

## CHAPTER IV

## **RESEARCH FINDING AND DISCUSSION**

In this chapter, the researcher tries to find out the data obtained during the time of conducting this research. The researcher then discusses and informs the data based on the results of the analysis.

### A. Research Finding

In this part, the researcher will present the data related to the problems of study; (1) How do the students' transference of meaning related to the method used in translating scientific article? (2) What is the students' level of translation skill in translating scientific article? Therefore, the researcher will analyze the students' transference of meaning to know the method used and classify the students' level of translation skill in translating scientific article.

## 1. The Method Used in Transference Meaning

Based on the data analysis, there are three common mistakes of long sentences meaning that mostly appear are found by the researcher in the result of the translation because of the method used. Those are found in the first and second paragraph.

To know the method used in the transference of meaning of scientific article on the title The Wind Energy [R]evolution, the analysis will be presented in some tables below.

**Table 4.1**  
**The Result of Student's A Free Translation**

<b>Text (SL)</b>	<b>Students' translation</b>	<b>Expected translation</b>	<b>Students' translation method</b>
(1) <i>It was centuries ago when the technology of wind energy made its first actual steps.</i>	Berabad-abadyang lalu ketikateknologienergi anginmemulailangkah pertamanya.	[R]evolusilistik bertenaga angin terjadi beberapa abad yang lalu ketika teknologi tenaga angin merealisasikan langkah awalnya.	
(2) <i>Further evolution [4] and perfection of these systems (Fig.1) was performed in the USA during the 19th century.</i>	Pengembangan lebih lanjut dan penyempurnaan sistem ini (Gambar 1) dilakukan di Amerika Serikat pada abad ke-19.	Pengembangan dan penyempurnaan sistem ini selanjutnya dilaksanakan di Amerika selama abad ke-19.	
(3) <i>Following, in the years between 1973 and 1986, the commercial WT market evolved from domestic and agricultural (1-25 kW) to utility interconnected wind farm applications (50e600 kW).</i>	Setelah itu, di tahun-tahun antara 1973 dan 1986, pasar perdagangan berkembang dari perabotan rumah tangga dan pertanian (1-25 kW) untuk kegunaan angin yang saling terkait dengan aplikasi pertanian (50-600 kW).	Selanjutnya, dalam kurun tahun 1973 dan 1986, iklan pemasaran turbin angin berkembang dari kebutuhan domestik dan pertanian (1-25 kW) sampai pemanfaatannya pada penggunaan ladang angin yang saling berhubungan (50-600 kW).	Free translation

From the table 4.1, it can be seen that the first sentence omitted was the translation of the words “it” and “was” that should be translated by using reference translation to “[R]evolusi listrik bertenaga angin” and “terjadi”. This also translated the word “centuries” to “beberapa abad” that is better than “berabad-abad”.

The second sentence shown was the translation of “Further evolution and perfection of these systems” that was translated to “*Pengembangan lebih lanjut dan penyempurnaan sistem ini*” which should have been translated to “*Pengembangan dan penyempurnaan sistem ini selanjutnya*”. The third phrase of the third sentence “in the years between” which was translated to “*di tahun-tahun antara*” and should have been translated to “*antara tahun*” or “*dalam kurun tahun*” to give the singular meaning in the target language. The errors of last sentence were found in “in the years” that was translated as “*di tahun-tahun*” and was expected to be “*antara tahun*” or “*dalam kurun tahun*” while the next mistranslation was found in “to utility interconnected wind farm applications ”which was translated to “*untuk kegunaan angin yang saling terkait dengan aplikasi pertanian*” and should have been “*sampai pemanfaatannya pada penggunaan ladang angin yang saling berhubungan*”. From these representations of the sentences and the whole translation can be known that the students used the free translation method in the translation because the student tried not to pay attention much into source language.

**Table 4.2**  
**The Result of Student's B Literal Translation**

Text (SL)	Students' translation	Expected translation	Students' translation method
(1) <i>It was centuries ago when the technology of wind energy made its first actual steps.</i>	Beberapa abad yang lalu saat teknologi tenaga angin dibuat adalah suatu awal yang baru.	[R]evolusilistik bertenaga angin terjadi beberapa abad yang lalu ketika teknologi tenaga angin merealisasikan langkah awalnya.	
(2) <i>Further evolution [4] and perfection of these systems (Fig.1) was performed in the USA during the 19th century.</i>	Perkembangan dan kesempurnaan sistem yang lebih (fig. 1) telah ditampilkan di Amerika pada abad ke 19.	Pengembangan dan penyempurnaan sistem ini selanjutnya dilaksanakan di Amerika selama abad ke-19.	
(3) <i>Following, in the years between 1973 and 1986, the commercial WT market evolved from domestic and agricultural (1-25 kW) to utility interconnected wind farm applications (50e600 kW).</i>	Selanjutnya, pada tahun antara 1973 dan 1986, pengiklanan pasar turbin angin meningkatkan dari dalam negeri dan pertanian (1-25 kW) ke segala hal yang berhubungan dengan penggunaan sawah angin (50-600 kW).	Selanjutnya, dalam kurun tahun 1973 dan 1986, iklan pemasaran turbin angin berkembang dari kebutuhan domestik dan pertanian (1-25 kW) sampai pemanfaatannya pada penggunaan ladang angin yang saling berhubungan (50e600 kW).	Literal translation

From the table 4.2, the first sentence omitted the translation of the words “it” and “was” that should be translated by using reference translation to “[R]evolusi listrik bertenaga angin” and “terjadi”. The second phrase of the second sentence can be seen from the words “Further evolution and perfection

of these systems” that was translated to “*Perkembangan dan kesempurnaan sistem yang lebih*” which adding the word “*yang*” that should have been translated to “*Pengembangan dan penyempurnaan sistem ini selanjutnya*” to sound naturally to the reader. The next word in this second sentence is about the translation of the word “was performed in USA” that was translated to “*telah ditampilkan di Amerika*” and should have been translated to “*telah dilaksanakan di Amerika*”. The last sentence was found in the word “to utility interconnected wind farm applications (50e600 kW)” that was translated to “*ke segala hal yang berhubungan dengan penggunaan sawah angin (50-600 kW)*” and should have been translated to “*sampai pemanfaatannya pada penggunaan ladang angin yang saling berhubungan (50e600 kW)*”. From the whole sentences, it can be concluded that the students used literal translation method which tends to apply the nearest target language equivalents into source language grammatical constructions by still applying singly or word for word translation and tends not to make a sense in the result of the translation.

**Table 4.3**  
**The Result of Student's C Free Translation**

<b>Text (SL)</b>	<b>Students' translation</b>	<b>Expected translation</b>	<b>Students' translation method</b>
(1) <i>It was centuries ago when the technology of wind energy made its first</i>	Ini telah berabad-abad yang lalu ketika teknologi energi angin dibuat pertama	[R]evolusi listrik bertenaga angin terjadi beberapa abad yang lalu ketika	Free translation

<i>actual steps.</i>	kali dengan cara yang sederhana.	teknologi tenaga angin merealisasikan langkah awalnya.	
(2) <i>Further evolution [4] and perfection of these systems (Fig.1) was performed in the USA during the 19th century.</i>	Evolusi lebih lanjut dan kesempurnaan sistem ini (Gambar 1) dilakukan di Amerika Serikat pada abad ke-19.	Pengembangan dan penyempurnaan sistem ini selanjutnya dilaksanakan di Amerika selama abad ke-19.	
(3) <i>Following, in the years between 1973 and 1986, the commercial WT market evolved from domestic and agricultural (1-25 kW) to utility interconnected wind farm applications (50e600 kW).</i>	Setelah itu, antara tahun 1973 dan 1986, pasar turbin angin komersial berkembang dari rumah tangga dan pertanian (1-25 kW) untuk keperluan aplikasi pertanian yang berhubungan dengan angin (50-600 kW).	Selanjutnya, dalam kurun tahun 1973 dan 1986, iklan pemasaran turbin angin berkembang dari kebutuhan domestik dan pertanian (1-25 kW) sampai pemanfaatannya pada penggunaan ladang angin yang saling berhubungan (50e600 kW).	

From the table 4.3, the first sentence is flexible enough in translating the word “it was” that was translated to “*ini telah*” that the word “it” should have the clear reference to be “[R]*evolusi listrik bertenaga angin terjadi*” and the word “made its first actual steps” that was translated to “*dibuat pertama kali dengan cara yang sederhana*” that should have been “*merealisasikan langkah awalnya*.” The second sentence can be seen from “Further evolution and perfection of these systems” that was translated as the previous translation to be “*Evolusi lebih lanjut dan kesempurnaan sistem ini*” that should have been “*pengembangan dan penyempurnaan sistem ini selanjutnya*”. The third

sentence is “to utility interconnected wind farm applications (50e600 kW)” that was translated to “*untuk keperluan aplikasi pertanian yang berhubungan dengan angin (50-600 kW)*” that should have been “*sampai pemanfaatannya pada penggunaan ladang angin yang saling berhubungan (50e600 kW).*”

From the whole sentences, it can be concluded that the student tried to translate the text freely without paying attention much to the source text although sometimes it does not make easy in reading.

**Table 4.4**  
**The Result of Student's D Free Translation**

Text (SL)	Students' translation	Expected translation	Students' translation method
(1) <i>It was centuries ago when the technology of wind energy made its first actual steps.</i>	Beberapa abad yang lalu, langkah pertama teknologi energi angin telah diciptakan.	[R]evolusi listrik bertenaga angin terjadi beberapa abad yang lalu ketika teknologi tenaga angin merealisasikan langkah awalnya.	
(2)Further evolution [4] and perfection of these systems (Fig.1) <i>was performed in the USA during the 19th century.</i>	Evolusi dan penyempurnaan sistem ini berlanjut seperti yang telah dikemukakan di Amerika Serikat selama abad ke 19.	Pengembangan dan penyempurnaan sistem ini selanjutnya dilaksanakan di Amerika selama abad ke-19.	Free translation
(3)Following, in the years <i>between</i> 1973 and 1986, the commercial WT market evolved from domestic and agricultural (1-25 kW) to utility	Selanjutnya, pada tahun 1973 hingga 1986, turbin angin komersial diproduksi untuk kepentingan domestik dan bidang pertanian (1-25 kW) yakni untuk	Selanjutnya, dalam kurun tahun 1973 dan 1986, iklan pemasaran turbin angin berkembang dari kebutuhan domestik dan pertanian (1-25 kW) sampai	

<i>interconnected wind farm applications</i> (50e600 kW).	memfungsikan aplikasi tenaga angin dalam pertanian. (50-600 kW)	pemanfaatannya pada penggunaan ladang angin yang saling berhubungan (50e600 kW).	
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In the table 4.4, again, the student omitted the translation of the first word “it was” that should have been “[R]evolusi listrik bertenaga angin terjadi” to make it sounds naturally and easily understood because the sentence needs a subject there. The student also translated the words “the technology of wind energy made its first actual steps” be “*langkah pertama teknologi energi angin telah diciptakan*” that was expected to be “*teknologi tenaga angin merealisasikan langkah awalnya*.” The second sentence appear in the words “was performed in the USA” that was translated to “*telah dikemukakan di Amerika Serikat*” which does not really show the meaning sense in the target language and the translation should have been “*dilaksanakan di Amerika*”. The third sentence can be seen from the words “between” that was translated to “*hingga*” that should have been “*antara*” to show the gap of the year not the event which happened continually and “to utility interconnected wind farm applications” that was translated to “*untuk memfungsikan aplikasi tenaga angin dalam pertanian. (50-600 kW)*” that was expected to be “*sampai pemanfaatannya pada penggunaan ladang angin yang saling berhubungan (50e600 kW)*.” From the whole translation, it can be concluded that the student used free translation method to adjust the reader position without paying

attention much to the source text. The student tried to make the translation flows and still can convey the message to the readers.

## **Table 4.5**

### **The Result of Student's E Faithful Translation**

Text (SL)	Students' translation	Expected translation	Students' translation method
(1) <i>It was centuries ago when the technology of wind energy made its first actual steps.</i>	Beberapa abad lalu ketika teknologi energi angin dibuat, hal tersebut langkah nyata yang pertama.	[R]evolusi listrik bertenaga angin terjadi beberapa abad yang lalu ketika teknologi tenaga angin merealisasikan langkah awalnya.	
(2) <i>Further evolution [4] and perfection of these systems (Fig.1) was performed in the USA during the 19th century.</i>	Evolusi lebih lanjut dan kesempurnaan sistem ini (Gambar 1) dilakukan di Amerika Serikat pada abad ke-19.	Pengembangan dan penyempurnaan sistem ini selanjutnya dilaksanakan di Amerika selama abad ke-19.	
(3) <i>Following, in the years between 1973 and 1986, the commercial WT market evolved from domestic and agricultural (1-25 kW) to utility interconnected wind farm applications (50e600 kW).</i>	Setelah, di tahun-tahun antara 1973 dan 1986, pasar WT komersial berkembang dari domestik dan pertanian (1-25 kW) untuk saling menguntungkan aplikasi pertanian angin (50-600 kW).	Selanjutnya, dalam kurun tahun 1973 dan 1986, iklan pemasaran turbin angin berkembang dari kebutuhan domestik dan pertanian (1-25 kW) sampai pemanfaatannya pada penggunaan ladang angin yang saling berhubungan (50e600 kW).	Faithful translation

From the table 4.5 above, the students omitted the translation of "it was" by directly translated to "*beberapa abad lalu*" without showing the existence

of verb which should be “[R]evolusi listrik bertenaga anginterjadi”. The next sentence is “the technology of wind energy made its first actual steps.” That was translated to “teknologi energi angin dibuat, hal tersebut langkah nyata yang pertama.” That really follows the textual meaning of the source language that should have been translated to “teknologi tenaga angin merealisasikan langkah awalnya.” The next phrase of the next sentence was found in “Further evolution and perfection of these systems” that was translated to “Evolusi lebih lanjut dan kesempurnaan sistem ini” that should have been “Pengembangan dan penyempurnaan sistem ini selanjutnya”. The next phrase is “Following, in the years between 1973 and 1986” that was translated to “Setelah, di tahun-tahun antara 1973 dan 1986” and expected to be “Selanjutnya, antara tahun/dalam kurun tahun 1973 dan 1986”. The last phrase of the last sentence of “to utility interconnected wind farm applications (50e600 kW)”, the student translated to be “untuk saling menguntungkan aplikasi pertanian angin (50-600 kW)” whereas, it was expected to be “sampai pemanfaatannya pada penggunaan ladang angin yang saling berhubungan (50e600 kW).” This translation is faithful which really attempts to reproduce the precise contextual meaning of the original within the constraints of the target language grammatical structures. The student was too faithful and did not really convey the ideas in the target language.

**Table 4.6**  
**The Result of Student's F Free Translation**

Text (SL)	Students' translation	Expected translation	
(1) <i>It was centuries ago when the technology of wind energy made its first actual steps.</i>	Itu terjadi berabad-abad lalu ketika teknologi energi angin membuat langkah pertama yang sebenarnya.	[R]evolusi listrik bertenaga angin terjadi beberapa abad yang lalu ketika teknologi tenaga angin merealisasikan langkah awalnya.	
(2)Further evolution [4] and perfection of these systems (Fig.1) was performed in the USA during the 19th century.	Evolusi dan penyempurnaan lebih lanjut dari sistem ini (gambar 1) dilakukan di Amerika Serikat pada abad ke 19.	Pengembangan dan penyempurnaan sistem ini selanjutnya dilaksanakan di Amerika selama abad ke-19.	
(3) <i>Following, in the years between 1973 and 1986, the commercial WT market evolved from domestic and agricultural (1-25 kW) to utility interconnected wind farm applications (50e600 kW).</i>	Diikuti di tahun antara 1973 dan 1986, pasar komersial turbin angin berevolusi dari dalam negeri dan pertanian (1 – 25 kilo watt) sampai kepada keperluan instalasi energi angin itu sendiri (50 – 600 kilo watt).	Selanjutnya, dalam kurun tahun 1973 dan 1986, iklan pemasaran turbin angin berkembang dari kebutuhan domestik dan pertanian (1-25 kW) sampai pemanfaatannya pada penggunaan ladang angin yang saling berhubungan (50e600 kW).	Free translation

In the table 4.6, the uncommon meaning can be seen from the words “it” that was translated to “itu” without the clear reference and should refer to the word “[R]evolusi listrik bertenaga angin”. The student showed the clear

translation without any errors in the meaning of the second sentence. While the third sentence has an error in the word “following” that the student translated it directly by passing the punctuation mark of period as “*diikuti*” along with the sentence before in the text. The translation should have been translated to “*selanjutnya*”. The last words are “utility interconnected wind farm applications (50e600 kW)” that was translated to “*kepada keperluan instalasi energi angin itu sendiri (50 – 600 kilo watt)*” and expected to be “*pemanfaatannya pada penggunaan ladang angin yang saling berhubungan (50e600 kW)*. ” The student quite omitted the translation of some source word in the target language such as the word “interconnected and applications” that actually have their own meaning in the context. From the whole translation, the student used free translation method because the translation does not pay attention much to the source language. The student tried to convey the idea with some of her own words.

**Table 4.7****The Result of Student's G Faithful Translation**

<b>Text (SL)</b>	<b>Students' translation</b>	<b>Expected translation</b>	<b>Students' translation method</b>
(1) <i>It was centuries ago when the technology of wind energy made its first actual steps.</i>	Itu sekitar beberapa abad yang lalu ketika teknologi energi angin dibuat dengan langkah awal yang sebenarnya	[R]evolusi listrik bertenaga angin terjadi beberapa abad yang lalu ketika teknologi tenaga angin merealisasikan langkah awalnya.	Faithful translation

(2)Further evolution [4] and perfection of these systems (Fig.1) was performed in the USA during the 19th century.	Evolusi lebih lanjut dan kesempurnaan di sistem ini dilakukan di Amerika Serikat pada abad ke-19.	Pengembangan dan penyempurnaan sistem ini selanjutnya dilaksanakan di Amerika selama abad ke-19.	
(3)Following, in the years between 1973 and 1986, the commercial WT market evolved from domestic and agricultural (1-25 kW) to utility interconnected wind farm applications (50e600 kW).	Setelah, di tahun 1973 dan 1986, pasar WT komersial berkembang dari domestik dan pertanian (1-25 kW) untuk utilitas angin menggunakan aplikasi pertanian (50-600 kW)	Selanjutnya, dalam kurun tahun 1973 dan 1986, iklan pemasaran turbin angin berkembang dari kebutuhan domestik dan pertanian (1-25 kW) sampai pemanfaatannya pada penggunaan ladang angin yang saling berhubungan (50e600 kW).	

From the analysis in the table 4.7, the student translated the word “it” to “itu” without any clear reference. The translation should have been “[R]evolusi listrik bertenaga angin” and “was” should have been translated to “terjadi”. The student also translated the word to “made” become passive meaning to “dibuat” that should have been translated in active meaning to “merealisasikan.” The next error was found in the words of “Further evolution and perfection of these systems” that was translated to “Evolusi lebih lanjut dan kesempurnaan di sistem ini” and it was expected to be “Pengembangan dan penyempurnaan sistem ini selanjutnya.” The last sentence can be seen from the translation of the word “following” that was

translated to “*setelah*” which gives uncommon meaning. It should be translated to “*Selanjutnya*” to sound naturally. The next words are “to utility interconnected wind farm applications (50e600 kW)” that was translated to “*untuk utilitas angin menggunakan aplikasi pertanian (50-600 kW)*” and should have been translated to “*sampai pemanfaatannya pada penggunaan ladang angin yang saling berhubungan (50e600kW)*.” From the whole translation, it can be concluded that the student tried to translate it faithfully because there are some errors in reproducing the precise contextual meaning by preserving the degree of grammatical and lexical abnormality in the translation.

**Table 4.8**  
**The Result of Student's H Free Translation**

Text (SL)	Students' translation	Expected translation	Students' translation method
(1) <i>It was centuries ago when the technology of wind energy made its first actual steps.</i>	Berabad-abad yang lalu ketika teknologi energi angin membuat langkah pertama sebenarnya.	[R]evolusi listrik bertenaga angin terjadi beberapa abad yang lalu ketika teknologi tenaga angin merealisasikan langkah awalnya.	
(2) <i>Further evolution [4] and perfection of these systems (Fig.1) was performed in the USA during the 19th century.</i>	Evolusi (perkembangan) lebih lanjut dan kesempurnaan sistem ini (Gambar 1) dilakukan di Amerika Serikat pada abad ke-19.	Pengembangan dan penyempurnaan sistem ini selanjutnya dilaksanakan di Amerika selama abad ke-19.	Free translation

(3) Following, in the years between 1973 and 1986, the commercial WT market evolved from domestic and agricultural (1-25 kW) to utility interconnected wind farm applications (50e600 kW).	Setelah, di tahun-tahun antara 1973 dan 1986, pasar WT komersial berevolusi dari domestik dan pertanian (25/01 kW) untuk manfaat salingmenghubungkan peggunaan angin yang kuat (50-600 kW).	Selanjutnya, dalam kurun tahun 1973 dan 1986, iklan pemasaran turbin angin berkembang dari kebutuhan domestik dan pertanian (1-25 kW) sampai pemanfaatannya pada penggunaan ladang angin yang saling berhubungan (50e600 kW).	
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In the table 4.8, this happened again in the translation of the word “it was centuries ago” that was directly translated to “berabad-abad yang lalu.” The translation should explain the existence of the word “it” that should have been “[R]evolusi listrik bertenaga anginterjadi sekitar beberapa abad yang lalu.” The next errors are found in the word “Further evolution and perfection of these systems” that was translated to “Evolusi (perkembangan) lebih lanjut dan kesempurnaan sistem ini” and the translation was expected to be “Pengembangan dan penyempurnaan sistem ini selanjutnya.” The word “further” should modify all the noun of “evolution and perfection of these systems” in the translation. The next errors are when the student translated the word “following” becomes “setelah” that sounds uncommon in the target language meaning. The translation was expected to be “selanjutnya.” The last errors are in the words of “to utility interconnected wind farm applications (50e600 kW)” that was translated to “untuk manfaat saling menghubungkan

*pegawaiannya angin yang kuat (50-600 kW).*” The student almost reproduced the textual meaning. The translation was expected to be “*sampai pemanfaatannya pada penggunaan ladang angin yang saling berhubungan (50e600kW).*” From these errors and the whole sentences, it can be concluded that the students tried to translate it freely although there are some errors in the translation but it does not disturb the whole messages and ideas in the target language by adjusting the readers’ position.

**Table 4.9**  
**The Result of Student's I Free Translation**

Text (SL)	Students' translation	Expected translation	Students' translation method
(1) <i>It was centuries ago when the technology of wind energy made its first actual steps.</i>	Berabad – abad lalu ketika teknologi tenaga angin pertama kali di buat.	[R]evolusi listrik bertenaga angin terjadi beberapa abad yang lalu ketika teknologi tenaga angin merealisasikan langkah awalnya.	
(2) <i>Further evolution [4] and perfection of these systems (Fig.1) was performed in the USA during the 19th century.</i>	Perkembangan lebih lanjut dan kesempurnaan kincir angin dilakukan di amerika serikat pada abad ke – 19.	Pengembangan dan penyempurnaan sistem ini selanjutnya dilaksanakan di Amerika selama abad ke-19.	Free translation
(3)Following,in the years between 1973 and 1986, the commercial WT market evolved from domestic and agricultural (1-25 kW) to utility interconnected wind	Pada pertengahan tahun 1973 dan 1986, setelah perdangan pasar WT berkembang dari bidang rumah tangga dan pertanian beralih ke penggunaan energi angin yang	Selanjutnya, dalam kurun tahun 1973 dan 1986, iklan pemasaran turbin angin berkembang dari kebutuhan domestik dan pertanian (1-25 kW) sampai pemanfaatannya pada	

<i>farm applications (50e600 kW).</i>	saling berhubungan dalam bidang pertanian.	penggunaan ladang angin yang saling berhubungan (50e600 kW).	
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There are not many errors in the analysis of table 4.9. The errors are just found in some words such as in the transference meaning of “It was centuries” that was translated to “*berabad-abad lalu*” and should have been translated to “[R]evolusi listrik bertenaga angin terjadi sekitar beberapa abad yang lalu”, the word “Further evolution and perfection of these systems” that was translated to “*Perkembangan lebih lanjut dan kesempurnaan kincir angin*” and was expected to be “*Pengembangan dan penyempurnaan sistem ini selanjutnya*”, the word “WT” that the student did not translate it and just put the word directly in the translation. The translation of WT that stands for water turbin was expected to be “*turbin angin*”. The last words are found in “to” that was translated to “*beralih ke*” and should have been “*sampai*” and “wind farm” that was translated to “*energi angin dalam bidang pertanian*” that should have been “*ladang angin*. Overall from the translation, the students used free translation method that made flexibility and tried not to pay attention much in the source language.

**Table 4.10**  
**The Result of Student's J Free Translation**

Text (SL)	Students' translation	Expected translation	Students' translation method
(1) <i>It was centuries ago when the technology of wind energy made its first actual steps.</i>	Beberapa abad yang lalu teknologi bertenaga angin memulai langkah pertamanya.	[R]evolusi listrik bertenaga angin terjadi beberapa abad yang lalu ketika teknologi tenaga angin merealisasikan langkah awalnya.	
(2) <i>Further evolution [4] and perfection of these systems (Fig.1) was performed in the USA during the 19th century.</i>	Pengembangan lebih lanjut dan penyempurnaan sistem-sistem ini (Gambar 1) dilakukan di Amerika Serikat pada abad ke-19, yaitu ketika lebih dari 6 juta mesin kecil digunakan untuk memompa	Pengembangan dan penyempurnaan sistem ini selanjutnya dilaksanakan di Amerika selama abad ke-19.	Free translation
(3) <i>Following, in the years between 1973 and 1986, the commercial WT market evolved from domestic and agricultural (1-25 kW) to utility interconnected wind farm applications (50e600 kW).</i>	Selanjutnya, pada tahun antara 1973 dan 1986, pasar perdagangan turbin angin (TA) berkembang dari keperluan rumah tangga dan agrikultur (1-25 kW) untuk kegunaan angin yang berhubungan dengan penerapan pertanian (50-600 kW).	Selanjutnya, dalam kurun tahun 1973 dan 1986, iklan pemasaran turbin angin berkembang dari kebutuhan domestik dan pertanian (1-25 kW) sampai pemanfaatannya pada penggunaan ladang angin yang saling berhubungan (50e600 kW).	

The most error translation in every student is in the first sentence of the word “It was centuries ago” that in the analysis of the table 4.10 was translated to “Beberapa abad yang lalu” which there is not any subject and verb there as happened in the previous tables. The translation was expected to be “[R]evolusi listrik bertenaga anginterjadi sekitar beberapa abad yang lalu” that has clear subject and verb. The next phrases in the next sentence is “Further evolution and perfection of these systems” that was translated to “Pengembangan lebih lanjut dan penyempurnaan sistem-sistem ini.” The translation should have been “Pengembangan dan penyempurnaan sistem ini selanjutnya” which put the translation of the word “further” in the end after the translation of “evolution and perfection.” The next errors were found in the words “agricultural” and “to utility interconnected wind farm applications (50e600 kW).” The student translated the word “agricultural” becomes “agrikultural” that should have been translated to “agraria” or “pertanian” and the words of “to utility interconnected wind farm applications (50e600 kW)” becomes “untuk kegunaan angin yang berhubungan dengan penerapan pertanian (50-600 kW)” that should have been translated to “sampai pemanfaatannya pada penggunaan ladang angin yang saling berhubungan (50e600kW).” The student was free in translating the whole article text that did not too pay attention much into the source language or the original.

**Table 4.11**

Text (SL)	Students' translation	Expected translation	Students' translation method
(1) <i>It was centuries ago when the technology of wind energy made its first actual steps.</i>	Sudah berabad-abad lalu sejak teknologi tenaga angin membuat langkah pertamanya.	[R]evolusi listrik bertenaga angin terjadi beberapa abad yang lalu ketika teknologi tenaga angin merealisasikan langkah awalnya.	
(2) <i>Further evolution [4] and perfection of these systems (Fig.1) was performed in the USA during the 19th century.</i>	Evolusi berikutnya dan disempurnakannya sistem-sistem ini (Gambar 1) dilakukan di Amerika pada abad ke-19.	Pengembangan dan penyempurnaan sistem ini selanjutnya dilaksanakan di Amerika selama abad ke-19.	
(3) <i>Following, in the years between 1973 and 1986, the commercial WT market evolved from domestic and agricultural (1-25 kW) to utility interconnected wind farm applications (50e600 kW).</i>	Kemudian, antara tahun 1973 dan 1986, pasar komersial WT berevolusi dari domestik dan pertanian (25/01kW) untuk aplikasi pertanian yang menggunakan tenaga angin (50-600 kW).	Selanjutnya, dalam kurun tahun 1973 dan 1986, iklan pemasaran turbin angin berkembang dari kebutuhan domestik dan pertanian (1-25 kW) sampai pemanfaatannya pada penggunaan ladang angin yang saling berhubungan (50e600 kW).	Faithful translation

From the table 4.11, the errors again were found in the words “it was centuries” and “when”. The student translated to “Sudah berabad-abad lalu” without having the clear subject and verb there that should have

been “[R]evolusi listrik bertenaga angin terjadi beberapa abad yang lalu” and the word “when” that was translated to “sejak” and should be “ketika” or “saat”. The next error was found in “Further evolution and perfection of these systems” that was translated to “Evolusi berikutnya dan disempurnakannya system-sistem ini” and should have been “Pengembangan dan penyempurana sistem ini selanjutnya.” The student translated the word “systems” becomes “sistem-sistem” that is allowed to be translated in singular form. The word “further” here also can be translated to “selanjutnya” or “lebih lanjut”. The next error was found in the words “the commercial WT market” that was translated to “pasar komersial WT” without translating the initialism of WT that should be “water turbin”. The translation was expected to be “iklan pemasaran turbin angin”. The next words is “to utility interconnected wind farm applications (50e600 kW)” that was translated to “untuk aplikasi pertanian yang menggunakan tenaga angin (50-600 kW)” and should have been “sampai pemanfaatannya pada penggunaan ladang angin yang saling berhubungan (50e600kW).” The student translated the word “to” to “untuk” that should have been “sampai” and omitted the translation of “interconnected” that should have been translated also to “yang saling berhubungan”. The student translated by faithful translation method that tends to be faithful to the source language text.

**Table 4.12**  
**The Result of Student's L Free Translation**

Text (SL)	Students' translation	Expected translation	Students' translation method
(1) <i>It was centuries ago when the technology of wind energy made its first actual steps.</i>	Beberapa abad yang lalu teknologi Tenaga angin pertama kali dibuat.	[R]evolusi listrik bertenaga angin terjadi beberapa abad yang lalu ketika teknologi tenaga angin merealisasikan langkah awalnya.	
(2) Further evolution [4] and perfection of these systems (Fig.1) was performed in the USA during the 19th century.	Selanjutnya, penyempurnaan dan evolusi dari sistem tenaga angin dikembangkan oleh Amerika selama abad 19.	Pengembangan dan penyempurnaan sistem ini selanjutnya dilaksanakan di Amerika selama abad ke-19.	
(3) Following, in the years between 1973 and 1986, the commercial WT market evolved from domestic and agricultural (1-25 kW) to utility interconnected wind farm applications (50e600 kW).	Diantara tahun 1973 sampai 1983, perkembangan pasar turbin angin secara komersil dari domestic sampai pertanian (1-25KW) ke peralatan yang terhubung dengan penggunaan kincir pertanian (50-600 KW).	Selanjutnya, dalam kurun tahun 1973 dan 1986, iklan pemasaran turbin angin berkembang dari kebutuhan domestik dan pertanian (1-25 kW)sampaipemanfaatannya pada penggunaan ladang angin yang saling berhubungan (50e600 kW).	Free translation

In the analysis of table 4.12, the student always omitted some words to make the translation flexible. In the first sentence, the student translated the sentence of “It was centuries ago when the technology of wind energy made its first actual steps” fully by omitting the word ‘when’ and translated the

word ‘made’ in passive sentence. It was translated to “*Beberapa abad yang lalu teknologi Tenaga angin pertama kali dibuat*” that should have been “[R]evolusi listrik bertenaga angin terjadi sekitar beberapa abad yang lalu ketika teknologi tenaga angin merealisasikan langkah awalnya” by having the clear subject and verb and conveying the idea to the readers. There were not errors in the second sentence because the student played the diction of the translation. The next, the student translated the word “evolved” becomes “*perkembangan*” that should have been “*berkembang*” and the words “to utility interconnected wind farm applications” to “*ke peralatan yang terhubung dengan penggunaan kincir pertanian (50-600 KW)*” that was expected to be “*sampai pemanfaatannya pada penggunaan ladang angin yang saling berhubungan (50e600kW)*. ” The student used free translation method that ignored the source text enough and omitted many words in her translation of certain sentence such as “wind turbine, contemporary, development, capacity, most, and some other words” that in fact, those must contribute an idea much in the translation.

**Table 4.13**  
**The Result of Student's M Free Translation**

<b>Text (SL)</b>	<b>Students' translation</b>	<b>Expected translation</b>	<b>Students' translation method</b>
(1) <i>It was centuries ago when the technology of wind energy made its first</i>	Hal itu terjadi beberapa abad yang lalu ketika	[R]evolusi listrik bertenaga angin terjadi beberapa abad yang lalu ketika	Free translation

actual steps.	teknologi tenaga angin pertama kali dibuat.	teknologi tenaga angin merealisasikan langkah awalnya.
(2) <i>Further evolution [4] and perfection of these systems (Fig.1) was performed in the USA during the 19th century.</i>	perkembangan lebih lanjut dan kesempurnaan sistem ini dilakukan di Amerika Serikat pada abad ke-19.	Pengembangan dan penyempurnaan sistem ini selanjutnya dilaksanakan di Amerika selama abad ke-19.
(3)Following,in the years between 1973 and 1986, the commercial WT market evolved from domestic and agricultural (1-25 kW) to utility interconnected wind farm applications (50e600 kW).	di pertengahan tahun 1973 dan 1986, perdangan pasar WT berkembang dari bidang rumah tangga dan pertanian beralih ke penggunaan energi angin yang saling berhubungan dalam bidang pertanian.	Selanjutnya, dalam kurun tahun 1973 dan 1986, iklan pemasaran turbin angin berkembang dari kebutuhan domestik dan pertanian (1-25 kW) sampai pemanfaatannya pada penggunaan ladang angin yang saling berhubungan (50e600 kW).

From the table 4.13, in the first beginning sentence, the student tried to separate the first and two sentences with the third sentence by putting the punctuation of period in her translation although in the source language, it comes in one line with three sentences. The error was found still in the word “it” which was translated to “*hal*” and should have been “[R]*evolusi listrik bertenaga angin*” and “made” that was translated in passive word becomes “*dibuat*”, whereas it was expected to be translated to “*membuat*” or

“merealisasikan.” The errors in the second sentence were found in “Further evolution and perfection of these systems” that was translated to “*perkembangan lebih lanjut dan kesempurnaan sistem ini*” and should have been “*Pengembangan dan penyempurnaan sistem ini selanjutnya*.” The next errors were found in the words “WT” that was translated directly as in the source language without translating as expected “*turbin angin*”, “to” which was translated as “*beralih ke*” and was expected to be “*sampai*” and “wind farm” which were translated to “*energi angin*” and was expected to be “*ladang angin*.” The student used free translation method in her translation.

**Table 4.14**  
**The Result of Student's N Free Translation**

Text (SL)	Students' translation	Expected translation	Students' translation method
(1) <i>It was centuries ago when the technology of wind energy made its first actual steps.</i>	Beberapa abad yang lalu ketika teknologi energi angin dibuat untuk pertama kalinya.	[R]evolusi listrik bertenaga angin terjadi beberapa abad yang lalu ketika teknologi tenaga angin merealisasikan langkah awalnya.	
(2) <i>Further evolution [4] and perfection of these systems (Fig.1) was performed in the USA during the 19th century.</i>	Perkembangan lebih lanjut dan penyempurnaan sistem-sistem ini (Gambar 1) dilakukan di Amerika Serikat pada abad ke-19.	Pengembangan dan penyempurnaan sistem ini selanjutnya dilaksanakan di Amerika selama abad ke-19.	Free translation
(3)Following,in the years between 1973 and 1986, the	Pada tahun-tahun berikutnya antara tahun 1973 sampai	Selanjutnya, dalam kurun tahun 1973 dan 1986, iklan pemasaran	

<p>commercial WT market evolved from domestic and agricultural (1-25 kW) to utility interconnected wind farm applications (50e600 kW).</p>	<p>1986, pasar perdagangan WT (turbin angin) berkembang dari keperluan rumah tangga hingga pertanian (1-25 kW) untuk kegunaan angin yang berhubungan dengan penerapan pertanian (50-600 kW)</p>	<p>turbin angin berkembang dari kebutuhan domestik dan pertanian (1-25 kW) sampai pemanfaatannya pada penggunaan ladang angin yang saling berhubungan (50e600 kW).</p>	
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In the analysis of table 4.14, the student made some errors in the first sentence such as in the words of “It was centuries” and “made”. The student translated the first words to “*Beberapa abad yang lalu*” that was expected to be “[R]evolusi listrik bertenaga angin terjadi sekitar beberapa abad yang lalu” and translated the second word to “*dibuat*” whereas it should be “*membuat*” or “*merealisasikan*.” The next errors were found in “Further evolution and perfection of these systems” that was translated to “*Perkembangan lebih lanjut dan penyempurnaan sistem-sistem ini*” and was expected to be “*Pengembangan dan penyempurnaan sistem ini selanjutnya*.” The last errors were “to utility interconnected wind farm applications (50e600 kW)” that was translated to “*untuk kegunaan angin yang berhubungan dengan penerapan pertanian (50-600 kW)*” and was expected to be “*sampai pemanfaatannya pada penggunaan ladang angin yang saling berhubungan (50e600kW)*.” The student use free translation method although there were

some errors and most of words were omitted in conveying the translation such as the words of “most, major players, and avoided” that quite disturbed the idea in her translation.

**Table 4.15**  
**The Result of Student's O Free Translation**

Text (SL)	Students' translation	Expected translation	Students' translation method
(1) <i>It was centuries ago when the technology of wind energy made its first actual steps.</i>	Ini adalah berabad-abad yang lalu ketika teknologi angin dibuat pertama kali dengan langkah-langkah actual.	[R]evolusi listrik bertenaga angin terjadi beberapa abad yang lalu ketika teknologi tenaga angin merealisasikan langkah awalnya.	
(2) <i>Further evolution [4] and perfection of these systems (Fig.1) was performed in the USA during the 19th century.</i>	Evolusi yang lebih lanjut dan kesempurnaan sistem ini (Gambar 1) diselenggarakan di Amerika Serikat pada abad ke-19.	Pengembangan dan penyempurnaan sistem ini selanjutnya dilaksanakan di Amerika selama abad ke-19.	
(3) <i>Following, in the years between 1973 and 1986, the commercial WT market evolved from domestic and agricultural (1-25 kW) to utility interconnected wind farm applications (50e600 kW).</i>	Setelah itu, di tahun-tahun antara 1973 dan 1986, pasar komersial WT berkembang dari dalam negeri dan berhubungan dengan pertanian (1-25 kW) untuk penerapan keperluan angin pertanian yang saling berhubungan (50-600 kW).	Selanjutnya, dalam kurun tahun 1973 dan 1986, iklan pemasaran turbin angin berkembang dari kebutuhan domestik dan pertanian (1-25 kW) sampai pemanfaatannya pada penggunaan ladang angin yang saling berhubungan (50e600 kW).	Free translation

In the table 4.15, the student made some errors in her translation in the words “It was” and “made its first actual steps.” The student translated the first words by “*Ini adalah*” which are better to be “[R]evolusi listrik bertenaga angin terjadi” to have the clear idea about the word “*ini*” refers to. The second words were translated to “*dibuat pertama kali dengan langkah-langkah aktual*” that should have been “*merealisasikan langkah awalnya*” to make the readers easy to understand what information should be. The second error sentence was found in the words “Further evolution and perfection of these systems” that was translated to “*Evolusi yang lebih lanjut dan kesempurnaan sistem ini*” and was expected to be “*Pengembangan dan penyempurnaan sistem ini selanjutnya/lebih lanjut*.” The errors in the last sentence were found in the words “WT” that should be translated to “*turbin angin*”, “to” that was translated to “*untuk*” and should have been “*sampai*” and “wind farm” that was translated to “*angin pertanian*” and was expected to be “*ladang angin*.” The student used free translation method which almost did not pay attention much into the source language although made some errors in translating some words.

## Table 4.16

### The Result of Student's P Free Translation

<b>Text (SL)</b>	<b>Students' translation</b>	<b>Expected translation</b>	<b>Students' translation method</b>
(1) It was centuries	Ini sudah berabad-	[R]evolusi listrik	Free

ago when the technology of wind energy made its first actual steps.	abad yang lalu ketika teknologi tenaga angin membuat sebuah langkah awal.	bertenaga angin terjadi beberapa abad yang lalu ketika teknologi tenaga angin merealisasikan langkah awalnya.	translation
(2)Further evolution [4] and perfection of these systems (Fig.1) was performed in the USA during the 19th century.	Perkembangan dan penyempurnaan sistem ini lebih lanjut dilakukan di Amerika Serikat pada abad ke-19 M.	Pengembangan dan penyempurnaan sistem ini selanjutnya dilaksanakan di Amerika selama abad ke-19.	
(3)Following,in the years between 1973 and 1986, the commercial WT market evolved from domestic and agricultural (1-25 kW) to utility interconnected wind farm applications (50e600 kW).	Selanjutnya, sekitar tahun 1973 hingga 1986, pasar WT komersil berkembang dari rumah tangga/perumahan dan pertanian (1-25 kW) ke aplikasi pertanian yang memanfaatkan tenaga angin ?(50-600 kW).	Selanjutnya, dalam kurun tahun 1973 dan 1986, iklan pemasaran turbin angin berkembang dari kebutuhan domestik dan pertanian (1-25 kW) sampai pemanfaatannya pada penggunaan ladang angin yang saling berhubungan (50e600 kW).	

In the table analysis 4.16 above, the student translated the whole text freely that did not pay attention much into the source text. There are no errors in the first and second sentences as most students did before although the translation of the word “it” still happened without any reference. The errors are only found in the third sentence in the word “WT” that should have been “*turbin angin*”, “to” became “*ke*” that should have been “*sampai*” and the words “wind farm” that was translated to “*tenaga angin*” and should have been “*ladang angin*. The student also omitted the translation of

“interconnected” that should have been translated to “*yang saling berhubungan*.” From the whole translation, the student used the free translation method as well.

## Table 4.17

### The Result of Student's Q Free Translation

Text (SL)	Students' translation	Expected translation	Students' translation method
(1) <i>It was centuries ago when the technology of wind energy made its first actual steps.</i>	Pada abad yang lalu ketika teknologi energi angin membuat langkah nyata pertamanya.	[R]evolusi listrik bertenaga angin terjadi beberapa abad yang lalu ketika teknologi tenaga angin merealisasikan langkah awalnya.	
(2) Further evolution [4] and perfection of these systems (Fig.1) was performed in the USA during the 19th century.	Evolusi dan penyempurnaan lebih lanjut terhadap sistem ini (Gambar 1) dilakukan di Amerika Serikat pada abad ke-19.	Pengembangan dan penyempurnaan sistem ini selanjutnya dilaksanakan di Amerika selama abad ke-19.	
(3) Following, in the years between 1973 and 1986, the commercial WT market evolved from domestic and agricultural (1-25 kW) to utility interconnected wind farm applications (50e600 kW).	Selanjutnya, di tahun-tahun antara 1973 dan 1986, pemasaran komersial WT berkembang dari domestik dan pertanian (1-25 kW) untuk keperluan sambungan angin pada aplikasi pertanian (50-600 kW).	Selanjutnya, dalam kurun tahun 1973 dan 1986, iklan pemasaran turbin angin berkembang dari kebutuhan domestik dan pertanian (1-25 kW) sampai pemanfaatannya pada penggunaan ladang angin yang saling berhubungan (50e600 kW).	Free translation

In the table 4.17, the student translated the words “It was centuries ago” to be “*Pada abad yang lalu*” that should have been “[R]evolusi listrik bertenaga angin terjadi sekitar beberapa abad yang lalu.” There were no errors in analyzing the second sentence while in the third sentence was found some errors in the words of “to” which was translated to “*untuk*” and should have been “*sampai*”, “interconnected wind farm applications” that was translated to “*sambungan angin pada aplikasi pertanian*” and should have been translated to “*pada penggunaan ladang angin yang saling berhubungan*.” The student was quite freely in translating the whole text.

## Table 4.18

### The Result of Student's R Free Translation

Text (SL)	Students' translation	Expected translation	Students' translation method
(1) <i>It was centuries ago when the technology of wind energy made its first actual steps.</i>	Sudah satu abad yang lalu ketika teknologi energi angin benar – benar memulai langkah pertamanya.	[R]evolusi listrik bertenaga angin terjadi beberapa abad yang lalu ketika teknologi tenaga angin merealisasikan langkah awalnya.	
(2)Further evolution [4] and perfection of these systems (Fig.1) was performed in the USA during the 19th century.	Perkembangan dan penyempurnaan lebih lanjut dari sistem ini (bentuk 1) dilakukan di amerika sepanjang abad -19.	Pengembangan dan penyempurnaan sistem ini selanjutnya dilaksanakan di Amerika selama abad ke-19.	Free translation
(3)Following,in the years between 1973 and 1986, the commercial WT	Setelah itu, diantara tahun 1973 hingga 1986 pasar energi angin (WT)	Selanjutnya, dalam kurun tahun 1973 dan 1986, iklan pemasaran turbin angin	

market evolved from domestic and agricultural (1-25 kW) to utility interconnected wind farm applications (50e600 kW).	berkembang dari dalam negri dan sektor pertanian (1-25 kW) untuk utilitas penggunaan peternakan angin yang saling berhubungan (50-600 kW).	berkembang dari kebutuhan domestik dan pertanian (1-25 kW) sampai pemanfaatannya pada penggunaan ladang angin yang saling berhubungan (50e600 kW).
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From the table 4.18, it can be seen from the analysis that in the first sentence, the student translated the words of “It was centuries ago” to “Sudah satu abad yang lalu” that should have been translated “[R]evolusi listrik bertenaga angin terjadi sekitar beberapa abad yang lalu.” There were no errors in the second sentence while in the third, those were found in the words “commercial, WT, and wind farm.” The student omitted the translation of “commercial” that should have been “iklan/niaga”, translated the word “WT” directly that should have been “turbin angin”, “to” that was translated to “untuk” and should be “sampai”, and translated the word “wind farm” to be “peternakan angin” and was expected to be “ladang angin.” The student used the free translation method in translating the whole text.

**Table 4.19**  
**The Result of Student's S Free Translation**

<b>Text (SL)</b>	<b>Students' translation</b>	<b>Expected translation</b>		<b>Students' translation method</b>
(1) <i>It was centuries</i>	Beberapa abad yang	[R]evolusi	listrik	Free

ago when the technology of wind energy made its first actual steps.	lalu ketika teknologi tenaga angin memulai langkah pertamanya.	bertenaga angin terjadi beberapa abad yang lalu ketika teknologi tenaga angin merealisasikan langkah awalnya.	translation
(2)Further evolution [4] and perfection of these systems (Fig.1) was performed in the USA during the 19th century.	Pengembangan dan penyempurnaan lebih lanjut dari sistem-sistem ini (gambar 1) telah dilakukan di Amerika Serikat pada abad ke-19.	Pengembangan dan penyempurnaan sistem ini selanjutnya dilaksanakan di Amerika Selama abad ke-19.	
(3)Following, in the years between 1973 and 1986, the commercial WT market evolved from domestic and agricultural (1-25 kW) to utility interconnected wind farm applications (50e600 kW).	Pada tahun-tahun berikutnya antara tahun 1973 sampai 1986, pasar perdagangan WT (turbin angin) berkembang dari keperluan rumah tangga hingga pertanian (1-25 kW) untuk kegunaan angin yang berhubungan dengan penerapan pertanian (50-600 kW).	Selanjutnya, dalam kurun tahun 1973 dan 1986, iklan pemasaran turbin angin berkembang dari kebutuhan domestik dan pertanian (1-25 kW) sampai pemanfaatannya pada penggunaan ladang angin yang saling berhubungan (50e600 kW).	

From the analysis of table 4.19, again, it can be seen that the student made an error in translating the words of “It was centuries ago” that was translated to “*Beberapa abad yang lalu*” that was expected to be “[R]evolusi listrik bertenaga anginterjadi sekitar beberapa abad yang lalu.” As the previous student, there were no errors in the second translation. The errors

were found in the third translation in the words of “to utility interconnected wind farm applications” that was translated to “*untuk kegunaanangin yang berhubungan dengan penerapan pertanian*” whereas, it was expected to be translated to “*sampai pemanfaatannya pada penggunaan ladang angin yang saling berhubungan.*” The student used the free translation method in translating the whole text to adjust the readers’ position in reading the translation.

## 2. The Students’ Level of Translation Skill

After analyzing and knowing the method used by the student in translating the scientific article, the researcher finally can know from the way students transfer the meaning in the target language that from the result of students’ translation can be classified into the specific level criteria of translation. The data of the level are presented below.

The student’s A translation in the table 4.1 is classified into level 9 because she is able to translate the text and convey the intended meaning in the whole although there must contain some errors in the translation related to the vocabulary such as mill, WTs, wind farm, upscale, onshore and offshore; and the grammar in first paragraph. There were no errors in spelling and punctuation.

The student's B translation in the table 4.2 is classified into level 6. The ability of the student just be able to translate elementary text that few advanced structures and no information almost in the whole text and lacks organization. There were found many errors in grammars such as in one sentence of the first, third, and the last paragraph, while in the structure was found in the way student translated the word by word in some sentences without giving the idea, and vocabulary such as performed, while, evolved, and encountered that affect the readers' understanding.

The student's C translation in the table 4.3 is classified into level 9 that can convey the intended meaning of the source text. The student made some errors in vocabulary such as WT, mill, between, wind farm, emphasis, R&D; and the grammar in every paragraph. The student sometimes omitted some translation of word or phrases in a sentence that quite distract the readers' understanding. There were some errors in spelling and punctuation.

The student's D translation in the table 4.4 is classified into level 9 with the ability can convey the intended meaning of the source text. There are some errors related to vocabulary in the words of performed, use, wind farm, scene, and highlight; the grammar that happened in the translation between present participle and past tense that almost be in every paragraph; and the punctuation of comma found in the first sentence of the first paragraph.

The student's E translation in the table 4.5 is classified into level 7.

Generally, the errors found in vocabulary of the words WT, mill, wind farm, and front line. The structures are mostly faithful enough to the source text and there is one error of punctuation comma in the first line of the first paragraph. There are some omitted translations of words or phrases in this translation that affect the readers' understanding.

The student's F translation in the table 4.6 is classified into level 10 that the student is able to produce the clear translation and capture the main idea and details of the original. Generally, the few errors found in the words mill, dictate, and field; and in some grammars in some paragraph such as in the last sentence of the first paragraph which present participle is translated to be noun. The punctuation error was found in the second paragraph where the student omitted the punctuation of point stop between first and second sentence without affecting the overall understanding of the readers.

The student's G translation in the table 4.7 is classified into level 7 who the student can translate basic text. There were some errors in the structure and vocabulary. Some of the error structures are found in every paragraph and the errors of vocabulary generally are found in the translation of passive voice and past participle that should be translated as active present tense.

The student's H translation in the table 4.8 is classified into level 9 who has been able to convey the intended meaning in the target language. There are some errors related to the vocabulary used such as WT, highlight, and some other words. There are some errors found in some sentences related to the sequence of words translation in every paragraph without affecting much in the readers' comprehension.

The student's I translation in the table 4.9 is classified into level 10 with the good criteria in producing the clear translation and details of the source text. The student just made few errors in the grammars or structures in some sentences such as the translation in the first line of first paragraph "it was centuries ago" which also put the punctuation of (.) in improper place whereas it should be (,) in the last sentence of the first paragraph. The errors of grammar also happened in the translation of present passive voice to be past participle in the first sentence of the last paragraph and the last sentence of the first paragraph which present participle is translated to be verb. The student also omitted some words or phrases in a sentence and the choice of the vocabularies.

The student's J translation in the table 4.10 is classified into level 10 as the previous student that can produce the clear translation and can convey the main ideas of the whole text. There are just few errors of the grammars such as in the translation of the first sentence of the first paragraph "it was centuries

ago” and the general vocabularies such as mill, wind farm, and onshore and offshore which have been discussed in the table 4.10 but those do not affect much in the readers’ comprehension.

The next student’s K translation in the table 4.11 is classified into level 7 as the satisfactory literal. Satisfactory literal translation here is classified into faithful translation as done by the student in her translation. The student made some errors in the vocabulary which quite difficult to differentiate the part of speech of noun, adjective or verb in her translation. The punctuation mark also appears in improper place of the first line of the first paragraph. The errors of grammar are also found in some sentences which affect the readers’ understanding of the information.

The student’s L translation in the table 4.12 is classified into level 9 with the ability in conveying the intended meaning in the target language also there were some errors found. The errors of vocabulary were found in the translation of words while, use, evolved, and undertaken that also distract the grammar in the translation. The student omitted the punctuation mark of comma in the third sentence of the first paragraph and some phrases in some translations.

The student’s M translation in the table 4.13 is classified into level 10 with the ability that can produce a clear translation for the readers. The student

made few errors related to the grammar and structure in the first sentence of the first paragraph which is error in the placement of punctuation by omitting the conjunction and in the third paragraph of the first sentence which omitted the punctuation of comma and a phrase there. The student tended to omit some of words or phrases in her translation without distracting much in overall readers' understanding.

The student's N translation in the table 4.14 is classified into level 10 with the same ability with the previous student that can capture the main ideas of the source text. There are not many errors made by the student in vocabulary but the student made some errors related to the grammar in her translation which can be found in the first line of the first paragraph. The student omitted the translation of conjunction by putting the comma in improper place. The error is also found in the translation of present participle which is translated to be active verb.

The student's O translation in the table 4.15 is classified into level 9. The student is able to convey the intended meaning of her translation in target language although there are some errors found in vocabulary and grammar. Generally, the student made some errors in translating the words mill, field, and both. The error of grammar is in the first paragraph of the third sentence that the student translated the passive past tense becomes past participle and

translated the word determiner ‘most’ becomes present participle. These may distract the readers but not all the comprehension of the translated material.

The student’s P translation in the table 4.16 is classified into level 10 by producing the clear translation and capturing the main ideas of the source language. The student made some errors in translating verb to be present participle in the first sentence of the first paragraph and translating noun to be present participle in the first sentence of the fourth paragraph. The student also tended to omit some translation of words or phrases in some sentences.

The student’s Q translation in the table 4.17 is classified into level 10. The student is able to produce details information of the source text with the errors of grammar in the translation of the first sentence “it was centuries ago”, the translation of noun that was translated as present participle in the first sentence of the second paragraph, and the translation of present participle that was translated as present tense in the first sentence of the third paragraph. From these errors do not affect the readers’ overall understanding of the translated material.

The student’s R translation in the table 4.18 is classified into level 10. The student is able to convey the main ideas in details of the source text although she made some errors in some sentences such as the translation of the sentence “it was centuries ago” in the first sentence of the first paragraph by

omitting the translation of the verb in the next sentence of “date back”, the translation of present participle that was translated as verb in the last sentence of the first paragraph, and the translation of present passive tense to be past participle in the last sentence of the third paragraph.

The student's S translation in the table 4.19 is classified into level 10 as the three previous students who have the ability to produce the clear and details translation of the source language. The student made some errors in the translation of the first sentence in the first paragraph "it was centuries ago", the translation of present passive voice to be progressive in the last sentence of the third paragraph, and the error of grammar and structure which is presented in the first sentence of the last paragraph in translating noun to be verb. From overall translation, the readers still can understand what information in the translated material.

From overall level classifications have been suitable with the criteria of the description in the result of students' translation.<sup>63</sup>

## B. Discussion

The result of the research was known concretely after doing an analysis of the data. By using this analysis, the researcher was able to know the transference of meaning related to the method and the level of the translation.

<sup>63</sup> The table of level classification is fully equipped in the appendix.

done by sixth semester students of English Teacher Education Department. There are some uncommon mistakes found in translating some words of:

1. It was centuries

Almost all students translated this initial sentence by just translating easily as ‘*beberapa abad yang lalu*’, ‘*ini telah berabad-abad yang lalu*’, ‘*sudah berabad-abad lalu*’, and ‘*sudah satu abad yang lalu*.’ and there are five students who just made an error in the reference of the word ‘it’ who translated as ‘*itu terjadi*’(table 4.6), ‘*itu sekitar*’ (table 4.7), ‘*hal itu terjadi*’ (table 4.13), ‘*ini adalah*’ (table 4.15), and ‘*ini sudah*’ (table 4.16). The expected translation of this sentence to make easily understood as the initial sentence by giving the clear information to the readers was by translating the sentence as ‘[R]evolusi tenaga angin tersebut terjadi sekitar beberapa abad yang lalu.’

## 2. Further evolution and perfection of these systems

There are eleven students who were error in translating the words ‘further evolution and perfection of these systems’. They tended to translate the word of ‘further’ after the word ‘evolution’ so it became “*pengembangan/evolusi selanjutnya dan penyempurnaan sistem-sistem ini*” whereas, the word ‘further’ as an adjective should modify all nouns and will have the meaning as

*“pengembangan dan penyempurnaan sistem-sistem ini selanjutnya/lebih lanjut.”* It rather disturbs the meaning for sounding naturally.

### 3. R & D

R & D stands for research and development but fifteen students translated most of the word directly to be ‘R&D’ that should be “*penelitian dan pengembangan*” in target language. The initialism in a text should be translated properly in the target language according to the field of the text or cultural words to make the readers understand what information of the initialism should be.

4. WTs

WTs stands for ‘water turbine’ that has a meaning “*turbin angin*” in the target language. As the word R&D above, there are fifteen students translated it directly without giving a meaning of the initialism in the translation.

## 5. Wind Energy

There are some meanings about ‘energy’; it can be ‘*tenaga, daya, energi, and kekuatan*.’ Because the text here in the field of science, it has its own meaning that can check the meaning from glossary. The exact meaning of energy in the glossary is ‘*tenaga*’ and it is translated as “listrik bertenaga”

“angin” in the text. There are sixteen students who were not consistent in translating the word. They translated “*tenaga angin*” on the title but they translated “*energi angin*” in some paragraph even in the whole text.

## 6. Wind Farm

All students made errors in translating these words. They cannot translated it word for word or literally because it has own term (cultural word)in the field of the text. Wind farm is not “*angin di bidang peternakan*”, “*sawah angin*”, “*kincir pertanian*” or “*peternakan angin*” that most students translated. Wind farm is *ladang angin* which is an interconnected water turbine in the same location to generate electricity. From the errors made by the students, it can be known that the students did not really understand what kind and field of the text they translated.

## 7. For Pumping

The word ‘for pumping’ is the kind of gerund after preposition. It is not wrong for all students who translated as “*untuk memompa*” whereas, to make the translation sounds naturally, it is better to be translated as “*sebagai pemompa*.”

8. Mill

There are fourteen students who translated the word to be “*pabrik*.” The students should pay attention to the word or information following. The text mentions the word Gedser as one of towns in Denmark and there is the next information about 200KW. It will be suitable if translated as “*mesin penggiling*” which has 200 KW in Gedser.

## 9. Dictating

There are some translation meanings of the word dictating from the students. There are eight students who translated “*mendikte*” while the other students translated “*melahirkan*”, “*menginspirasi*”, “*dibicarakan*”, “*menuntun*”, “*membentuk*”, “*menjadi acuan*” and two others omitted the translation of the word. Dictating here is translated as “*memengaruhi*” that has the continuity meaning with the next words.

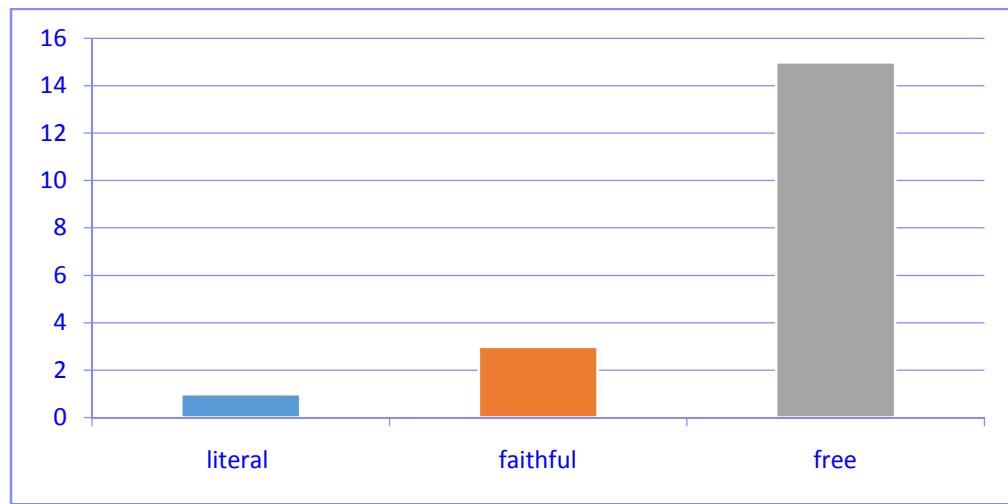
From the example of mistakes above can be seen that most students cannot differentiate between the use of present or past participle and present, past tense, and passive voice that can affect the readers' understanding of the translated material as stated by El Shafey that one of good principles to have good translation is having the knowledge of the grammar of the source language plus the knowledge of vocabulary, as well as good understanding of

the text to be translated.<sup>64</sup> In the translation, the students tend to translate the word such as “made” to be “*dibuat*” that should have been “*membuat*” in the case of past tense, “was installed” to be “*yang dipasang*” whereas, it should have been “*dipasang*”, and “was inspired” becomes “*yang diinspirasi*” that should have been “*diinspirasi*” or “*terinspirasi*” in the term of past passive voice.

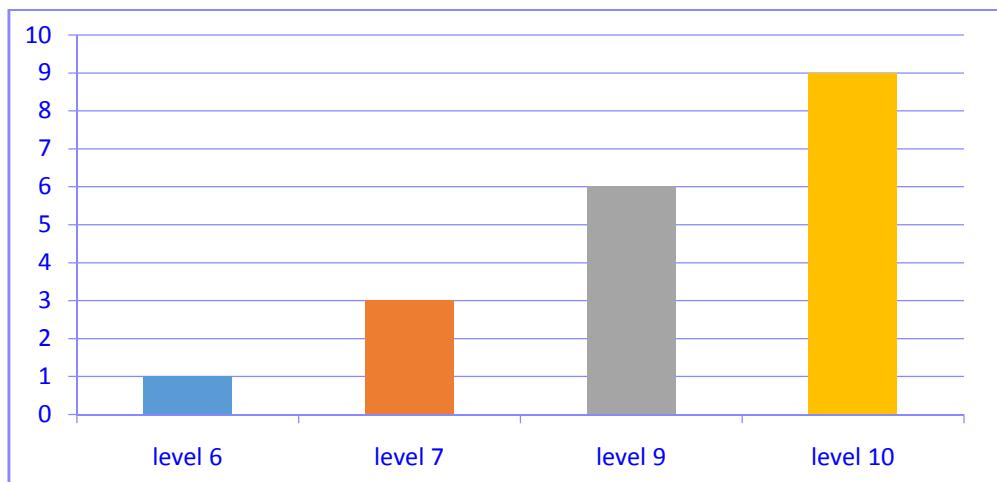
From the errors made by most of the students also can be known that the students do not really have enough cultural understanding on the field of the text. Whereas, the students should have understood to the text they will translate as stated in one of Geoffrey's clusters that a good translator should have the ability to the cultural understanding of the source language which can be everything that influences the development of the source language, the national characteristics, hazard of stereotyping.<sup>65</sup> Therefore, they sometimes missed the information in the translation that should be conveyed to the readers because of the lack cultural understanding of the source text. The researcher had known the method after analyzing some sentences as the representation of the whole text. There are one student who translated literally, fifteen students who translated freely, three students who translated faithfully, and none of the students who translated communicatively as the

<sup>64</sup> Antar S. Abdellah, *What Every Novice Translator Should Know*. (volume 6, No. 3, July 2002) ([translationjournal.net/journal/21novice.htm](http://translationjournal.net/journal/21novice.htm)). accessed on November, 11<sup>th</sup> 2014.

<sup>65</sup> Geoffrey Samuelsson Brown. *A Practical Guide for Translators* (fifth edition). (Great Britain: Short Run Press, 2010), p. 2



*Figure 2.4 chart of students' translation methods*



*Figure 2.5 chart of students' level skill*

medium results of the translation and again, unfortunately none of the students who translated communicatively. In communicative translation method, the students can give priority to the grammar understanding which is important to help them to translate well and finally can result the translation which both content and language are readily acceptable and comprehensible to the readership.

