya sendiri, atau nggak diterjemahin.

A: For the term APK and APM, I translated it in my own version or let it untranslated. I did this since I thought there is no equivalence of this term in English.

The unsolved problem in searching for the equivalent of the ST terms in the TT also happened as a result of participant's mistake in using the local strategy, for example, transposition. P6 intended to use this to overcome her problem in translating the term *tumbuh kembang*. However, its translation in the TT created the meaning gap. *Tumbuh kembang* in the clause *...untuk mendorong tumbuh kembang anak Indonesia secara maksimal...* is translated as *...to support Indonesian children grow up in the best way*. See the example below.

Example

Trans. Tab. 6 P6

[…] mempunyai peran penting/ *he she it has*/ edu.. has has/ peran penting/ main role/ main role to to… mendorong/ to support aja kali ya/ has a main role to support/ tumbuh kembang anak (5s) umm to support/ to support grown up growing up/ to support/ Indonesian children/ to grow up optimalize/ yeah/ to support Indonesian children/ to up umm in growing up/ grow… grow up growing up/ to up with the optimal/ to grow up to grow/ to growing up with/ with optimal?/ optimalize/ optimalize (checking Google translation) optimis optimal (5s) […] with/ in growing up/ education for children under five years of age or paud has a main role to support Indonesian children (5s) in the best/ in growing up/ in the best in/ to support the best children in growing up/ to support Indonesian children/ to support/ to support Indonesian children/ in growing up argghh apa ya?/ apa ya/ tumbuh kembang anak Indonesia secara optimal/ has a main role to support Indonesian children in growing up with optimal/ in growing up with the best/ with with the best/ in growing up with the best way (5s) secara optimal (5s) argh bingung/ in growing up with the best with/ in the best way/ in/ to support Indonesian children grows/ to support Indonesian children growing/ grows up/ grow (scratching the word " growing")/ grow in the best way/

She admitted that she did not know the equivalent of the term *tumbuh kembang* in English. Therefore, she changed its word class as stated in the extract of interview below.

P: Di sini kamu nerjemahin "tumbuh kembang" menjadi "grow up". Padahal kan kalau "tumbuh kembang" itu sendiri kan noun, sedangkan "grow up" itu kan verb. Itu kenapa diubah dari noun menjadi verb?

J: Err… yaa… lebih cocok jadi "grow up" aja. Abis juga bingung ngartiin "tumbuh kembang" ke bahasa Inggrisnya jadi apa.

Q: Here you translated "tumbuh kembang" as "grow up". In fact, tumbuh kembang is a noun while grow up is a verb. Why did you change its word class from noun to verb?

A: Err.. yeah.. it just sounds good if it is translated as "grow up". Actually it is because I

did not know the right term which express its meaning in English.

4.2.3. Problem in Restructuring the Phrase in the TT

This problem occurred 70 times (22.58%) during the translation process. The phrase structure in the ST (Indonesian) is different with the structure in the TT (English). This difference affects the process of translation done by the participants. Some phrases in the ST are problematic to be structured in the TT. Such phrases are *analisis kondisi internal lingkungan pendidikan, terus mengalami peningkatan, telah menunjukkan peningkatan, dalam rangka memperluas, dalam menyusun, secara optimal, upaya penyediaan layanan pendidikan, terus dilakukan*, and all phrases contained in the Table 2.2. (see the text in the Appendix I).

Problem in structuring some ST phrases in the TT can be seen either from the transcription of each participant's verbalization. This problem is indicated by seeing the time they spend in translating those phrases. Their frequent use of dictionary and utterances about the difficulties also indicate this kind of problem. Moreover, there are gaps of the phrases in the ST with their translation in the TT. For example, the phrase *rangkuman hasil analisis* is

translated as *the summary of result analysis* by one of participants. There is a gap of the meaning of the original phrase with the translated one since the structure of the translated phrase is not correct. See the brief examples in the transcription below.

Example 1.

Trans. Tab. 4. P4

rangkuman rangkuman (checking Google translation) rangkuman summary (5s) the summary/ rangkuman hasil analisis tersebut adalah sebagai berikut/ summary (5s) adalah sebagai berikut/ the summary of/ of of of result/ res/ the summary of (5s) the summary of/ the summary of result analysis (5s) adalah sebagai berikut/ the summary of result analysis (5s) summary of result analysis

The fact that some of them have problem in structuring the ST phrase in the TT is supported by their statements in the questionnaire. Some of them admit that they are confused about which word in a phrase that they should arrange and translate first in order to make the phrase in the TT has the same meaning with the original one. Here are other transcriptions related to the problem.

Example 2.

Trans. Tab. 2 P5

dua titik satu/ two point one/ analisis kondisi internal lingkungan pendidikan/ two point one/ analisis kondisi internal lingkungan pendidikan/ apaan nih (underlining the phrase "analisis kondisi internal lingkungan pendidikan" with the red-inked pen)/ err analisis kondisi lingkungan/ the analysis of internal condition of/ education/ the analysis of/ *tunggu ya*/ (checking Google translation) *analysis of the internal condition of the educational environment*/ analisis/ gini aja deh/ analysis of the condition/ the condition of internal education/ iya pas/ analisis condisi internal/ analysis of the condition/ ah/ analysis internal education (scratching the word "condition" and adding the word "education") analysis of the condition (5s) analisis kondisi internal lingkungan pendidikan/in the education environment/ coba (checking google translate)/ mungkin tadi kurang pas/oh disconnect[…] (checking Indonesian-English dictionary on computer) lingkungan lingkungan [5s] lingkungan [5s] […] apa ya/ yak environment/ environment (doubt expression)/ saya masih ragu kalau pake environment/ the education environment/ sebentar ya (checking google translate)/belum/(checking Indonesian-English dictionary)

[5s] kok di sini tidak ada ya/ hmm.. lingkungan/ linguistik oh bukan/ oh ini/concentric /circle […] environment/sistem/ ecosystem [5s] hmm [5s] apa yang tepat ya […] ilmu environmental study (checking the word "environmental" Cambridge dictionary on computer) environmental coba kita lihat/adjective/ kalau education/ yak environmental education/ yak kalau begitu two point one/ analysis of internal condition in environmental education

Example 3.

Trans. Tab. 6.2. P6

untuk mendukung tumbuh kembang anak Indonesia secara optimal […] to grow up optimalize/ yeah/ to support Indonesian children/ to up umm in growing up/ grow… grow up growing up/ to up with the optimal/ to grow up to grow/ to growing up with/ with optimal?/ optimalize/ optimalize (checking Google translation) optimis optimal (5s) apa ya (checking dictionary) optimal (5s) in growing up/ in optimum/ optimum (checking Cambridge dictionary) with/ in growing up/ education for children under five years of age or paud has a main role to support Indonesian children (5s) in the best/ in growing up/ in the best in […]in growing up with the best/ with with the best/ in growing up with the best way (5s) secara optimal (5s) argh bingung/ in growing up with the best with/ in the best way/ to support Indonesian children grows/ to support Indonesian children growing/ grows up/ grow (scratching the word " growing")/ grow up in the best way/

In example 1, it can be seen that P1 had problem in arranging the new phrase of *analisis kondisi internal lingkungan pendidikan* in the TT. He was consfused when he began to translate the phrase *lingkungan pendidikan*. That phrase contains two nouns, lingkungan and pendidikan. When it is translated into English, the structure needs to be changed. P1, knew that he had to change it but the problem was what word which had to be put first in the structure (*environment* or *education*). This case led him in the confusion of translating the word lingkungan either as a noun or adjective. He finally decided that lingkungan is translated as an adjective so that the phrase is translated as *environmental education*. If we take a look at its meaning, it's different with the meaning contained in the phrase *lingkungan pendidikan*. *Environmental education* means

any education related to or about environment while *lingkungan pendidikan* means the area of education. Therefore, there is a gap meaning in the TT.

In example 3, P6 had problem with the phrase (or the term) tumbuh kembang. The phrase consists of two nouns; *tumbuh* which is the root of the noun *pertumbuhan* and *kembang* which is the root of the noun *perkembangan*. This structure of the phrase was really confusing her proved by the long time spent by her in translating it and her sigh after trying to structuring it in the TT.

4.2.3.1. The Solved Problems

From 70 problems occurred, 31 problems were solved while 39 problems were unsolved. The solved problems were overcome by using **phrase structure change.**

4.2.3.1.1. Phrase Structure Change

In translating the phrases in the ST, they needed to change the internal structure of those phrases in order to be received in the TT. The phrases which were changed included the regular phrases and the terms which are in the form of phrase. The participants commonly had a problem in translating the phrases such as *analisis kondisi internal lingkungan pendidikan* and *analisis kondisi internal pendidikan nasional*.

Example

Trans. Tab. 2. P7.

dua titik satu analisis kondisi internal lingkungan pendidikan (5s) the analysis of… the internal condition environment/ the analysis of (5s) the internal condition environment in education/ the analysis of (5s) the internal condition in education environment/

In example 1, P7 tried to change the internal tructure of the phrase analisis kondisi internal lingkungan pendidikan. The noun *analis* has the modifier *kondisi internal lingkungan pendidikan* placed after it in the ST (Indonesian). In the TT (English), the modifier can be placed before the noun head or after it by adding deictic 'of'. P7 chose to place the modifier after the noun head and there fore the translation of that phrase is *the analysis of the internal condition in education environment*.

4.2.3.2.   The Unsolved Problems

The unsolved problems were 39 problems. When participants were confused and were having no idea how to restructure the phrase, they restructured them without considering the grammar or even followed the phrase structure in the ST (literal translation). For example, the translation of the phrase *Analisis Kondisi Internal Lingkungan Pendidikan* done by P8. This phrase is translated as *An Analysis Internal Condition on Education Environment* (see the analysis table in Appendix 3).Since the phrase consists of several phrases, it was quite confusing for her to translate.

4.2.4. Problem in Restructuring the Clause in the TT

This problem occurred 18 times (5.81%) during the process of translation. One of the most important things in the structure of the clause is the verb. The participants frequently encountered the difficulty in changing the structure of the finite verb in that clause. Most of them kept the original structure of the clause when they translated it to the TT. However, the translation of the finite verb, which they tried to keep its original form, indeed affected the gap of the meaning of the clause. For example, the finite verb *diperlukan* in the clause *Dalam menyusun rencana strategis 2010--2014, diperlukan analisis kondisi internal pendidikan nasional pada periode 2005—2009* was quite problematic for all participants to translate. Four of them are confused on how to change it to deliver the meaning of the clause n the TT. Let's take a look at the transcription below.

Trans. Tab. 3.2. P6

in arrange/ in arrange the strategic plan/ in arrange two thousand and/ <u>in arrange the</u> tahunnya dulu/ <u>dua ribu sepuluh dua ribu empat belas</u>/ in arrange <u>the strategic plan</u>/ diperlukan analisis kondisi internal/ needs/ needs internal condition analysis/ needs diperlukan/ diper… internal analisis kondisi/ diperlukan analisis kondisi internal/ internal/ analysis of the internal condition/ it always/ it needed/ it needed/ *it needed*/ <u>analysis of the internal condition</u>/ pendidikan nasional dua ribu lima dua ribu sembilan/

The transcription shows that the participant tried to translate the verb *diperlukan* by changing the structure of the verb (passive to active). However, it made the gap in the structure of the clause in the TT (the tenses change: simple present to simple past). Based on the statement of the participant (see Appendix I), her decision to change the verb into simple past was because she wanted to emphasize the year which came after it (2005-2009). In fact, the tense

of the verb *diperlukan* referred to the year which was previously attached (2010-2014). It can be said that she misinterpreted meaning of the clause.

Confusion in structuring this clause is also supported by the statement of P3 in the interview section. She said that she always confused on how to translate the passive form of the clause.

> P: Kata "diperlukan". Kamu kan waktu itu susah nerjemahinnya, terus di-underline pakai tinta merah, terus kamu langsung nerjemahinnya "required". Ini berarti, ini ("diperlukan") kan bentuk pasifnya. Terus kamu nerjemahinnya jadi kayak gitu kenapa? "required the analysis of internal condition of national education"
>
> J: Kalo yang ini, aku kayaknya emang nggak mikirin ininya nih kak, apa, bentuk pasifnya. Aku langsung cari di Google translate. Iya langsung cari perkata nya aja. Soalnya emang, pasti aku tuh setiap yang pasif, itu rada-rada bingung.
>
> *Q: The verb "diperlukan' is quite problematic for you to translate that you underline it with the red-inked pen. And then, you translated it as "required". In fact, the verb "diperlukan" is passive but you changed it to active form without changing the position of other elements too (subject, circumstances). Why did you do it?*
>
> *A: In this case, The "passive" stuff didn't come across my mind at that time. I just searched the word "diperlukan" in Google translation. Yeah, I just searched for the word "diperlukan". I admit that I'm quite confused to translate the passive clause.*

Passive clause was indeed problematic for the participants to translate. The passive clause *Berbagai upaya terus dilakukan Pemerintah dan masyarakat* made the whole participants spent much time on that unit, thinking of how to restructure that clause in the TT. The example can be shown in the transcription below.

> **Trans. Tab. 7.1. P2**
>
> berbagai upaya terus dilakukan pemerintah dan masyarakat untuk memperluas dan meningkatkan mutu penyelenggaraan paud/ err there are many upaya (underlining the word "upaya" with the red-inked pen) upaya/ there are many ways which err which is umm there are many ways/ berbagai upaya terus dilakukan pemerintah/ jangan gini deh (scratching the wrong sentence) the government the government has so many ways/ has so many ways/ the government and society have so many ways to… memperluas memperluas memperluas (underlining the word "memperluas" with the red-inked pen) to

widen <u>and</u> err meningkatkan meningkatkan meningkatkan (underlaining the word "meningkatkan" with the red-inked pen) to increase the quality of penyelenggaraan umm penyelenggaraan penyelenggaraan (sigh) (checking Indonesian-English dictionary) *selenggara selenggara* penyelenggaraan (5s) umm <u>and increase the quality of (5s) paud umm managing</u>

Trans. Tab. 7. P5

berbagai upaya terus dilakukan pemerintah/ umm err many ways ya/ many ways many many many (checking Google translation) err upaya err umm berbagai upaya (underlining the word "upaya" with the red-inked pen) err (5s) *some beberapa* (5s) many umm/ berbagai upaya terus dilakukan pemerintah/ some apa many ya/ err the err there are many (5s) there are some efforts err hah (sigh) terus dilakukan/ <u>there are some efforts</u>/ that/ <u>that the government and</u> the/ dilakukan pemerintah dan masyarakat untuk memperluas (5s) berbagai upaya terus dilakukan pemerintah dan masyarakat untuk memperluas dan meningatkan mutu penyelenggaraan paud/ there are some efforts that the government and/ err masyarakat itu/ masyarakat umm (5s) masyarakat aarggh (underining the word "masyarakat" with the red-inked pen) (5s) social ya social (checking Google translation) tadi masyarakat […] masyarakat masyarakat/ kok begini/ community/ and social community/ *gitu deh*/ some efforts that the government <u>and the social community DO</u>/

4.2.4.1. The Solved Problems

From 18 problems occurred, 9 problems were solved while 9 problems were unsolved. The solved problems were overcome by using **clause structure change.**

4.2.4.1.1. Clause Structure Change

This strategy was used 9 times during the translation process by five participants. They used this strategy to help them overcoming the problem mentioned above. By using this strategy, they could change the passive form of the original clause structure into the active one. This was intended to make the clause easier to be translated. The example can be seen in the process of translation of the clauses *Dalam menyusun rencana strategis 2010--2014,* ***diperlukan analisis*** *kondisi internal pendidikan nasional pada periode 2005--*

2009 sebagai referensi untuk mengetahui capaian dan permasalahan yang terjadi

and *Berbagai upaya **terus dilakukan** Pemerintah dan masyarakat untuk*

memperluas dan meningkatkan mutu penyelenggaraan PAUD.

Example 1.

Trans. Tab. 7 P7

dalam menyusun rencana strategis dua ribu sepuluh hingga dua ribu empat belas/ in arranging/ the strategic plan/ in arranging the strategic… the planning strategic/ the plan/ the… rencana strategis (5s) the strategic planning of two thousand and ten until two thousand and fourteen/it needs/ it umm… diperlukan hmm kayaknya mendingan aktif deh/ it needs the analysis/ analisis kondisi internal pendidikan nasional/ the analysis of the education internal condition/ nation/ pendidikan nasional/ the analysis of (5s) internal condition/ in national education/ […]

Example 2.

Trans. Tab. 7 P2

berbagai upaya terus dilakukan pemerintah dan masyarakat untuk memperluas dan meningkatkan mutu penyelenggaraan paud/ err there are many upaya (underlining the word "upaya" with the red-inked pen) upaya/ there are many ways which err which is umm there are many ways/ berbagai upaya terus dilakukan pemerintah/ jangan gini deh (scratching the wrong sentence) the government the government has so many ways/ has so many ways/ the government and society have so many ways to… memperluas memperluas memperluas […]

In the example 1, P7 changed the internal structure of the clause

*Dalam menyusun rencana strategis 2010--2014, **diperlukan analisis** kondisi*

internal pendidikan nasional pada periode 2005--2009 sebagai referensi untuk

mengetahui capaian dan permasalahan yang terjadi. She changed the passive

verb, ***diperlukan analisis***, into the active one ***it needs***. Meanwhile in the example

two, P2 changed the internal structure of the clause *Berbagai upaya **terus**

***dilakukan** Pemerintah dan masyarakat untuk memperluas dan meningkatkan*

mutu penyelenggaraan PAUD. She changed the passive verb, ***terus dilakukan***, into the active one, ***has so many ways*** (see the ST in appendix 3). The main reasons of using this strategy were (1) it was easier to translate the clause if its structure was changed into active and (2) the structure of English clause is commonly active. Therefore they prefer to made it active than passive, as stated in the extract of the interview below.

J: Oh iya. Kan di bahasa Indonesia itu lebih banyak memakai passive voice daripada active voice, jadi supaya "pemerintahnya" lebih terlihat aktif gitu jadi diganti active voice aja.

A: Oh yeah. In Bahasa Indonesia, the clause is commonly passive while in English it is active. So in order to make the subject, "pemerintah", looks active, I changed the structure.

4.2.4.2. The Unsolved Problems

Nine unsolved problems were occurred when the participants could not restructure the clauses well which later created the meaning gap in the TT. The meaning gap existed as a result of their confusion in restructuring the verbal group of ST clauses which were commonly in passive form.

4.2.5.   Problem in Restructuring the Sentence in the TT

This structure occurred once (0.33%) during the process of translation, calculated from 8 participants. This problem was encountered by P6 when she was translating the sentence *Pendidikan Anak Usia Dini (PAUD) mempunyai peran penting untuk mendorong tumbuh kembang anak Indonesia*

secara optimal dan menyiapkan mereka untuk memasuki jenjang pendidikan SD/MI secara lebih baik. Let's see the transcription of her verbalization in translating this sentence.

Trans. Tab. 6. P6

pendidikan anak usia dini mempunyai peran yang penting/ the education for the child/ for the child child (5s) kayaknya ini children deh (scratching the word "child" on the previous section) for children under five years of age/ paud nya diartiin ga ya?/ kayaknya tetep aja deh paud/ mempunyai peran penting untuk mendorong tumbuh kembang anak secara optimal/ mempunyai peran penting/ *he she it has*/ edu.. has has/ peran penting/ main role/ main role to to… mendorong/ to support aja kali ya/ has a main role to support/ tumbuh kembang anak (5s) umm to support/ to support grown up growing up/ to support/ Indonesian children/ to grow up optimalize/ yeah/ to support Indonesian children/ to up umm in growing up/ grow… grow up growing up/ to up with the optimal/ to grow up to grow/ to growing up with/ with optimal?/ optimalize/ optimalize (checking Google translation) optimis optimal (5s) apa ya (checking dictionary) optimal (5s) in growing up/ in optimum/ optimum (checking Cambridge dictionary) with/ in growing up/ education for children under five years of age or paud has a main role to support Indonesian children (5s) in the best/ in growing up/ in the best in/ to support the best children in growing up/ to support Indonesian children/ to support/ to support Indonesian children/ in growing up argghh apa ya?/ apa ya/ tumbuh kembang anak Indonesia secara optimal/ has a main role to support Indonesian children in growing up with optimal/ in growing up with the best/ with with the best/ in growing up with the best way (5s) secara optimal (5s) argh bingung/ in growing up with the best with/ in the best way/ in/ to support Indonesian children grows/ to support Indonesian children growing/ grows up/ grow (scratching the word " growing")/ grow in the best way/ dan menyiapkan mereka untuk memasuki jenjang pendidikan sd atau mi secara lebih baik/ err umm paragraph… kalimat baru aja kali ya/ err (5s) this education also/ also… also/ has the function to prepare them/ to prepare them/ memasuki jenjang/ in order/ in order/ in order… to prepare them/ in order (checking Google translation) *if something wrong kayaknya ga bisa*/ in order err/ in order to/ umm in order in order/ prepare them in order to/ jenjang pendidikan/ in order to enter the future/ the future/ kok future?/ in order pendidikan (checking Indonesian-English dictionary) (5s) in or der to/ this education has also the function to prepare them to/ in order to answer/ the… apa sekolah dasar?/ the elementary school/ sd or mi/ kayaknya tetep deh/

The high frequence of looking up in the dictionary and lots of time spent indicate that the participant indeed had the problem in structuring that sentence in the TT. Considering that the sentence was too long, she decided to split it into the new sentence, as seen in the grey-highlighted utterances.

4.2.5.1. The Solved Problem

This problem was only used once and it can be solved by the participant by using sentence structure change and cohesion change.

4.2.5.1.1. Sentence Structure Change

This strategy was used once during the translation process by one participant to translate the sentence *Dalam rangka memperluas akses dan pemerataan pendidikan dasar, pemerintah telah melakukan berbagai upaya untuk terus meningkatkan partisipasi pendidikan sekaligus menurunkan kesenjangan taraf pendidikan antarkelompok masyarakat.*

Example.

Trans. Tab. 6. P6

pendidikan anak usia dini mempunyai peran yang penting/ the education for the child/ for the child child (5s) kayaknya ini children deh (scratching the word "child" on the previous section) for children under five years of age/ paud nya diartiin ga ya?/ kayaknya tetep aja deh paud/ mempunyai peran penting untuk mendorong tumbuh kembang anak secara optimal/ mempunyai peran penting/ *he she it has*/ edu.. has has/ peran penting/ main role/ main role to to… mendorong/ to support aja kali ya/ <u>has a main role to support</u>/ tumbuh kembang anak (5s) umm to support/ to support grown up growing up/ to support/ Indonesian children/ to grow up optimalize/ yeah/ to support Indonesian children/ […] in growing up argghh apa ya?/ apa ya/ tumbuh kembang anak Indonesia secara optimal/ has a main role to support Indonesian children in growing up with optimal/ in growing up with the best/ with with the best/ in growing up with the best way (5s) secara optimal (5s) argh bingung/ […] grows up/ grow (scratching the word " growing")/ <u>grow in the best way</u>/ dan menyiapkan mereka untuk memasuki jenjang pendidikan sd atau mi secara lebih baik/ err umm paragraph… kalimat baru aja kali ya/ err (5s) <u>this education also</u>/ also… also/ <u>has the function to prepare them</u>/ to prepare them/ memasuki jenjang/ in order/ in order/ in order… to prepare them/ in order (checking Google translation) *if something wrong kayaknya ga bisa*/ in order err/ in order to/ umm in order in order/ prepare them in order to/ jenjang pendidikan/ <u>in order to enter</u> the future/ […]

The participant thought that the sentence was quite problematic to translate since it contained more than one clause. She thought that if she had translated it all in one sentence, the sentence would have been ambiguous. To

avoid the ambiguity, she made it simple by dividing it into two sentences, as seen in the grey-highlighted utterances (see the translation in the Appendix 3). This is supported by her statement in the extract of the interview below.

P: Lalu di kalimat selanjutnya, "…menyiapkan mereka untuk memasuki jenjang pendidikan SD/SDLB/MI/sederajat secara lebih baik", kamu bilang, "dijadiin kalimat baru aja kali ya". Itu kenapa dijadiin kalimat baru?

J: Soalnya kan, kalau misalnya nggak dijadiin kalimat baru, nanti kalimatnya jadi terlalu panjang.

P: takut ambigu ya?

J: Iya he eh.

P: Terus kamu tambahin beberapa kata baru aja ya biar pas, misalnya "education also has the function…"

J: Iya he eh.

Q: And then in the next sentence, "...menyiapkan mereka untuk memasuki jenjang pendidikan SD/SDLB/MI/sederajat secara lebih baik", you said that "it's better to divided it into two sentences". Why did you choose to do that?

A: It's because… if it was not parted, the sentence would be too long.

Q: Are you afraid that it will be ambigous?

A: Yes, kind of.

Q: And then you added some new words in the next clause a such as "this education has the function…". It aimed to fit the text, did it?

A: Yes, it did.

4.2.5.1.2. Cohesion Change

This strategy is closely related to the previous strategy, sentence structure change. It was used once during the translation process by the same participant, P6. She decided to follow up her previous decision in changing the

structure of the sentence by changing the passive subject (*Upaya penyediaan layanan pendidikan pada jenjang Pendidikan Anak Usia Dini (PAUD)*) of the next clause. This was done in order to make the sentence cohesive with the previous one.

Example.

Trans. Tab. 8 P6

upaya penyediaan layanan pendidikan pada jenjang Pendidikan Anak Usia Dini (PAUD) telah menunjukkan peningkatan/ err this government's act/ show/ menunjukkan peningkatan/ berarti udah ada action/ show the good action/ this/ upaya penyediaan layanan pendidikan pada jenjang pendidikan/ this this government's action/ already shown the result/ iya deh gitu aja/ this government/ this act of government/ this act/ this act of (adding the word "act" before the word government) already shown the good result/

In the transcription above, P6 changed the phrase *Upaya penyediaan layanan pendidikan pada jenjang Pendidikan Anak Usia Dini (PAUD)* with the phrase *this act of government* in order to keep the cohesion between sentences. The phrase *this act of government* refers to what the government does in the previous sentence (ST: *In order to broaden the access and to make equal the elementary education, the government has done some efforts to maintain the educational participation and to decrease the educational gap intra group of society*). The participant said that if she kept the structure close to the ST, it will not work since the structure of the previous sentence has been changed from passive to active. Therefore, changing the structure of the phrase in the next sentence was a must. This was well stated in the extract of the interview below.

P: Lalu kenapa pada kalimat "upaya pelayanan pendidikan…", kalimat yang mengikuti kalimat "berbagai upaya…" tadi, kamu ganti jadi "this act of government". Yang di sini (menunjukkan transkip)? Itu apa karena biar nyambung atau gimana? Soalnya kan untuk

kalimat "berbagai upaya…" itu kamu jadikan aktif, yang mana terjemahannya jadi "the government always tries to continue…" gitu. Terus kan terjemahan kamu selanjutnya jadi "this act of government…"

J: Oh yang itu. Itu kan soalnya biar apa ya… biar nggak bikin pusing pembaca aja. Soalnya kan kalimat sebelumnya aktif, yang "the government blab la bla". Nah, yang kalimat selanjutnya, yang "this act of government" itu mengacu ke kalimat sebelumnya. Makanya biar lebih ringkes aja kalimatnya gitu.

Q: Then why did you change the sentence "upaya pelayanan pendidikan…", which follows the previous sentence "berbagai upaya…", as "this act of government? This (showing the transcript of the verbalization)? Is it for the sake of its cohesion or what? Because if we take a look at the previous sentence ("berbagai upaya…") you changed it to the active form, which means the subject was changed as "the government". Therefore, in the next sentence, you made it as "this act of government…".

A: Oh, I see.. that sentence. Yeah it aimed to what's that… it aimed to make the reader understand the meaning of the sentence. The previous sentence's in an active form, "the government bla bla bla". So, the next sentence, "this act of government" referred to what the government has done in the previous sentence. I just tried to make it simple.