# CHAPTER I

# INTRTODUCTION

This chapter discusses about the background of the research. This chapter discusses about the introduction of the research, background of the problem, purpose of the research. Finally, this research also discusses about significance of the research and the definition of the key terms.

## 1.1 Background of the Research

Language is a tool to comunicate to other, it is very important for everybody to share informations, people comunicates their language to share everything, such as messages, ideas and some informations they want to explain. Learning English means that knows about language skill. To make the communication runs well, there are four language skills that be mastered by the students in learning English. They are listening, speaking, reading and writing. The four skills integrated, it means that when you speak, you will listen and when you write, you also read. The other aspect of languages, especially for foreign language, the learners are also asked to master some components of language, such as grammar, vocabulary, translation, etc.

According to Larson (1998 : 2)  translation consists of studying the lexicon, grammatical structure, communication situation, and cultural context of the source language text, analyzing it in order to determine its meaning, and then recontructing this same meaning using the lexicon and grammatical structure which are appropriate in the receptor language and its cultural context. It means that the form of translation which is made will be called the source language, and the form which is to be changed called receptor language. So translation is changing the meaning that comes from the sources language to receptor language.

Translation is the difficult thing in learning English, because in the translation, the people must be able to get information and understand about the meaning correctly. In the process to get

information from source language, the learner must notice some words, sentences, and texts in writing. For example, the sentence "how much does it cost", in Indonesian is " berapa harga ". It clears that the translation must suitable with cultural context of source language.

In the last semester of college all of the students must conduct the research according to their interest, include of English Study Program. The student of the English Department at University of Pasir Pengaraian in 2016th academic year was studied two subject of translation. They are Translation I and Translation II. In those subjects they studied the theory of translation and practiced to translate words, sentences, and texts in writing.  They should be able to translate all kinds of the text from English into Indonesian.

English academic text included a kind of the text which is known of the students. The academic text is the text that contain of scientific knowledge based on theoretical. Structure of academic text must  be complemented with aims and research questions, as these make up the backbone of the academic text. But sometimes, students have difficulties in translating academic text,  because there are many words that they translate ambigous. For example, in an abstract of thesis which the researchers use scientific language to beautify their research and persuade the reader which supported by some experts. An abstract is  an important part of a thesisthat contains the basic ideas of a thesis. By reading the abstract, the readers are able to decide whether or not they need to read the whole content of thesis.

In this case, the graduated students of University of Pasir Pengaraian are required to be able to write the thesis abstract in English. However, there are students who do not have the adequate skills in English, particularly in doing translation. A translator should have equal knowledge on the source language and target language. The requirement must be fulfilled

because translating a text is not only translating  meaning, but also considering to the lexical equivalence.

Some of graduated students are able to transfer their ideas into English just like what they want to write in abstract, so readers can get the right understanding as the authors mean. Unfortunately, there are students who fail in doing translation. The do not pay attention on the technique of translation. The students sometimes used non equivalent word. They always translate the sentence word by word. While in English it is not all sentences can be translated word by word. Because sentence contains ambigous words which is have multiple meaning. For example of abstract "in conclusion, the result showed there was every student  *made* error in each indicator", have translated "*kesimpulannya, dari hasil penelitian menunjukkan bahwa setiap siswa* **menulis** *kesalahan dalam setiap indikator*". It is clear that the word "made" is not equivalence meaning with "menulis"

Based on the example above, this make the students lack of comprehension in translating English (Source Language)  into Indonesian (Target Language) in learning English. Therefore, regarding to the explanation above the researcher is interested to do the research which is entitled : **" Analysis of Lexical Equivalence of Abstract Translation at English Study Program of University of Pasir Pengaraian"** to more  know  how  is  English Department students   in University of Pasir Pengaraian  translate thesis abstract  using lexical equivalence.

**1.2     Setting of the Research**

Based on background of the research, sometimes the students of English Study Program in University of Pasir Pengaraian translate the sentence word by word, this situation make miscomprehending when the reader read the sentence, because not all the words have one meaning, they have more than one meanings. It can be happened in translating abstract thesis.

## 1.3 Limitation of the Research

Based on the setting of research above, the researcher limits this research which focuses on the English Study Program of University of Pasir Pengaraian who graduated in 2016th academic year in translating their abstract thesis from English to Indonesian according to E-Journal UPP which fulfill indicators of accuracy, acceptability, and readability (Nababan et al, 2012).

## 1.4 Formulation of the Research

The research is formulated as in the following question :

How is the lexical equivalence of thesis abstract from English to Indonesian translated by the english students who graduate in 2016th academic year ?

## 1.5 Purpose of the Research

Based on the formulation of the research above, the purpose of the researc in the following

To analyze the lexical equivalence of thesis abstract from English to Indonesian translated by the english students who graduated in 2016th academic year according to E-journal UPP

## 1.6 Significant of the Research

The important benefit of this research ar as follows :

1) Theoretically

This research is expected to enrich the study of English especiallly in translation, to help more understand and know how is the lexical equivalence of the thesis abstract at University of Pasir Pengaraian.

2) Practically

It is hoped that the research of the study will give benefit to :

a.  Researcher

This research is very significant and useful, it will give some valuable experiences and it can be used for the preparation of the researcher as a candidate of teacher or lecturer.

b.  Reader

This research makes every one more knows and understands about how is the lexical equivalence in translating thesis abstract of English Sudy program at University of Pasir Pengaraian as a reference to more understand to translate and as a lesson to be able to practice translating.

## 1.7  Definition of the Key Term

The definition of key term, which is needed to clarify briefly in other to avoid different thinking can be mentioned as follow :

1)  Text

According to Brown and Yule (1983:6), text is the verbal record of a communicative event ; it is an instance of language in use rather than language as an abstract system of meanings and relations. It means that text is as result of a communicative event that have meanings and relations.

2)  Translation

Translation is rendering the meaning of a text into another language in the way that the author intended the text (Newmark, 1988 : 5). It means that translation is a way to share the meaning from source language to target language that the author written in a text.

3)  Lexical Equivalence

Lexical equivalence is basically related to the word level, the translator only searches for equivalence of the source language in the target language, without changing the wording of the translation Nababan (1997). It means that the lexical equivalence is changing the meaning to target language without changes the original meaning of source language.

# CHAPTER II
# REVIEW OF RELATED LITERATURE

This chapter discusses about the theories that relates in the research. The researcher explains about several theories that relates in this research. The researcher gets the theory from several books, journals and also from the other relevant sources. This chapter consists of review of related theories, review of related findings, and framework.

## 2.1 Review of Related Theories

### a. Definition of Translation

When the translator is going to translate the text, they have to master the knowledge of translation in learning english because it is the important aspect in writing and speaking skill. According to Wills (1982: 3) in Krisetyawati defines translation as a transfer process which aims at the transformation of a written SL text into an optimally equivalent TL text, and which requires the syntactic, the semantic, and the pragmatic understanding and analytical processing of the SL. It means that translation is equivalent source language text of syntactic, semantic and pragmatic understanding of target language.

In addition, Larson (1984:3) translation consist of the lexicon, grammatical structure, communication situation, and cultural context of source language text, analyzing it in order to determine its meaning, and the reconstructing this same meaning using the lexicon and grammatical structure which are appropriate in the receptor language and its cultural context. Means that the purpose of translation is to determine the same meaning based on lexicon and grammatical structure that appropriate with cultural context.

Some experts of translation give different explanation about translation. According to Newmark (1988 : 6) translation is rendering the meaning of a text into another language in the way that author intended the text. According to Catford (1962 : 20) in Sari states translation is

the replacement of textual material in source language by equivalent textual material in another language. It means that translation is replacing the meaning of a text in another language by equivalent textual.

The experts sometimes have similarity thinking abut their theory , but sometimes are different. According to Nababan (2007) defines translation as the activity of formulating written source language text into written target language. Similarly, Larson (1984 : 3) translation is defined form of  the source language is replace by the form of receptor (target) language. It can be concluded the  translation as activity of formulating source language to target language.

If discuss about traslation, clearly related to the tranformation of words, phrases, and sentences. As explained by Newmark (1988:6) " a translator is always trying to extend his knowledge and improve his means of expression; he always pursuing facts and words ". Means that a translator has its own interest and he is never satisfied to look for the meaning of each word.

Newmark(1988) devided into four levels that the translator did to translation. First is science, which need the knowledge and verification of the fact and language that will describe (all about wrong, mistake of the fact can be identified). Second is a skill, which is related to appropriate language and acceptable usage. Third is an art, related with creative, the intuitive, sometimes inspired, and level of translation. The last is a matter of taste, where argument, expressed and variety of meritorious translation described of individual differences.

Basically, all the statement above about translation must have the same ideas, in the sense of  translation is a process of replacing the meaning from source language to target language which is equivalent with textual.

### b.  Equivalence in Translation Theory

Based on oxford dictionary equivalence is equal or interchangeable in value or significance,etc. Vinay and darbelnet as cited in munday, stated that equivalence refers to caese where language decsribes the same situation by different stilistyc or structural. It means that the equivalence consist of the concept of sameness and similarity; it has sameness or similarity effect or meaning in translation.

The different kinds of equivalence was conceptualized by the expert in the field, Mona Baker (1992) in her book *"in other words"*. structured  different kinds of equivalence, that are, at the level of word, above word level, grammatical, textual, pragmatic.

1) Equivalence at word level expressed the same meaning with the source language word. When the translator starts analyzing the ST s/he looks at the words as single units in order to find a direct 'equivalent' term in the TL. The  term word should be remembered that a single word can be considered as being a more complex unit or morpheme, and it discuss about lexical meaning. The term of lexical equivalence is intended here.

2) Equivalence above word level, it discussed one step further to consider what happen when word starts combining with other words to form of language. He suggest a definition of the term word reffering  to its difficulty degree since a single word sometimes can be assigned different meanings in different languages. In this section, the translator concentrates on the type of lexical pattering, they are collocation, idioms, and fixed expression.

3) Grammatical equivalence refers to the diversity of grammatical categories across language. This categories focus on number, tense and aspect, voice, person, and gender.

4) Textual equivalence refers to equivalence between source language text and target language text in terms of cohesion and information structure. The feature of texture is importance for

the translators because it facilitates their comprehension and analysis of source language and helps them to produce a cohesive and coherent text in the target language.

5) pragmatic equivalence refers to implicatures and strategies. The term implicaturea refer to what are implied and not literal meaning. In the other words, the focusing  is not on explicitly but what is intended or implied in given context.

### c.  Lexical Equivalence in Translation

Nababan (1997), states that there are some problems in translating the meaning of word, for a word can have some different meanings. Nababan differentiates kinds of translation, one of them is word for word translation, which is basically related to the word level, the translator only searches for equivalence of the source language in the target language, without changing the wording of the translation. And lexical equivalence is intended here.

The wording in the translation sentence is exactly the same as the wording in the original sentence. Translation of this type can be applied only if the source language and target language have the same structure. Conversely, if the structure of the two languages is different from each other, word-for-word translation should be avoided because the result will be difficult to understand and the sentence structure is of course in violation of the structure of the target language sentence. Here's an example:

- *I like that clever student*

- *(saya menyukai itu pintar)*

Native Indonesian speakers will spontaneously say that the sentence above translation structure is wrong even though the meaning of the sentence is actually easy to understand. Without reading the English sentence, we will have difficulty in taking the meaning of the sentence translation, we will have difficulty in fixing it.  And see another example below:

*Myta is a teacher in elementary school. <u>She teaches grade four. She has 33 students, 15 boys and 18 girls</u>. She likes them all, and her students like her too. She is very patient and help them. She is very good teacher.*

Next, see the sentence sentence translation underlined:

She teaches grade four = Dia mengajar kelas empat

She has 33 students, 15 boys and 18 girls = Dia mempunyai 33 murid, 15 laki-laki dan 18 perempuan.

The translation of these sentences is word-for-word directly. Each English word is replaced with the equivalent of the word in Indonesian. Similarly, the structure contains elements of subjects, verbs, and objects. And however sentences like above are rarely found in real translating activity, ie translating word for word.

### d. The process of Translation

Newmark (1988:19) describes the translation procedure is operational. It begins with choosing a method of approach. Secondly, when we are translating, we translate with four levels more or less conciously in mind :

a. The textual level

A translator must be understand before the kind texts that will translate. Especially related to words and sentences. In translating, we still transfer the source language into target language easily, also with words, phrases, sentences and idioms in source language that found the equivalence in target language easly. It can be stated this is literal translation, that translate by follow the form.

b. The Refferential Level

A translator also pay attention of the term or terminology in a text. After that, searching the source reference based on the relating term. In this condition, when you find unclear or ambigous in a text, the translator needs not only monolingual dictionary but also enclycpedic, glossary, book, newspaper,or searcing in internet.

The referential goes hand in hand with the textual level. All languages have polysemous words and structures which are can be solved only on the referential level, you build up the referential picture in your mind when you transform the SL into TL text, and being a professional, you are resposible for the truth of this picture.

c. The Cohesive Level

This is cohesive level, it follows the structure and the mood factors of the text. The first, the translators view the cohesive text after translated, especially related to words or sentences in a text. the structure concerns the connective words (conjunctions, definite article, general words, referential synonyms, punctuation marks) linking the sentences.

The second factor in the cohesive level is mood. It can be related to feeling, emotion, netrality of translator. Commonly this translation found in adjective, and idiomatic.

d. The Level of Naturalness

Translator must persuade that the translation is ecceptable, naturaly, or not like translation. It means that, the text uses familiar languages, grammars are suitable, and the expressions that related to the theme of the text. The text also easier to understand and accepted by the reader. Means that naturalness depends on the relationship between the writer and the readership and the topic or situation.

Lexical meaning is a meaning which is mentioned in dictionary. Kridalaksana (in Nababan, 2003 : 48) says that lexical meaning of words that are out of the context. For example, the

english word 'bad' may mean *jahat, buruk, jelek, susah, tidak enak,* and *busuk* in Indonesian. So, lexical is a choice of word that single words have more than one meaning.

According to Nababan et al (2012) quality translation should have three aspects, there are :

a. Accuracy refers to whether the source language text and target language text is equivalent or not, equivalence concept is related to the similarity of the content or message between both of them.

Table 2.1 : Translation Accuracy Assesment

| Translation Categories | Qualitative Parameter |
| --- | --- |
| Accuracy | Meaning of word, frase, clause and sentence of source language have changed accurately into target language; no distortion of meaning. |
| Less Accuracy | Mostly the meaning of word, frase, clause, and sentence of source language have changed accurately into traget language. But still have distortion of the meaning, ambiguity, and deleted meaning, that has impact on the messages. |
| Inaccuracy | Meaning of word, frase, clause of source language have changed inaccurately into target language or deleted. |

The example can be seen in the example, according to Sari's research (2016) :

1. Accuracy : according to student 3 " Imam went on to say that a flag is important symbol to a country"

    Have translated " imam berkata bahwa sebuah  bendera adalah simbol penting untuk sebuah negara". It is accurately,  because the meaning was clear and no distortion.

1. Less accuracy: according to student 2 " Youth and Sport Minister Imam Nahrawi has *pointed the finger* at Formula One and it's official *broadcaster*, *Fox Sport*, for not *displaying* iondonesian's red-and –white flag during Rio Haryanto's starting *grid graphic* prior to the Sunday's race in melbourine"

    Have translated  " menteri pemuda dan olahraga Imam Nahrawi telah *mengacungkan jarinya* di formula 1 dan siaran resmi *radionya*, *rubah olahraga*, untuk tidak *menampilkan* bendera merah putih selama Rio Haryanto memulai *grid graphic* pada balapan hari minggu di Melbourine".

    It considered less accurate, because it is less perfectly conveyed into target language and there was one or more distortion of meaning or ambiguity, and deleted word that had impact on the messages

2. inaccuracy : according to student 11 " minister speaks up over Rio's missing flag "

    have translated " menteri menegaskan bahwa rio kehilangan bendera "

    it considered inaccurate. Because it was not perfectly transfered or not transfered all into the target text and they are some problems; choosing lexical items, omitting, or deleting.

b. Acceptability refers to whether the translation has expressed based on rule, norm, and culture that are valid in target language or not.

Table 2.2 : Translation Acceptability Assesment

| Translation categories | Qualitative Parameters |
|---|---|
| Acceptable | Translation is natural; the using of words are usual and familiar; phrase, clause, and sentence are suitable in the rule of Indonesian language |
| Less Acceptable | Generally the translation is natural, but there are still have the problem in grammatical |
| Unacceptable | The translation is not natural; not familiar and unusual for the reader; frase, clause, and sentence are not suitable in the rule of Indonesian language. |

The example can be seen in the example, acording to sari's research (2016) :

1. Acceptable : according to student 3 "a flag is important symbol to a country "

   Have translated " sebuah bendera adalah simbol penting untuk sebuah negara". It is acceptability, because naturally and the words are familiar for the reader.

2. Less acceptable : according to student 2 "Rio has *made* history and put Indonesia on the world stage. It's no surprise that people are mad when Rio was *flagless*"

   Have translated " Rio telah *menciptakan* sejarah dan membawa Indonesia ke panggung dunia. Itu tidak mengherankan masyarakat ketika rio *tidak membawa* bendera".

It considered less acceptable. it sounded natural but they were some problems in using terms of words, phrases, sentences in the target language. The students 2 was not careful when translated.

3. Unacceptable : according to student 1 "the *flagless* incident quickly drew negative response"

Have translated " kejadian *kebenderaan* dengan cepat menimbulkan respon negative ". it considered unacceptable. Because it is unfamiliar for the reader.

c. Readability refers to reading activity. In translation context, the readability not only based on readibility of source language text but also readibility to target language text.

Table 2.3 : Translation Readability Assesment

| Translation Categories | Qualitative Parameters |
|---|---|
| High readable | Word, frase, clause, and sentence translation can be understand easily by the reader. |
| Medium Readable | Generally, the translation can be understand by the reader; but should read more than one to understand the translation |
| Low Readable | The translation is difficult to understand by the reader. |

The example can be seen in the example, acording to sari's research (2016) :

1. Readable: according to student 3 (a flag is important symbol to a country)

In Indonesian " sebuah  bendera adalah simbol penting untuk sebuah negara". It is readability, because the words are easier to understand the reader.

2. Less readible ( 2 ) : according to student 2 "imam went to say that a flag is important symbol to a country. if other drivers were *introduced* along with  their flags, rio equally should have had also"

Have translated, "imam mengatakan bahwa sebuah bendera adalah lambang penting untuk negara, dan jika pengemudi lain *mengenalkan* benderanya, seharusnya rio juga begitu"

It considered less readibility. Because it could be understood but must be read more than once..

3. Unreadable : according to student 6 "Youth and Sport Minister Imam Nahrawi has pointed the finger at Formula One and it's *official broadcaster*, Fox Sport, for *not displaying* indonesian's red-and –white flag during Rio Haryanto's starting grid graphic prior to the Sunday's race in melbourine"

Was translated  "menteri pemuda dan olahraga angkat bicara pada formula 1 dan *kantor penyiaran* fox sport untuk *tidak dikibarkan* bendera merah putih indonesia selama rio haryanto memulai laga pada hari minggu di melbourine".

It considered unreadable, because difficult to understand the reader. There were some problems in using term of words,prhases, and sentences in the target language.

## 2.2.  Review of Related Findings

There are some related studies that have been done by many researchers that are related with this research. First, Setiawan (2014) conducted the research entitle " English Translation Errors in Abstract of Educational Administration Students of Post Graduate School of State

University of Medan ". the purpose of this reseach are to investigate the type of translation errors in abstracts of educational administration students, to ascertain the dominant type in abstract translation, and to contextualize why the dominant types of errors in translation occur. The data were obtained from the thesis abstracts of Educational  Administration students of the Post Graduate School of state of the Universitty of Medan.

In this research, the researcher uses descriptive qualitative method. Data collecting used observation technique and document study. The abstracts were issued from 2008 to 2010. There were five abstracts that were chosen randomly from each year period totalling to fifteen abstracts which became the objects of the study. The data were analized by classifying them into two types of errors, namely grammatical errors and contents errors.

As the result, the researcher found the data :

1. There were 68 grammatical errors found in the abstract sentences. Errors in the production of verb groups took the dominant type : numbering to 40 sentences (58%). Miscellaneous errors occur in 16 sentences (23%). Errors in the use of prepositions are found in 11 sentences (16%). Errors in the distribution of verb groups occur 2 sentences (3%)

2. In term of cintent errors, there are 65 which are found in the abstract sentences. The dominant content error is related to different senses : 25 sentences (38%), less precise errors are found in 21 sentences (32%), leftout errors occur in 11 sentences (17%), and addition errors are found in 8 sentences (12%).

It was concluded that the dominant grammatical error in the abstract translation is error related to the production of yerb groups (58%) and the dominant content error is related to use of different senses (38%).

The finding of the research are as follows :

1. The errors in abstract translation from Indonesian into English often occur, the errors include both grammatical and content errors.

2. Errors in the production of verb groups belong to the dominat grammatical error type and errors in the useof different sense belong to the dominant content error type.

3. The occurence of errors in the producyion of verb groups is due to translators' lack in comprehending the Englishgrammatical structures such as tenses, participles, and cocords with the consequence that they cannot write sentences in good grammatical stuctures

Here, the researcher did the research with the title is Analysis of Lexical Equivalence of Abstract Translation from English to Indonesian at English Study Program of University of Pasir Pengaraian, because it will addition knowledge in education. The researcher believes in this research will be a knowledge sources, and on this research gets the participants of English graduate in 2016th academic year and because this research can be informed to the lectures and students so that they know about the lexical equivalence of abstract thesis from English to Indonesian translated by the English students who graduated in 2016th academic year.
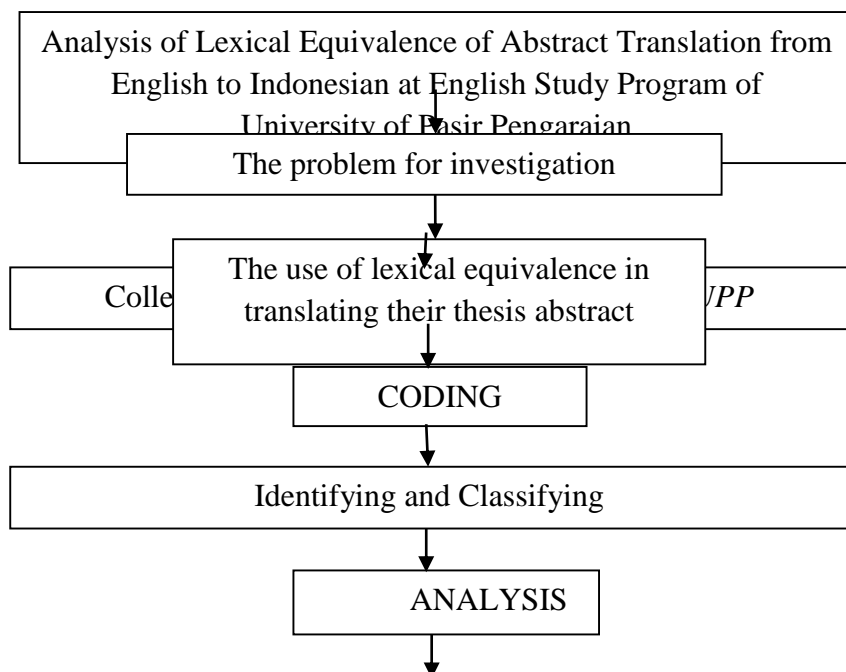
Secondly, Melyani (2015) conducted a research entitle " An Analysis of Third Year Students' Ability in Translating English Narrative Text into Indonesian at Bung Hatta University " . The objectives of the research are to find out the ability of the third year English Department Student of Bung Hatta University in using lexical equivalence in translating English narrative Text and to find out the ability of the third year English Department student of Bung Hatta University in adjusting grammar in translating English narrative text. The research method of this research is descriptive research design, the total Sample was 25 students, the sample is taken
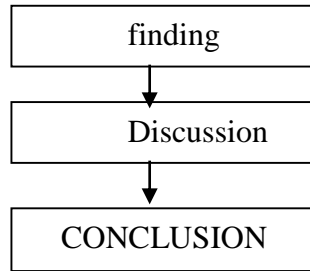
by using accidental sampling technique. Based on finding this research, it have found the ability of third year students' of English Department of Bung Hatta University in term lexical equivalence in translating English narrative text had moderate ability. It could be seen that 4 students (16%) who had high ability, 15 students (60%) who had moderate ability, 6 students (24%) who had low ability.

While, in grammatical adjustment, the researcher found 4 students (16%) who had high ability, and 17 students (68%) who had moderate ability and 4 students (16%) who had low ability. It means that the ability of the third tear students' of English Department of Bung Hatta University in term grammatical adjustment in translating English narrative text into indonesian had moderate ability.

## 2.4. Conceptual Framework

Based on the review of literature, a conceptual framework was analysis of lexical equivalence of abstract translation of English Study Program of University of Pasir Pengaraian.

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┌─────────────────┐
│     finding     │
└─────────────────┘
         │
         ▼
┌─────────────────┐
│   Discussion    │
└─────────────────┘
         │
         ▼
┌─────────────────┐
│   CONCLUSION    │
└─────────────────┘
```

Conceptual framework is the concept that is used to give limitation to the theorical framework in other to avoid misundestanding and misinterpretation this research. This research is descriptive qualitative research. The researcher identified the problem that have been researcher described the problem in background of the research. Some of students always translate the sentence word by word. While in English it is not all sentences can be translate word by word. Because in every sentence contained an ambigous words which have multiple meaning. This make the students often difficulties in translating English ( Source Language) into Indonesian ( Target Language) in abstract thesis.

To get the data, the researcher is coding the abstract thesis with :

Participant                              : Student

Each sentence of abstract                : S

After  the thesis abstract gave coding, found the data and separated them to identify and clasify. After that  analyzed the data according to Nababan's Theory.

# CHAPTER III
# RESEARCH METHODOLOGY

This chapter discusses about the reseacrh methodology. It consists of research design, setting of the research, technique of collecting the data, and kinds of this reserach and also explains about technique in collecting the data and technique of analyzing the data.

## 3.1 Research Design

This research is a descriptive research. According to Gay in Rahayu (2013) a descriptive research involves selecting the data in order to answer concerning that current status of the subject of the study. it means that descriptive research is to give respons of the current subject. In this research, the researcher used descriptive qualitative research.

The researcher choosed this type because the researcher wanted to analyze of translating thesis abstract of the students who graduated in 2016[th] academic year. It is a research design part of qualitative method that allows the researcher to described a phenomenon by presenting the facts in rich detail without attempting to interpreted them. Qualitative research is done without give priority in numbers, but focus on the deep understanding to interaction between concepts that is analyzed (Semi, 2012: 28). It means that the qualitative research focused on the understanding in the concept of the research.

## 3.2 Setting of the Research

### a. Place

The place of this research was at University of Pasir Pengaraian that in Tuanku Tambusai Street, KUMU, Rambah Hilir Subdistrict, Rokan Hulu Regency. The researcher choosed this school because they had little number of people than other and this place is easy to be reached.

### b. Population

According to Arikunto (1997:108), population is the whole subject of research. Based on the data that were required from E-Journal upp, there were 19 students who graduated in 2016$^{th}$ academic year in translating abstract thesis from English into Indonesian.

### c. Sample

In this research, the researcher took a sample by using total sampling. According to Sugiyono (2009, 124) total sampling is a technique to determine the sample if all of the population is used as sample. To take the sample according to Arikunto (2010,112) if the subject is less than 100 peoples suggested to take all of subject. But, if the subject more than 100 peoples can take 10-15% , and 20-25% or more. In this research, the researcher used total sampling because the population at sixth semester students in English Study Program in University of Pasir Pengaraian less than 100 peoples and all was having a chance to be sample, it means the sample of this research.

## 3.3 Procedure of the Research

There were some procedures of this research are :

1. The researcher searched for the data by accesing E-Jornal upp

2. The researcher  downloaded all of the abstract of the students who graduated in 2016$^{th}$ academic year

3. The researcher read their English and Indonesian abstracts

4. The researcher did coding  the data using open coding, for each sentence gave a code (S1,S2,S3, etc), for participant gave a code (Student)

5. After that, identified and classified the data in separate data

6. The researcher analyzed the data, described them using Nababan's theory

7. The last researcher discussed the finding and related them to the theory and other previous research in the same topic.

## 3.4 Technique of Collecting the Data

In collecting the data, the researcher analyzed the abstract thesis into Indonesian lexically. To collect the data, the researcher analyzed the data with Nababan's theory.

## 3.5 Technique of Analyzing the Data

The results of this research analyzed through three major types of analysis in qualitative study. Miles and Huberman (1984) in Sugiono (2014 : 91) states the activity in the qualitative research performed interactively and runs continuously until complete, so that the data is already saturated. The activities in analysis the data was data reduction, data display, and coclusion drawing/verification.

a. Data Reduction

Reduction the data means that summarizes, choose the subject matter, focuss on the important thing, search the theme and pattern. The researcher collected the data by accesing to E-Journal upp with 19 participants in 2016[th] academic year. The researcher got the mistake in using lexical equivalence.

b. Data Display

With displaying the data will make easier to understanding what is happening, planning the next work based on what has been understood. In this step, the researcher collected the data with used code for each participant and sentence. After that, the researcher identified and classified in separate data to make it easier to understand. Next, the researcher analyzed the data.

c. Conclusion Drawing/Verification

In this step, the researcher imagined the data in the table or paragraph. The researcher found the, after that discussed the data. And the last gave conclusion.