

AN ANALYSIS OF STUDENTS' TRANSLATION QUALITY AT THE SEVENTH
SEMESTER OF ENGLISH DEPARTMENT IAIN SURAKARTA IN
THE ACADEMIC YEAR OF 2014/2015.

THESIS

Submitted as A Partial Requirements
for the degree of *Sarjana* in English Education



By

HANIFAH KHOIRUN NISAK

SRN. 11.322.11.27

ENGLISH EDUCATION DEPARTMENT
ISLAMIC EDUCATION AND TEACHER TRAINING FACULTY
STATE INSTITUTE OF SURAKARTA

2016

ADVISOR SHEET

Subject : Thesis of Hanifah Khoirun Nisak

SRN : 11.322.11.27

To :

The Dean of Islamic Education and
Teacher Training Faculty

IAIN Surakarta

In Surakarta

Assalamu'alaikum Wr. Wb

After reading throughly and giving necessary advices, herewith, as the advisor, the advisor states that the research of

Name : Hanifah Khoirun Nisak

SRN : 11.322.11.27

**Title : AN ANALYSIS OF STUDENTS' TRANSLATION QUALITY AT
THE SEVENTH SEMESTER OF ENGLISH DEPARTMENT IAIN
SURAKARTA IN THE ACADEMIC YEAR OF 2014/2015.**

Has already fulfilled the requirement to be presented before The Board Examiners (munaqosyah) to gain Sarjana Degree in English Education Study Program.

Thanks you for the attention.

Wassalamu'alaikum Wr.Wb.

Surakarta, June 2016

Advisor

Hj. Lilik Untari, S. Pd., M.Hum

NIP. 197510051998032002

RETIFICATION

This is to certify the *Sarjana* thesis entitled "An Analysis Of Students' Translation Quality At The Seventh Semester Of English Department IAIN Surakarta In The Academic Years Of 2014/2015" by Hanifah Khoirun Nisak has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Education Department.

Examiner I : Novianni Anggraini, M.Pd (.....)
NIP. 198301302011012008

Examiner II : Hj. Lilik Untari, S. Pd., M.Hum (.....)
NIP. 197510051998032002

Main Examiner: Rochmat Budi Santosa, S.Pd., M.Pd. (.....)
NIP. 196911112002121001

Surakarta, January 31th 2017

Approved by

The Dean of Islamic Education and Teacher Training Faculty



Dr. H. Givato, M.Hum
NIP. 196702242000031001

DEDICATION

This thesis is dedicated to :

1. My beloved husband
2. My beloved parents (Bapak Wiyono and Ibu Rusmawati)
3. My Father and Mother in law (Bapak Sarmo and Ibu Sarmini)
4. My friends

MOTTO

Education is not the learning of the facts, but the training of the mind to think

-Albert Einstein-

PRONOUNCEMENT

Name : Hanifah Khoirun Nisak

SRN : 11.322.11.27

Study Program : English Education Departmen

Faculty : Islamic Education and Teacher Training faculty

I hereby sincerely state that the thesis titled "An Analysis of Students' Translation Quality At The Seventh Semester of English Department IAIN Surakarta in The Academic Year of 2014/2015" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am writing to take the academic sanction in the form of repealing my thesis and academic degree.

Surakarta, January 2017

Stated by,

Hanifah Khoirun Nisak

SRN. 11.322.11.27

ACKNOWLEDGEMENT

Alhamdulillah, all praises to be Allah, the single power, the Lord of the Universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “ An Analysis of Students’ Translation Quality at The seventh Semester of English Department IAIN Surakarta in The Academic Years of 2014/2015”. Peace is upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, support and suggestion from several sides. Thus, the researcher would like to express her deepest thanks to all those people who had helped, supported, and suggested her during the process of writing this thesis. This goes to :

1. Dr. Mudhofir Abdullah, M. Ag., the head master of the State Islamic Institute of Surakarta
2. Dr. H. Giyoto, M.Hum., the dean of Islamic Education and Teacher Training Faculty.
3. Dr. Imroatus Solikhah, M.Pd, as the head of English Education Department
4. Rohmad Budi Santotso, S.Pd., M.Pd., as the
5. Hj. Lilik Untari, M.Pd., as
6. Researcher beloved husband who always support the researcher to finish the thesis with love, prayer.
7. Researcher beloved parent who always give their support and love.
8. Researcher beloved friends (Ika Wulansari, Aulia Syafa’ah, Ima Muzazanah) who always give their support, help and motivation.

The researcher realized that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, January 2017

The researcher

Hanifah Khoirun Nisak

TABLE OF CONTENT

TITLE.....i

PAGE OF APPROVAL.....ii

RATIFICATION.....iii

DEDICATION.....iv

MOTTO.....v

PRONOUNCEMENT.....vi

ACKNOELEDGEMENT.....vii

TABLE OF CONTENT.....viii

ABSTRACT.....ix

CHAPTER I : INTRODUCTION

 A. Background of the Study..... 1

 B. Problem of Study..... 6

 C. Objective of Study..... 6

 D. Limitation of Study..... 7

 E. Previous Study..... 7

 F. Key Term..... 8

CHAPTER II : Review of Rerated Literature

 A. TRANSLATION

 1. Definition of Translation..... 10

 2. Problem in Translation 12

 3. Meaning in Translation 14

 4. Process of Translation..... 16

 5. The Methods in Translation 20

 6. Type of Translation..... 21

 B. TQA (Translation Quality Accessment) 23

CHAPTER III : Research Methodology

 A. Research Type.....30

 B. Data and Source Data.....31

 C. Technique of Collecting data33

D. Technique of Analysis Data.....34
E. Trustworthiness of Data.....35

CHAPTER IV : Data Analysis and Discussion

A. Introduction37
B. Data Analysis.....37
C. Discussion79

CHAPTER V : Conclusion

A. Conclusion85
B. Recommendation.....87

BIBLIOGRAPHY88

ABSTRACT

Hanifah Khoirun Nisak. 2016. *“AN ANALYSIS OF STUDENTS’ TRANSLATION QUALITY AT THE SEVENTH SEMESTER OF ENGLISH DEPARTMENT IAIN SURAKARTA IN THE ACADEMIC YEAR OF 2014/2015.”* Thesis. English Education Department, Islamic Education and Teacher Training Faculty, State Islamic Institute of Surakarta.

Advisor : Hj. Lilik Untari, M.Pd

Key word : *Translation, Accuration, Acceptability*

Understanding about translation is very important included for student. One of university that facilitates student to learn English translation is IAIN Surakarta. This university have the lesson for seventh student semester for learn translation. The researcher taken some example from the student about their translation. Based on the examples that researcher found, there are many variation of translation quality from students translation class, especially about accuracy and acceptability. Therefore the purposes of the research are (1) to explain the accuracy of the students’ translation work in the TTA Class B at the seventh semester of English Education Department IAIN Surakarta in the academic years 2014/2015. (2) to explain the acceptability of the students’ translation work in the TTA Class B at the seventh semester of English Education Department IAIN Surakarta in the academic years 2014/2015.

This research is descriptive qualitative research which was about analysis of students’ translation quality in IAIN Surakarta in the academic years 2014/2015. The instruments was the raters and the reader. The source of the data in the research are the translation is translated by the students, the data from the rater and reader. The subject of the research was class 7B IAIN Surakarta which consist of 40 students. The data collecting technique from students’ translation.

The result of the research was researcher found (1) The average score of accuracy of all title and all kind of sentence is 60,86% accurate, 32,09% data is less accurate translation and 7,15% data is inaccurate translation. (2) Based on the datum, the most accurate data is simple sentence. From 184 data of simple sentence, there are 95 accurate translation, 73 data are less accurate translation, and 16 data are inaccurate translation. (3) The average score of acceptable of all title and all kind of sentence is 60,84% acceptable, 35,41% data is less acceptable translation and 7,15% data is unacceptable translation. (4) Based on the number of the data, the most acceptable data is simple sentence. From 184 data of simple sentence, there are 159 acceptable translation, 24 data are less acceptable translation, and 2 data are unacceptable translation. From the result above can be draw conclusion that the most of the translation by the student in Translation Text Analysis Class are accurate and acceptable translation. However there are some text or sentence that translated less accurate and less acceptable.

CHAPTER I

INTRODUCTION

A. Research Background.

English is the language that is used in almost all parts of the world. This language becomes an international language which is used for communication for a variety of international events. International event such as seminars, congresses, conferences, and other international events use English. In addition as an international language, English is also required to study in most of developed and developing countries. English are required to learn in so that learners are able their ability deal with the rapid development era began to use English as a compulsory language in international world.

The development of translation in Indonesia increased rapidly. It is because of the development of technology and science adopted from Western countries that use English as communication. The science and technology directly and indirectly affect other aspects in Indonesia, such as economic and international relationship. To support this phenomenon, many universities in Indonesia began to facilitate their student to learn translation.

One of university that facilitates students to learn English is IAIN Surakarta. It is located at Jl.Pandawa, Pucangan, Kartasura, Sukaharjo, Central Java. This university is one of the universities that facilitate students to learn English in Indonesia. It can be seen from the adoption of English as a branch of science that is studied in this university.

In English Education Department, students learn English completely. It is begun from first semester, students focus to learn about the structure of English. It is continued

learn about complex material in upper semester, such as analysis of translation text. In the seventh semester, the students learned about the translation in Translation Text Analysis class (TTA).

TTA is one of the subjects that has the ultimate goal of making the students know about the way how to translate and foremost is to make the students know how the quality of a good translation. Based on the syllabus, text that entered in the category of good translation if the text has high level on accuracy and acceptability. Accuracy is a term used in evaluating whether the translation of the text refer to source language and the target language text has been correct (Nababan, 2012: 44). Accurate translation if the meaning words, technical term, phrases, clauses, sentences or text language source accurately transferred into the target language; the same no distortion of meaning. While acceptability refers to whether a translation has been disclosed based on the rules, norms and the prevailing culture in the target language or not, both in the micro level and the macro level (Nababan, 2012: 44). The text are included in acceptable translation if the text feels natural, technical terms used are commonly used and familiar to the reader, phrases, clauses, and sentence is accordance with the rules of the target language. Based on the syllabus also, in TTA class, students are divided in to small group and then they are asked to translate a little part of short stories into Bahasa Indonesia. In addition to translate the text, student are also asked to check the quality of the other groups. In this research, the researcher analysis the quality of TTA Class B.

The researcher interested to analysis this TTA Class because students in TTA Class are considered to be able to translate the text properly. This is because this subject is learn only in the seventh semester when students have deeper knowledge about

translation from earlier semester. However, the researcher found several examples of students' work. The example shown that there are many variation of translation quality from students in TTA Class B. As shown by the following example:

1. BSu : "She shrugged and moved her eyes toward the far end of the cafeteria"

BSa : "Dia mengangkat dan menggerakkan matanya ke arah yang lebih jauh dari kafetaria."

The example above is an example of inaccurate translation because the phrases of sentence "shrugged and moved her eyes" is not accurately into target language. "Shrugged and moved her eyes" transferred became "mengangkat dan menggerakkan matanya" is a translation that is capable of causing multiple interpretation in target language. The translator should be use "memalingkan pandangannya" or "mengarahkan pandangannya", this translation is easier to understand by reader.

2. BSu : "Surely, she school year had just started?"

BSa : "Dengan yakin tahun ajaran telah dimulai?"

The example above is an example of less accurate translation because most of the meaning of word "surely" has been transferred accurately into target language. However, there is still a distortion of meaning. "surely" transferred became "dengan yakin" is not commonly in the target language. The translator should be use "Yakin".

3. BSu : "Jai always pick on me about my lack of table manners so just to piss her more"

BSa : “Jai selalu mengomentariku tentang table mannerku yang kurang jadi pantas berdamai dengannya”

The example above is an example of unacceptable translation. It is because this translation unnatural or feel like a work of translation, technical terms “so just to piss her more” transferred became “kurang jadi pantas berdamai dengannya” is unnatural in target language and unfamiliar also. The translator should be use “Jai selalu mengomentari cara makanku yang kurang baik”.

4. BSu : “Then a ball came toward at my face, I still caught it though”

BSa : “Kemudian sebuah bola mengarah kewajahku, tapi aku bisa menangkapnya”

The example above is an example of accurate translation. It is because the meaning words, technical term, phrases, clauses, sentence accurately transferred into target language.

5. BSu : “I led her to my room and gave her some clothes to change into”

BSa : “Aku mengajaknya kekamarku dan memberikan beberapa pakaian ganti”

The example above is an example of acceptable translation. It is because the meaning words, technical term, phrases, clauses, sentence accurately transferred into target language.

From the example above, it can be seen that the rating of accuracy and acceptability are varied. It is because the translation from students TTA Class B consist of accurate, less accurate and inaccurate translation. The translation consist of acceptable, less acceptable and unacceptable translation also. This phenomenon makes the researcher

analysis TTA Class B to determine whether the type of translation that has the highest score in accuracy and acceptability. It is important because knowing the highest score of accuracy and acceptability the researcher can conclude whether the translation can be classified as good or not. It is make the researcher conduct a research entitle AN ANALYSIS OF STUDENTS' TRANSLATION QUALITY AT THE SEVENTH SEMESTER OF ENGLISH DEPARTMENT IAIN SURAKARTA IN THE ACADEMIC YEAR OF 2014/2015.

B. Problem of Identification

Based on the background of the research, the researcher identifies the problem as follow :

1. The students get difficulties in translating sentence accurately.
2. The students get difficulties in translating sentence equivalence in target language
3. The student are common used word by word technique to translate texts or sentences.
4. The translation of class B has multiple interpretation in target language.
5. The translation of class translate unnatural or feel like work translation.

C. Problem of Study

This research are carried out to answer the problems as formulated below :

1. How is the accuracy of the students' translation work in the TTA Class B at the seventh semester of English Education Department IAIN Surakarta in academic years 2014/2015.
2. How is the acceptability of the students' translation work in the TTA Class B at the seventh semester of English Education Department IAIN Surakarta in academic years 2014/2015.

D. Objective of the Study

The objective of this research are :

1. To know the accuracy of the students' translation work in the TTA Class B at the seventh semester of English Education Department IAIN Surakarta in the academic years 2014/2015.
2. To know the acceptability of the students' translation work in the TTA Class B in the seventh of English Education Department IAIN Surakarta in academic years 2014/2015.

E. Limitation of Study

To avoid the expansion if the problem in this research, the researcher decided to analyze the accuracy and acceptability of translation. The translation are analyze by researcher are from students of Translation Text Analysis Class 7B in IAIN Surakarta in the academic years 2014/2015. The researcher interested to analysis this class because students in class B are considered to be able to translate the text properly. This is because TTA Class B in seventh semester have deeper knowledge about the translation from earlier semester. There are six translation title analyzed by researcher; 1. I walked down the street, 2. Scars and the new neighbor, 3. Black Out, 4. Picket Fences, 5. Silent Night and 6. Her. The researcher analyzed six translation title because all of them has similar characteristic of the structure; Simple sentence, compound sentence, complex sentence, and compound complex sentence.

F. Previous Study

Researcher found two studies that have similarities to the problems examined by researcher. The first study is a study that has been conducted by Edy Maherul Fata (2009)

of UNS with research title *An Analysis of Strategies and Translation Quality Assessment of The Book Entitled “Let’s joke and enrich ur vocabulary” into Indonesia*. The result of this research are 9 types of strategies used by the translator in the book. The analysis on accuracy shown that there are 73 data (81,1%) considered to be accurate. The analysis on acceptability shows that there are 66 data (73,33%) considered to be acceptable translation.

The similarity of this research with researcher’s study is the research by Edy Maherul Fata analyzed accuracy and acceptability of translation text. While the differences are Maherul’s research analyzed strategy of translation while the researcher did not. Additionally, Edy Maherul Fata also used different scale to determinate the accuracy and acceptability.

The second study is the research that has been done by Tutik Tri Rohmani (2008) student from IAIN Surakarta with title *An Analysis of English Present Participle from English Text into Indonesia Text on The Best Cerita Rakyat by Ali Muakhir*. This research examine the types of text English Translation of the present participle in translation storybook *The Best Cerita Rakyat by Ali Muakhir*. In addition, she also examined the accuracy of translation of the book. The result of this research is 70 data (78,9%) considered accurate translation.

The similarity of this research with the researcher’s research and the research by Tutik is the analysis of accuracy. While the difference Tutik’s research only analyzed the accuracy and readability without analysis the acceptability. The other difference is the research by Tutik Tri Rohmani analyzed present participle only, while the researcher analyzed all of the sentence in the translation text.

G. The Key Term

1. Analysis : The process of breaking a complex topic or substance into smaller parts to gain a better understanding of it. (Nida, 1974:206)
2. Translation : The replacement of textual material in one language (SL) by equivalent textual material in another language (TL). (Catford, 1974:20)
3. SL : Source language or the language in which original author of message formulated it. (Nida, 1974:206)
4. TL : Target language or the language into which a message is translated from the original. (Nida, 1974:205)
5. Accuracy : Determined by communicative source language (Nababan: 1999)
6. Acceptability : whether a translation has been disclosed in accordance with the rules, norms and the prevailing culture in the target language or not, both at the micro level and the macro level (Nababan, 2012: 44)

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Translation.

1. Definition of Translation

Translation has been defined in various ways with the theoretical background and a different approach. Every expert has different point of view and different theoretical basis for defining translation. Beside differences of background and point of view, translation also often considered as an art, therefore translation also referred as a piece of art.

Catford in Hoed (1965) used language approach to defining translation, “the replacement of textual material in one language (SL) by equivalent textual material in another language (TL).” Newmark in Hoed (1988) also given similar definition about translation, “rendering the meaning of a text into another language in the way that the author intended the text”. Contrary to the definition above, Brilin in Nababan (1976) said that “Translation is a general term that refers to the transfer of thoughts or ideas from a source language to the target language”. The definition given by Brilin is only concerned about transfer of the message without concerned the shape of the target language.

Many definition are expressed by linguist concerning with translation. Catford in Sutopo (2001:1) said, “Translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL).” Based on the statement, source language and target language must be related closely because the

equivalent between source language and target language has equivalence, the reader can catch the meaning clearly. Beside of the statement above, Kridalaksana in Nababan (1985) defined translation as a transfer of a message from the source language into the target language by first expressing its meaning and then its style of language.

Translation typically has been used to transfer written source language (SL) texts to equivalent written target language (TL) texts. The purpose of translation is to reproduce various kinds of texts including religion, literary, scientific, and philosophical texts in another language and thus to make them available to wider readers. More obviously, Catford in Machali (2000: 5) defines simple that “translation is as the replacement of textual material in one language by equivalent textual in another language”.

In the line with the above statement, Bell (1991) states that translation is a representation of a txt in one language by a representation of an equivalent text in second language. Therefore, the translator has to find the closest equivalent to the target language. This is supported by Nida and Taber statement (1974) that the best translation does not sound like a translation.

According to Halliday in Bell (1997: 13) te term ‘translation’ can mean both the process and the product. He points out that “translation is the process or result of converting information from one language or language variety into another.” Besides, the translation is also the product of the process of translating. In line with him, Bell concludes that the word ‘translation’ has three distinguishable meaning:

- a. Translating: the process (to translate, the activity rather than the tangible object)
- b. A translation : the product of the process of translating
- c. Translation : the abstract concept which encompasses both the process of translating and the product of that process.

2. Problem in Translation.

Translating the SL text into TL text is difficult task for the translator, because he will acrossby the complexities of problem. Accorfung to Soemarno (1985: 46), the translator is challenged to manage two aspects involved in translation, message and style. The first is concerned with the information that the source communication from translation wants to say, the second is concerned with the language kind in term of formal or informal language. Two aspects make the translation difficult since they are related to social-cultured background. In the other part, the translator find some difficulties, for the example, he can back to the analysis step or to the transference step. It has to he implemented gradually until the translator product a good translation. From this problem, the translator must be restricted in order to make the final message fully acceptable in the reader.

Catford (1965: 21) states that “the central problem of translation practice is that of finding the target language translation equivalence. A central task of translation theory is defining the nature and condition of translation equivalence”. From the quotation above, it can be seen that the main problem in the translation is to find the appropriate equivalence. The similarity in meaning is the major concern of looking the equivalence. To convey the some meaning, a language frequently uses different

form from another language. This is due to a fact that each language has its own system and rules different from other. Dealing with the seeking of the appropriate equivalence, Nida (1960: 161) suggests two kind of equivalence:

a. Dynamic Equivalence

In this type of equivalence, the message should be expresses as appropriate and brief as possible for the target readers. The focus is not the original text but the target text.

b. Formal Equivalence

This type of equivalence focuses on the form of rules of the source language text transferred into target language. Translation with formal equivalence seeks to re-express formal element, likes (1) grammar unit, (2) consistency in the uses of word and (3) meaning in the source language text.

Nababan (1997:38) mention the difficulties in translating the following:

- a. System difference between the source language and the target language
- b. The complexity of semantic and stylistic
- c. The level of ability of different translators
- d. The level of quality of the source text discussed

3. Meanings in Translation.

The problem of meaning is an inseparable part of the field of translation. If we talk about translation, we also have to talk about the meaning. The reason is because the purpose of translation is closely related to the problem of transfer of meaning contained in one language into another language.

Nababan (1997:33) state about the problem of meaning in translation as follows :

a. Lexical Meaning

Lexical meaning is the meaning of the elements of language as a symbol or events and so forth. This lexical meaning belongs to the elements discussed apart from its use or context. Lexical meaning can also be called in the dictionary meaning given in the dictionary the word loose from its use or context.

b. Grammatical Meaning

Grammatical meaning is the relationship between the elements of language in a larger unit, for example, the relationship of a word with other words in the phrase or clause.

c. Contextual meaning or situational

Contextual meaning or situational is the relationship between speech and speech situations where it is used. In other words, the contextual meaning is the meaning of a word that is associated with language usage situations.

d. Textual Meaning

Textual meaning related to the content of a text or discourse. The different types of text can also cause the meaning of a word to be different.

e. Socio-cultural Meaning

The meaning of a word that is closely related to the socio-cultural meaning language user called socio-culture

4. Process of Translation.

Translation can be seen into two point of view that are as process and as product. “the result of text transferring activity relates to translation as product” (Nababan 2004: 14) and “the act of replacing text material in the source language by an equivalent text in the target language refers to translation as process” (Catford in Nababan 2004: 17).

Translation relates to how the text is transferred to text. Nababan (2004: 19) proposes to combine the suggested translation process of Nida (1964) and Bell (1991) and sees them in four parts of stage:

- a. Analysis of the SL. This stage is aimed to get general ideas of the SL text and identify possible problem emerged due to the divergence grammatical pattern between SL and TL. The translator should read the text two, three times or more to understand the text.
- b. Synthesis of the messages of SL. Here, translator should get the main ideas of each paragraph and relationship among those ideas.
- c. Transfer the SL text into the TL text. Transferring is “the process of going from the semantic structure analysis to the initial draft of the translation” (Larson in Nababan 2004: 21). This is the most difficult stage on translating text because the translator should know the intention of the SL text and convey it to TL text.
- d. Restructuring linguistically in the TL. The last stage of translation is checking the grammatical error, the consistency in using technical term and the stylistic form conforming to the norm and culture of the TL and the reading ability of TL readers.

Translation is a difficult activity because it needs broad knowledge. Nida and Taber (1974:33) state that there are two different systems for translating. The first consist in setting up a series of rules which are intended to be applied strictly in order and are designed to specify exactly what should be done with each item or combination of items in the source language so as to select the appropriate corresponding form in the receptor language.

The second system process of translation consists of three steps. There are:

a. Analyzing

The translator analyzed term of the grammatical relationship and the meanings of the words and combination of words.

b. Transferring

The translator analyzed material is transferred in the mind of the translator from SL to TL

c. Restructuring

The translator transferred material is restructured in order to make the final message fully acceptable in the receptor language.

Nababan (2003: 25-28) also state that there are three process of translation:

a. Analyzing

Read the source of language to understand the content or the message of the text. The translator also analyze linguistic and extra linguistic of the text.

b. Transferring

The translator transfer and deliver the message to the target language. During this process, the translator should evaluate and revision the translation product.

c. Restructuring

After all of units are translatable, then the translators should begin to construct them into a sequence of target language that is fit to the norms of target language.

In the other hand, Larson (1989:49-55) state there are nine process of translation:

a. Preparation

The translator must read the sources text several times to find out the information or message to be communicated, to know the theme of the text and the felling of the text.

b. Analysis

The translator analyzes the source of the text based on the sentences, ambiguous word, figurative meaning, and grammatical structure of the source text.

c. Transfer

The translator transferred the message of sources text to the target text. During this process, the translator should keep in mind about the target readers and the purposes of the translation.

d. Evaluation

The translator must evaluate the translation, such as evaluate the grammatical of the text, and check the accuracy meaning which compare between the source text and the target readers.

e. Revision

After the evaluation is done, the translator makes a revision if there are corrections from the evaluator. The translator check and arrange again the translation become a good translation and easy to understand.

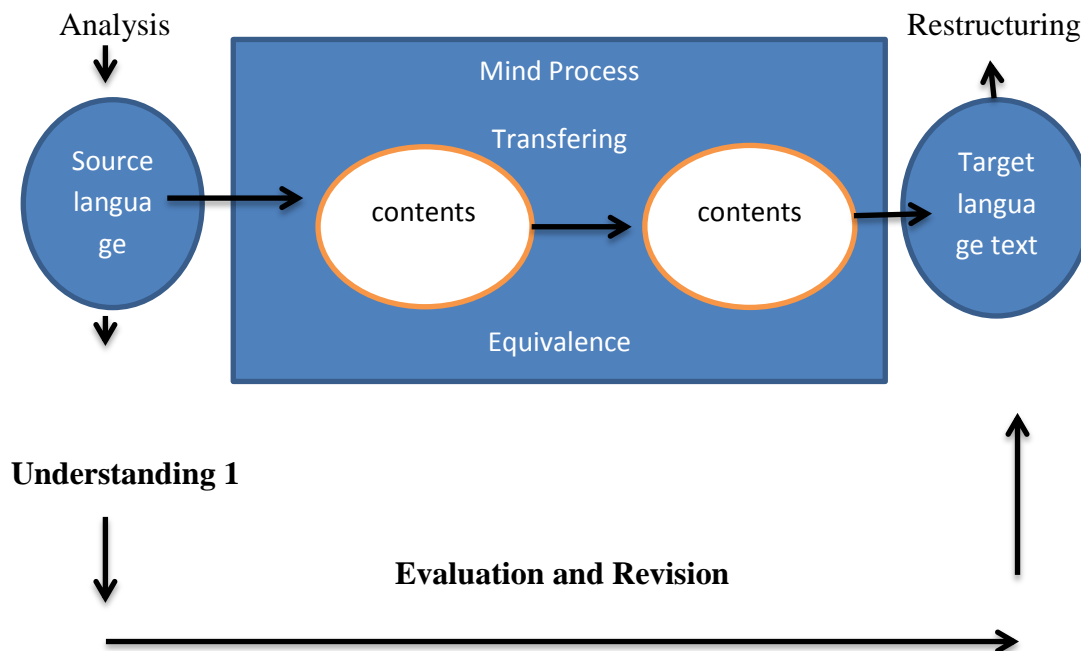
f. Consultation

There are advisors and consultants to help the translator in three matters; accuracy of content, naturalness style, and the effect on the receptor language audience.

g. Publication

The last is publication the translation.

The third stage of the translation can be illustrated in the chart:



5. The Methods in Translation.

Newmark (1988) field two groups of translation methods, namely (1) a methods that gives emphasis to the source of language (Bsu); (2) Method of giving emphasis to the target language. In the first methods, the translator tries to achieve back with rigorous contextual meaning (Tsu), despite the obstacles encountered syntactic and sematic on Tsa (barriers form and meaning). In the second method, translator strive to produce the same relative impact expected by the original author to the reader version of Tsu.

The difference basic in the both of methods above lies in its emphasis, in addition to the emphasis both of these methods share issues. This division concerning (1) the intent or purpose in a text Bsu as reflected in the text, whether it is a text function describe, narrate, appealed or argued. (2) the purpose of translation, for example if the translator wants to make an emotional burden and persuasive than the original text or subtract 'feel' certain, ect. (3) readers and background or text settings, for example, the background of the reader, gender, age, education level, and whether the reader a general audience or experts. In terms of background, for example; where is the text appears or written in Tsu, for example in the paper or in a journal.

6. Type of translation.

Catford (1974) in Rohmadi, there are three types of translation;

1. Word for word translation.

The kind of translation are usually the words of Tsa immediately put under version of Tsu. Tsu words translated out of context, and words that are cultural

(such as 'salad') was transferred as it is. This method is generally used as a pre-translation stage (as gloss) on the hard translation. In the process of translation, this method may occur in the analysis phase or the early stages of the transfer. However, keep in mind that this kind of translation method has the purpose or special purpose, and in the practice of translation in Indonesia is not uncommon to use this method as a general translation methods.

Cartford (1974:25) says, "word for word translation generally means what is says: i.e. is essentially rand bound at word-rank (but it may include some morphemes equivalence)" In this theory, every word of source language is transferred one by one into target language, and by using this type, the target language becomes equivalent. For example:

SL : Jai always pick on me about my lack of table manners so just to piss her more.

TL : Jai selalu mengomentariku tentang table mannerku yang kurang jadi pantas berdamai dengannya.

2. Free Translation

Cartford (1947:25) in Rohmani said, "A free translation is always unbound equivalences shunt up and down the rank scale but tend to be at the hinger tanks sometimes between laerger units sentences"

In this type of translation, the translator must understand the whole sentences as one unity wheter in paragraph or the whole text and transfer the message from source language into targer language without reduce the meaning.

3. Literal translation

Bsu grammatical construction matched nearest equivalent in the Tsa, but the translation of lexical or words done separately from the context. An example is the literal translation is *It's raining cats and dogs* in English language be *Hujan kucing dan anjing* in Indonesian. Free contextual translation in addition to producing Tsa version nonsignificant (cats and dogs not fall from the sky), also produces Tsa unusual. Then as well as the method (1) above, in the process of translating this method can be used as the transfer method in the early stages, not as the beginning of the prevalent method. At the beginning of the translation process, this method can help translators to predict the problems to be faced.

Cartford (1974:25) states, “literal translation lies between these extremes (free translation and word for word translation)/ it may start as it were, from word-for word translation but make changes in conformity with target language (TL) grammar (inserting addition word, changing structure at any ranks) this is made in a group-group or clause-clause translation.”

B. TQA (Translation Quality Assessment).

Larson (1984: 532) states that a translation must be examined since a translator needs to make sure the accuracy, the clarity and the nature of a translation. Larson (1984) mentions that the three most important features to be checked in translation quality assesment are accuracy, clarity, and naturalness. The accuracy is about the meaning or message of SL that should be fully transferred into TT without any omission. The clarity means that the translation should be communicative to the people using it. The forms of language used should make the message of the ST easy to be understood. The naturalness means that the translation should not only be accurate and

communicative but also be natural in the receptor language. The translation is checked whether the grammatical forms are normally used in the target language. The composition of the translation should be natural and original in the receptor language.

1. Accuracy in translation

The result of translation will be considered to be accurate if the message of source text and target text convey the same meaning without any addition, deletion, and change of information. Baker (1992: 27) states, “accuracy is no doubt an important aim in translation but it is also important to bear in mind that the use of common target language patterns which are familiar to the target reader play an important role in keeping the communication channel open”. It can be said that accuracy is related to the quality of the result. By the accurate translation result, the reader can catch the meaning of the translated text exactly the same as with its original text.

According to Larson (1984:86), accuracy is determined by the communicative source language and target language. A translation is considered to be accurate if both of the source language and the target language can communicate the same meaning. It can be proved by comparing both of them. If there is no addition, deletion, or change of information, it means that the translation is accurate.

Based on the statement above, every translator must make sure the source language and target language have the same meaning. Sometimes during the translation process, the translator makes mistakes, or sometimes it happens when the translator misinterprets the meaning from the source text. This case usually happens during the transferring process

when translator could not find equivalent words in the target text for the source text. This situation can affect the translation result.

Nababan (2012:50) state that the parameter measuring accuracy are;

The Category of Translation	Score	Parameters Qualitative
Accurate	3	Meaning words, technical terms, phrases, clauses, sentences or text language sources accurately transferred into the target language; the same no distortion of meaning
Less Accurate	2	Most of the meaning of words, technical terms, phrases, clauses, sentences or source language text has been transferred accurately into English target. However, there is still a distortion of meaning or translation double meaning (taxa) or no meaning eliminated, which disrupt the integrity of message.
Inaccurate	1	Meaning of words, technical terms, phrases, clauses, sentences or text language sources are not accurately transferred into the target language or remove.

2. Acceptability in Translation

Acceptability of a text refers to the natural “feel” of the translation. A translation which leans toward acceptability can thus be thought as fulfilling the requirement of “reading as an original” written in target language rather than that of “reading as the original” (Shuttleworth and Cowie in Maherul, 1997: 2-3).

Acceptability relates to the naturalness of the translated text to the target reader. It is determined by faithfulness to the linguistics and cultural bounds of the target system. Therefore, the translator needs to observe the norms of the source language and the target system before he translates a text. The translated text will be considered acceptable if it reads as an original written in target language and sounds natural for the target readers.

Munday in Maherul, (2001: 146) states that :

A translated text, whether prose or poetry, fiction or non-fiction, is judged acceptable by the most publishers, reviewers, and readers when it reads fluently, when the absence of any linguistic or stylistic peculiarities make it seem transparent, giving the appearance that it reflects the foreign writer's personality or intention or the essential meaning of the foreign text-the appearance, in other words, that the translation is not in fact a translation, but the original.

Moreover, like what is stated by Finlay in Maherul (2003:3), the translation should give the sense of the original in such a way that the reader is unaware that he/she is reading a translation. According Nababan (2003: 44) acceptability refers to whether a translation has been disclosed in accordance with the rules, norms and the prevailing culture in the target language or not, both at the micro level and at the macro level. The concept of acceptance is very important because even if a translation is accurate in terms of content or the message, the translation will be rejected by the target audience if the disclosure manner contrary to the rules, norms and culture of the target language.

Nababan, (2012:51) state about the rating scale of acceptability as follows

The Category of Translation	Score	Parameters Qualitative
-----------------------------	-------	------------------------

Acceptable	3	translation feels natural, technical terms used are commonly used and familiar to the reader, phrase, clause, and sentence sudha used in accordance with the rules of the target language.
Less Acceptable	2	generally translation already feels natural, but there are some problems in the use of technical terms, or a slight grammatical errors.
Unacceptable	1	translation unnatural or feel like a work of translation, technical terms used are not commonly used and familiar to the reader. phrases, clauses and kalimta used not in accordance with the rules of the target language.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

This research uses a descriptive qualitative method as the research design. Hadi (1989) states that descriptive method involves collecting the data, analyzing data, finding the models, and drawing conclusion based on the data without taking account into general conclusion.

In short, descriptive method is a method for finding fact about actual phenomena thought the process of collecting data classifying data, analyzing and interpreting based on the analysis result. This research also involves the process above so that it can be said that this research belongs to the descriptive research.

This research is also qualitative one. Meleong (1990) asserts that qualitative research is a type of research that does not include any calculation or enumeration. The research describes the existing phenomenon (in this case the phenomenon is the quality of translation). Data in the qualitative research is not in a form of number but in the form of words or sentences (Sutopo, 2002: 35).

B. Data and Source of the Data

1. Data

In this research, the data is the translation work from student in TTA Class B IAIN Surakarta in the academic years 2014/2015. The translation consist of six title from short story that has been translated by students. The secondary data of this research are taken from the information given by the raters and the respondents. The other data are taken from the comments given by the target readers/respondents.

2. Source of the Data

a. Subject of the data

The subject of the research are 40 students of TTA Class 7B IAIN Surakarta in the academic years 2014/2015. They were divided into seven groups to translate text from English into Bahasa Indonesia.

b. Document

The document which is applied as the primary source of the data in this research are from six title of short stories. There are Black Out, I Walk Dawn in the Street, Her, Picket Fences, Scars and the New Neighbour, and Silent Night. This short stories translated by students in TTA Class 7B. The instrument of this research are the translation text from Translation's lecture of TTA Class B.

The decision used by the researcher to take this short stories as source of data are under some consideration as follows :

- 1) The translation is translated by students
- 2) The students received the material about translation before translate the text.
- 3) The text are classified based on the structure of the sentence. There are simple sentence, compound sentence, complex sentence, compound complex sentence.

c. Informant

The third source of the data are taken from the information given by the raters and the respondents. In this research, the raters play a role as the competent person to determine the accuracy of the translation. The raters are

taken from lecturer in IAIN Surakarta and UNY Yogyakarta. Later, they contribute the data that are significant for the researcher to identify the translation's accuracy. All of the rater should be master both language, English and Bahasa Indonesia. They also should have knowledge and experiences in translation.

The other source of the data are taken from the target language/respondents. The researcher spreads the translation text to the respondents to comment. The interview with the reader is also conducted to get clearly information toward the answer that they write. From the comments given by the respondents, the researcher takes the data in the form of their response toward the translation. Here, the respondents involved in the research must be 19 years old or older. It is assumed that they have the competency and knowledge to understand the grammatical word in Indonesian style. The researcher chose students of Indonesian language department in UNWIDA University.

The researcher took two raters and two informants, by taking two raters and two respondents the researcher be able to conclude the rating. The other reason is because both of them have similar level of assessment.

C. Technique of collecting data

The translation of the source of the research data obtained from TTA Class 7B at the seventh semester in IAIN Surakarta in the academic years 2014/2015. The researcher collecting the data as follows :

1. The researcher gathered the translation from each group by the permission of the lecture.
2. The researcher separating by each title.
3. The researcher chose the raters and the readers/respondents.
4. The raters are lecturer who master both Bahasa and English.
5. The readers/respondents are 19 years old or older and the researcher choose the respondent from Indonesian Department in UNWIDA University who understand Indonesian language well.
6. The data (translation text) given to raters and reader/respondent.
7. The raters and reader/respondents given score of accuracy and acceptability based on the standards assessment given by researcher.

D. Technique of Analyzing Data

The researcher analyze the data as follows :

1. The data that has been given score from raters and readers/respondent grouped by each type of the sentence.
2. Data retrieved from the translation and used codification to make analysis easier.

For example

5/BO/BSu/BSa

BSu : Unfortunately I threw it so hard that I knocked her over and she fell into the water.

BSa : Sayangnya aku melempar terlalu kencang sehingga dia jatuh ke air.

Description :

- a. 5 = data number

- b. BO = Black Out (the title of short story)
 - c. BSu = Source language
 - d. BSa = Target language
3. Separating one by one sentence from BSu and BSa of each title.
 4. Calculated the average score of accuracy and acceptability by each kind of the sentence.
 5. Makes conclusion.

E. Trustworthiness of the Data.

The qualitative research needs the validity of the data. Actually the validation of the data analysis designates quality of the researcher's result. In qualitative research there are some ways that can be chosen to develop the trustworthiness of the data. One of them is triangulation. Sutopo (2002:78) stated that triangulation is "the most common way that is needed to develop the trustworthiness of the data in qualitative research". According to Patton (in Sutopo 2002:78) there are four kinds of triangulation. They are: (1) Data Triangulation, (2) Investigation Triangulation, (3) Methodological Triangulation, and (4) Theoretical Triangulation.

The kind of triangulation that is used in this research is data triangulation. According to Patton in Sutopo (2002:79) data triangulation is a kind of triangulation that direct a researcher to obtain data by getting the information from one certain source such as condition of location, the activity of the people, or from the document that contains the data which has closely relationship with the problem which is needed by a researcher. In this research, the researcher used documents taken from students translation by the title 1. I walked down the street, 2. Scars and the new neighbour, 3. Blackout, 4. Picket

Fences, 5. Silent Night, and 6. Her from student in Translation Text Analyze class. In determining the objectiveness of this research, the researcher asked the target reader and an evaluator who is master in translation as the informant for confirming ability and discussed the valuable data to know the exact interpretation. So the data become reliable.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Introduction

Chapter four present analysis data to answer the problem statements as mentioned in the chapter one. The first part of this chapter discusses the accuracy found in the translation. There are two rater who rate the score for accuracy of translation based on the classification of the sentences. This analysis is intended to observe whether or not the translation is accurate and what is the type of sentences that has highest rate of accuracy.

The second part of this chapter present the analysis of acceptability of the translation. The acceptability of the translation determine from the answer given by two reader that have been mention before.

B. Data Analysis

1. The analysis of Accuracy of the translation

The accuracy of the translation is analyzed based on the score give by two raters and based on the type of the sentences. The accuracy level of the translation is analyzed based on the end result of the questionnaires delivered to the raters. The two raters give mark/score to each datum based on the rating system that has been mentioned in chapter three.

After having the score from the raters, the researcher makes a calculation and finds the mean of the score. Then, the researcher counts the mean of the accuracy score or the average score given by two raters. The average points is used to classify the data into categories below :

- a. Category A : Accurate translation. In consist of the data of which the average point 3.0

- b. Category B : Less Accurate translation. It consist of the data of which the average point from 2.0 to 2.9
- c. Category C : Inaccurate translation. It consist of the data of which the average pint ranges from 1.0-1.9

1.1. Accurate Translation

The sentence are included in accurate translation if meaning words, technical term, phrases, clauses, sentences or text language sources accurately transferred into the target language; the same no distortion of meaning. To make the conclusion easier, the sentences also classified based on the type of the sentence.

Example 1 :

No	BSU	Bsa	Type of Sentence	Score	Analysis
1	Then I went back to the table	Lalu aku kembali ke mejaku (datum 19/BO)	Simple Sentence	3	Accurate

The average score of this translation above is 3.0. All of the raters give score 3 for this translation. It means that the message from the source of text is accurate conveyed to the target text. The example above is an example of accurate translation from simple sentence. The students translate word by word accurately. Simple sentence is sentence that has only one verb, therefore this sentence easier to translated.

Example 2 :

No	BSU	Bsa	Type of sentence	Score	Analysis
1	I got out of the car and looked around at my new home.	Aku keluar dari mobil dan melihat sekeliling rumah baruku. (datum.07/SN)	Compound Sentence	3	Accurate

The average score of the translation above is 3.0. all of the two rater give score 3 for this translation. It means that the message from the source text is accurately conveyed to the target text. Beside that, the sentence included in simple and compound sentence. As describe above, simple sentence has only one verb, so that this kind of sentence is easy to translate. While compound sentence is a sentence that have two or more verbs connected by coordinate conjunction. Compound sentence also a kind of sentence that is easy to translate, because the characteristic of sentence is not to complex. The example above shown that the kind of this sentence has high range in accuracy.

1.2. Less Accurate Translation

The sentence are included in less accurate translation if most of the meaning of words, technical terms, phrases, clauses, sentences or source language text has been transferred accurately into English target, however there are still a distortion of meaning or translation double meaning or no

meaning eliminated, which disrupt the integrity of message. To make the conclusion easier, the sentences also classified based on the type of the sentence.

Example 1 :

No	BSU	Bsa	Type of sentence	Score	Analysis
1	Then Dawn came up to me and looked at me more closely	Kemudian Dawn menghampiriku dan melihat mereka	Compound Sentence	2.50	Less Accurate

No	BSU	Bsa	Type of sentence	Score	Analysis
		Lebih dekat (datum 26/BO)			

The average score of this translation above is 2.50. the first rater give score 3, and the second rater give score 2. It means that the message from the source of text is less accurate conveyed to the target text. The example above is an example of less accurate translation from compound sentence. Compound sentence also a kind of sentence that is easy to translate, because the characteristic of sentence is not to complex. But compound sentence is more complex than simple sentence.

From the statement from the raters, The example above, “looked at me” translated into “melihat mereka lebih dekat” is less accurate. The translator should be use “melihat ke arahku” .

Example 2 :

No	BSu	Bsa	Type of sentence	Score	Analysis
1	“So,,,that means that you and liam are,,,” she	“Jadi,,,itu artinya kamu dan liam,,,” dia berhenti bicara	Complex Sentence	2.50	Less Accurate
No	BSu	Bsa	Type of sentence	Score	Analysis
	Trailed off so as not say what I knew she was thinking	Karena dia tahu apa yang akan aku katakana. (datum 37/Scars)			

The average score of this translation above is 2.50. the first rater give score 3, and the second rater give score 2. It means that the message from the source of text is less accurate conveyed to the target text. The example above is an example of less accurate translation from complex sentence. Complex sentence is sentence that has a main clause (independent clause) and dependent clause. This kind of sentence is more complex than other, it is causes the types of this sentence is more difficult to translated.

From the statement from the raters, The example above, “she trailed off so as not say what I knew she was thinking” translated into “dia berhenti bicara karena dia tahu apa yang akan ku katakan” is less accurate. The translator should be use “dia berhenti bicara karena dia tahu aku tahu apa yang dia pikirkan” .

1.3. Inaccurate translation

The sentence are included in inaccurate translation if meaning of words, technical terms, phrases, clauses, sentences or text language sources are not accurately transferred into the target language or remove. To make the conclusion easier, the sentences also classified based on the type of the sentence.

Example 1 :

No	BSU	Bsa	Type of sentence	Score	Analysis
1	As Krystal lifted up her shirt I gaspd.	Sementara Krystal mengangkat bajunya aku menghela nafas	Simple Sentence	1.50	Inaccurate

The average score of this translation above is 1.50. The first rater give score 2, and the second rater give score 1. It means that the message from the source of text is inaccurate conveyed to the target text. The example above is an example of inaccurate translation from simple sentence. Although this sentence is simple sentence, but the students translate the sentence inaccurate. It has happen to the word “gaspd” into “menghela nafas”. The translator should be use

“terperanjat”. The rater reasoned that “gasped” is an expression of shocked surprise.

Example 2 :

No	BSU	Bsa	Type of sentence	Score	Analysis
1	Panicking I did something I had been preached not to do : I used my power	Panik, aku tidak pernah diajarkan sesuatu yang aku lakukan, aku menggunakan kekuatanku. (datum. 33/WD)	Compound Complex Sentence	1,50	Inaccurat e translatio n

The average score of this translation above is 1.50. the first rater give score 2, and the second rater give score 1. It means that the message from the source of text is inaccurate conveyed to the target text. The example above is an example of inaccurate translation from compound complex sentence. Compound complex sentence is an sentence that combines compound and complex sentence. It is causes this type of sentence difficult to translate. It has happen to the word “panicking ” into “panik”. According to the rater, “panicking” into “panic” is inaccurate, the translator should be use “Karena panic”. It has also happen to the sentence “I had been preached not to do” into “diajarkan sesuatu yang aku lakukan” is inaccurate also. According to the rater, the translator should be use “aku melakukan hal yang dilarang”.

2. The Classification of Translation Accuracy by each title and each kind of sentence

a. Simple Sentence

No/Title	Accurate	Less Accurate	Inaccurate
1/ Black Out	Datum ; 01/BO, 05/BO, 08/BO, 10/BO, 21/BO, 22/BO, 23/BO, 29/BO, 40/BO, 43/BO, 48/BO, 49/BO, 51/BO	Datum ; 15/BO, 28/BO, 35/BO, 46/BO, 47/BO, 52/BO	Datum ; 17/BO, 27/BO
2/ Scars and the new neighbor	Datum ; 01/SC, 08/SC, 10/SC, 13/SC, 15/SC, 16/SC, 17/SC, 20/SC, 21/SC, 23/SC, 25/SC, 26/SC, 27/SC, 29/SC, 30/SC, 33/SC, 34/SC, 36/SC, 40/SC, 41/SC, 47/SC, 48/SC	Datum ; 05/SC, 06/SC, 09/SC, 14/SC, 18/SC, 19/SC, 24/SC, 28/SC, 38/SC, 42/SC, 43/SC, 45/SC, 49/SC, 50/SC, 51/SC, 53/SC, 54/SC	
3/ Picket Fences	Datum ; 05/PC, 08/PC, 16/PC, 21/PC, 27/PC, 28/PC, 29/PC, 30/PC,	Datum ; 09/PC, 10/PC, 24/PC, 25/PC, 33/PC, 34/PC, 35/PC,	Datum ; 11/PC, 12/PC, 17/
No/Title	Accurate	Less Accurate	Inaccurate
3/ Picket Fences	31/PC, 32/PC, 36/PC, 37/PC, 43/PC, 44/PC, 45/PC, 46/PC, 53/PC, 54/PC, 55/PC, 56/PC, 58/PC, 63/PC, 66/PC,	38/PC, 39/PC, 40/PC, 41/PC, 42/PC, 51/PC, 69/PC	PC, 49/PC, 50/PC

	68/PC		
4/I Walked dawn to the street	Datum : 01/WK, 05/WK, 12/WK, 14/WK, 15/WK, 19/WK, 25/WK, 30/WK, 40/WK, 41/WK, 42/WK, 44/WK, 47/WK	Datum : 02/WK, 03/WK, 06/WK, 07/WK, 09/WK, 10/WK, 11/WK, 16/WK, 17/WK, 18/WK, 21/WK, 22/WK, 24/WK, 26/WK, 29/WK, 38/WK, 39/WK, 48/WK	Datum : 04/WK
5/Her	Datum : 06/HER, 17/HER, 18/HER, 28/HER	Datum : 03/HER, 10/HER, 11/HER, 25/HER, 29/HER, 32/HER, 34/HER, 36/HER, 38/HER, 41/HER	04/HER, 05/HER, 12/HER, 14/HER, 26/HER, 37/HER, 39/HER, 40/HER

No/Title	Accurate	Less Accurate	Inaccurate
6/ Silent Night	Datum : 01/SN, 04/SN, 15/SN, 21/SN, 24/SN, 26/SN, 27/SN, 28/SN, 30/SN, 32/SN, 37/SN, 40/SN, 46/SN, 54/SN, 55/SN, 56/SN, 57/SN,	Datum : 11/SN, 48/SN, 49/SN, 50/SN, 52/SN	

	61/SN		
Total	95 datum (51,63%)	73 datum (39, 67%)	16 datum (8,69%)

b. Compound Sentence

No/Title	Accurate	Less Accurate	Inaccurate
1/ Black Out	Datum ; 02/BO, 03/BO, 04/BO, 06/BO, 09/BO, 11/BO, 30/BO, 34/BO, 38/BO, 39/BO, 41/BO, 42/BO, 45/BO, 53/BO, 56/BO, 57/BO	Datum ; 07/BO, 12/BO, 13/BO, 14/BO, 16/BO, 20/BO, 24/BO, 25/BO, 26/BO, 32/BO, 36/BO	Datum ; 17/BO, 27/BO
2/ Scars and the new neighbor	Datum ; 02/SC, 07/SC, 11/SC, 31/SC, 35/SC, 52/SC, 55/SC	Datum ; 32/SC, 44/SC, 46/SC	Datum ; 12/SC
3/ Picket Fences	Datum ; 04/PC, 06/PC, 13/PC, 15/PC, 19/PC, 23/PC, 26/PC, 47/PC,	Datum ; 14/PC, 52/PC, 59/PC, 64/PC	Datum ; 22/PC, 61/PC
No/Title	Accurate	Less Accurate	Inaccurate
	48/PC, 57/PC, 62/PC, 67/PC		
4/ I Walk Dawn To The Street	Datum : 08/WK, 31/WK, 35/WK, 36/WK, 45/WK, 46/WK	13/WK, 20/WK, 23/WK, 33/WK, 37/WK, 43/WK	04/WK
5/ Her	Datum : -	Datum : 01/HER, 02/HER, 07/HER, 23/HER, 30/HER,	Datum : 22/HER

		33/HER	
6/ Silent Night	Datum : 03/SN, 05/SN, 06/SN, 07/SN, 08/SN, 12/SN, 18./SN, 20/SN, 36/SN, 38/SN, 41/SN, 42/SN, 43/SN, 53/SN, 58/SN, 60/SN	Datum : 23/SN, 51/SN, 62/SN, 63/SN	Datum : -
Tota:	58 Datum (60,41%)	34 Datum (35,41%_)	4 Datum,

c. Complex Sentence

No/Title	Accurate	Less Accurate	Inaccurate
1/ Black Out	Datum ; 50/BO, 54/BO	Datum ; 33/BO, 37/BO	
2/ Scars and the new neighbor	Datum ; 03/SC	Datum ; 05/SC, 39/SC, 50/SC	Datum ; 04/SC

No/Title	Accurate	Less Accurate	Inaccurate
2/ Scars and the new neighbor	48/PC, 57/PC, 62/PC,67/PC		
4/ I Walk Dawn to the Street	Datum : 08/WK, 31/WK, 35/WK, 36/WK, 45/WK, 46/WK	Datum : 13/WK, 20/WK, 23/WK, 33/WK, 37/WK, 43/WK	04/WK
5/ HER	Datum : -	Datum : 01/ HER, 02/HER, 07/HER, 23/HER, 30/HER,	Datum : 22/HER

		33/HER	
6/ Silent Night	Datum : 03/SN, 05/SN, 06/SN,07/SN, 08/SN, 12/SN, 18/SN, 20/SN, 36/SN, 38/SN, 41/SN, 42/SN, 43/SN, 53/SN, 58/SN, 60/SN	Datum : 23/SN, 51/SN, 62/SN, 63/SN	-
Total	59 datum (60,41%)	34 datum (35,41%)	4 datum

d. Compound-Complex Sentences

No/Title	Accurate	Less Accurate	Inaccurate
1/ Black Out	Datum ; 32/BO, 44/BO		
2/ Scars and the new neighbor	Datum ; 22/SC,		
3/ Picket Fences	Datum ; 18/PC, 65/PC		
No/Title	Accurate	Less Accurate	Inaccurate
4/ I Walk dawn to the street			Datum : 34/SN
5/ Her		Datum : 25/HER, 31/HER	
6/ Silent Night	Datum : 09/SN, 13/SN, 19/SN, 22/SN, 29/SN, 33/SN, 35/SN		
Total	12 datum (80%)	2 datum (13,3%)	1 datum (6,64%)

According to the table above, it is clearly shown the distribution of the accuracy for each title and each kind of the sentence. In the first kind of sentence (simple sentence), there are 185 data, 51,63% data are accurate, 39,67% data are less accurate, and 8,69% data are inaccurate translation. Then for compound sentence, there are 97 data, 60,41% data are accurate, 35,41% are less accurate, and 4,16% data are inaccurate translation. Next, for complex sentence, there are 35 data, 51,42% data are accurate, 40% data are less accurate, and 8,58% data are inaccurate translation. The last is compound complex sentence, there are 15 data, 80% data are accurate, 13,3% data are less accurate and 6,64% data are inaccurate translation. From the description above, it can be seen that the most of the data are accurate.

3. The Analysis of Acceptability of the Translation

The acceptability of the translation is analyzed based on the score given by two readers and based on the type of the sentences. The acceptable level of the translation is analyzed based on the end result of the questionnaires delivered to the readers. The two readers give mark/score to each datum based on the rating system that has been mentioned in chapter three.

After having the score from the readers, the researcher makes a calculation and finds the mean of the score. Then, the researcher counts the mean of the acceptable score or the average score given by two readers. The average points are used to classify the data into categories below :

- d. Category A : Acceptable translation. It consists of the data of which the average point is 3.0

- e. Category B : Less Acceptable translation. It consist of the data of which the average point from 2.0 to 2.9
- f. Category C : Unacceptable translation. It consist of the data of which the average pint ranges from 1.0-1.9

3.1. Acceptable Translation

The sentence are included in acceptable translation if translation feels natural, technical terms used are commonly used and familiar to the reader. Phrase, clauses, and sentence is accordance with the rules of the target language. To make the conclusion easier, the sentences also classified based on the type of the sentence.

Example 1 :

No	BSU	BSa	Type of sentence	Score	Analysis
1	They all agreed and we went inside.	Mereka semua setuju dan kita masuk. (datum. 08/BO)	Compoud Sentence	3	Acceptabe translation

Example 2 :

No	BSU	Bsa	Type of sentence	Score	Analysis
1	I saw real pretty tattoos covering her back	Aku melihat tato yang cantik menutupi	Simple sentence	3	Acceptabe Translation

		punggungnya			
--	--	-------------	--	--	--

The average score of the translation above is 3.0. All of the two reader give score 3 for this translation. It means that the message from the source text is acceptable conveyed to the target text. Beside of that, the sentence included in simple and compound sentence, in means that the kind of this sentence has high range in acceptable.

3.2.Less Acceptable Translation

The sentence are included in less acceptable translation if translation generally already feels natural, but there are some problems in the use of technical terms, or a slight grammatical errors. To make the conclusion easier, the sentences also classified based on the type of the sentence.

Example 1 :

No	BSU	Bsa	Type of sentence	Score	Analysis
1	We were now moving to Brasov, near the base of the Carpathian Mountains and had bought 2 storey house on the town.	Sekarang kita pindah ke Brasov, dekat lembah gunung Carphatiandan sudah membeli rumah dua lantai di pinggir kota. (datum.06/SN)	Compound Sentence	2	Less Acceptable

The average score of this translation above is 2. All of the readers given score 2. It means that the message from the source of text is less acceptable conveyed to the target text. The example above is an example of less acceptable translation from compound sentence. Compound sentence also a kind of sentence that is easy to translate, because the characteristic of sentence is not to complex. But compound sentence is more complex than simple sentence.

From the statement from the reader, The example above, “near the base of the Carpathian Mountains ” translated into “dekat lembah gunung Carpathian” is less accurate. The translator should be use “dekat dengan pegunungan Carpathian”.

Example 2 :

No	BSU	Bsa	Type of sentence	Score	Analysis
1	I had always felt out of place	Aku mampu merasakan setiap tempat. (datum. 04/WK)	Simple sentence	2	Less Acceptable

The average score of the translation above is 2.0. All of the two reader give score 2 for this translation. It means that the message from the source text is feels natural but there are some problems in the use of technical terms. So this text is convey to less acceptable translation. Beside of that, the sentence included in

simple and compound sentence, in means that the kind of this sentence also has some less acceptable translation.

3.3.Unacceptable Translation

The sentence are included in unacceptable translation if translation unnatural of feel like a work of translation. Technical terms used are not commonly used and familiar to the reader. Phrases, clauses and sentences are not accordance with the rules of the target language. To make the conclusion easier, the sentences also classified based on the type of the sentence.

Example 1 :

No	BSU	Bsa	Type of sentence	Score	Analysis
1	Panicking, I did something I had been preached not to do	Panik, aku tidak pernah diajarkan sesuatu yang aku lakukan. (datum. 34/WK)	Compound complex Sentence	1	Unacceptable translation

Example 2 :

No	BSU	Bsa	Type of sentence	Score	Analysis
1	I wished I had listened to	Saya ingin bahwa saya sudah	Simple sentence	1	Unacceptable Translation

	Jai's lessons about table manners before it was too late.	mendengar pelajarannya Jai tentang table manner sebelum terlambat. (datum. 30/HER)			
--	-----------------------------------------------------------------------	---------------------------------------------------------------------------------------------------	--	--	--

The average score of the translation above is 1.0. All of the two reader give score 1 for this translation. It means that the message from the source text is unnatural and the technical terms used are not commonly and not familiar to the readers. Beside of that, the sentence included in simple and compound complex sentence, in means that some of this kind of sentence translated unacceptable by the students.

4. The Classification of Translation Acceptability by each title and each kind of sentence

a. Simple Sentence

No/Title	Acceptable	Less Acceptable	Unacceptable
1/ Black Out	Datum ; 01/BO, 05/BO, 08/BO, 10/BO, 17/BO, 18/BO, 19/BO, 21/BO, 22/BO, 23/BO, 29/BO, 35/BO, 40/BO, 43/BO, 46/BO, 47/BO, 48/BO, 49/BO, 51/BO, 52/BO.	Datum ; 15/BO, 28/BO	Datum; 27/BO
2/ Scars and	Datum ; 01/SC, 05/SC,	Datum ; 20/SC,	

the new neighbor	06/SC, 10/SC, 15/SC, 18/SC, 24/SC, 27/SC, 30/SC, 34/SC, 38/SC, 42/SC, 48/SC, 53/SC, 54/SC.	08/SC,09/SC, 13/SC, 14/SC, 16/SC, 17/SC, 19/SC, 23/SC, 25/SC, 26/SC, 28/SC, 29/SC, 31/SC, 33/SC, 36/SC, 37/SC, 40/SC,41/SC, 45/SC, 47/SC, 49/SC, 51/SC.	21/SC	
------------------	--------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------	-------	--

No/Title	Acceptable	Less Acceptable	unacceptable
3/ Picket Fences	Datum : 01/PC, 02/PC, 03/PC, 05/PC, 08/PC, 09/PC, 10/PC, 16/PC, 17/PC, 21/PC, 24/PC, 25/PC, 27/PC, 29/PC, 29/PC, 30/PC, 31/PC, 32/PC, 33/PC, 34/PC, 35/PC, 36/PC, 37/PC, 38/PC, 39/PC, 40/PC, 44/PC,45/PC, 46/PC, 49/PC, 50/PC, 51/PC, 53/PC, 54/PC, 55/PC,	Datum : 1/PC,12/PC, 41/PC, 42/PC	

	56/PC, 58/PC, 60/PC, 63/PC, 66/PC, 68/PC, 69/PC		
4/ Walked dawn to the street	Datum : 01/WK, 02/WK, 03/WK, 05/WK, 07/WK, 11/WK, 12/WK, 14/WK, 15/WK, 17/WK, 19/WK, 24/WK, 25/WK, 26/WK, 30/WK, 38/WK, 39/WK, 40/WK, 41/WK, 42/WK, 44/WK, 47/WK, 48/WK	Datum : 06/WK, 09/WK, 10/WK, 16/WK, 18/WK, 21/WK, 29/WK	

No/Title	Acceptable	Less Acceptable	unacceptable
5/Her	Datum : 03/HER, 06/HER, 10/HER, 11/HER, 15/HER, 17/HER, 18/HER, 25/HER, 28/HER, 29/HER, 40/HER	Datum : 04/HER, 05/HER, 12/HER, 14/HER, 26/HER, 32/HER, 34/HER, 36/HER, 38/HER	Datum : 37/HER
6/ Silent Night	Datum : 01/SN, 04/SN, 14/SN, 15/SN, 21/SN, 24/SN, 26/SN, 27/SN, 28/SN, 30/SN, 32/SN, 37/SN, 40/SN, 46/SN, 48/SN, 49/SN, 50/SN, 52/SN, 54/SN, 55/SN, 56/SN, 57/SN, 61/SN, 64/SN	Datum : 11/SN	

Total	159 datum (85,94%)	24 datum (12,97%)	2 datum (1,08%)
-------	--------------------	-------------------	-----------------

b. Compound Sentence

No/Title	Acceptable	Less Acceptable	unacceptable
1/ Black Out	Datum ; 02/BO, 03/BO, 04/BO, 06/BO, 07/BO, 09/BO, 11/BO, 12/BO, 13/BO, 14/BO, 16/BO, 20/BO, 24/BO, 30/BO,	Datum ; 25/BO, 26/BO, 36/BO	
No/Title	Acceptable	Less Acceptable	unacceptable
1/ Black Out	31/BO, 34/BO, 38/BO, 39/BO, 41/BO, 42/BO, 45/BO, 53/BO, 56/BO, 57/BO, 59/BO, 63/BO		
02/ Scars and the New Neighbor	Datum : 02/SN, 07/SN, 11/SN, 31/SN, 32/SN, 35/SN, 46/SN, 52/SN, 55/SN	Datum : 12/SN, 44/SN	
3/Picket Fences	Datum : 06/PC, 13/PC, 14/PC, 15/PC, 19/PC, 23/PC, 26/PC, 47/PC, 48/PC, 52/PC, 59/PC, 60/PC, 62/PC	Datum : 22/PC, 57/PC, 64/PC, 67/PC	
4/ I Walked Dawn to the Street	Datum : 08/WK, 13/WK, 20/WK, 23/WK, 31/WK, 33/WK, 35/WK, 36/WK,	Datum : 43/WK	

	37/WK, 45/WK, 46/WK		
5/HER	Datum : 01/HER, 02/HER, 23/HER, 33/HER	Datum : 07/HER, 22/HER	Datum : 30/HER
6/Silent Night	Datum : 03/SN, 05/SN, 06/SN, 07/SN, 08/SN, 12/SN, 20/SN, 23/SN, 36/SN, 38/SN, 41/SN, 42/SN, 43/SN, 51/SN,	Datum : 18/SN	

No/Title	Acceptable	Less Acceptable	unacceptable
Total	83 datum (85,56%)	13 datum (13,4%)	1 datum

c. Complex Sentence

No/Title	Acceptable	Less Acceptable	unacceptable
1/ Black Out	Datum ; 33/BO, 50/BO, 54/BO,	Datum ; 37/BO	
2/ Scars and the new neighbor	Datum ; 03/SC, 39/SC, 50/SC		Datum ; 04/SC
3/ Picket Fences	Datum ; 07/SC, 20/SC		
4/I Walked down to the street	Datum ; 32/WK	Datum ; 22/WK, 27/WK, 28/WK	
5/Her	Datum ; 08/HER, 09/HER, 13/HER, 16/HER, 19/HER,	Datum ; 35/HER, 42/HER	

	20/HER, 24/HER, 27/HER		
6/ Silent Night	Datum ; 16/SN, 25/SN, 31/SN, 34/SN, 39/SN, 44/SN, 45/SN, 47/SN	Datum ; 02/SN, 10/SN	Datum ; 17/SN
Total	25 datum (71,42%)	8 datum (22,85%)	1 datum

d. Compound-Complex Sentences

No/Title	Acceptable	Less Acceptable	unacceptable
1/ Black Out	Datum ; 44/BO	Datum ; 32/BO	
2/ Scars and the new neighbor	Datum ; 22/SC,		
3/ Picket Fences	Datum ; 65/PC	Datum ; 18/PC	
4/I Walked dawn to the street			Datum ; 34/SC
5/Her		Datum ; 25/HER, 31/HER	
6/ Silent Night	Datum ; 09/SN, 13/SN, 22/SN, 29/SN, 33/SN, 35/SN	Datum ; 19/SN	
Total	9 datum (60%)	5 datum (33,33%)	1 datum (6,66%)

According to the table above, it is clearly shown the distribution of the acceptability for each title and each kind of the sentence. In the first kind of sentence

(simple sentence), there are 185 data, 85,84% data are acceptable, 12,97% data are less acceptable, and 1,08% data are unacceptable translation. Then for compound sentence, there are 97 data, 85,56% data are acceptable, 13,4% are less acceptable, and 1,03% data are unacceptable translation. Next, for complex sentence, there are 35 data, 71,42% data are acceptable, 22,85% data are less acceptable, and 5,71% data are unacceptable translation. The last is compound complex sentence, there are 15 data, 60% data are acceptable, 33,33% data are less acceptable and 6,66% data are unacceptable translation. From the description above, it can be seen that the most of the data are acceptable.

C. Discussion

Based on the analysis of data, then the researcher makes the conclusion whether the translation of TTA Class 7B is good quality or not. The translation is good quality in accuracy if the accurate data is more than less accurate data and inaccurate data. The translation is mid quality in accuracy if the less accurate data is more than accurate data and inaccurate data. The translation is bad quality in accuracy if the inaccurate data is more than accurate data and less accurate data.

The translation is good quality in acceptability if the acceptable data is more than less acceptable and unacceptable data. The translation is mid quality in acceptability if the less acceptable data is more than acceptable data and unacceptable data. The translation is bad quality in acceptability if the unacceptable data is more than acceptable data and less acceptable data.

1. The Accuracy of the Translation

From the analysis of the questionnaire distributed to the raters, the researcher found that most of the translation are accurate. The accuracy of the translation is defined specifically by the correct transfer of the message of the source text. In addition, a translated text must be clearly understood and does not need any rewriting. The average score of accuracy of all title and all kind of sentence is 60,86% accurate, 32,09% data is less accurate translation and 7,15% data is inaccurate translation. It means that the most of the data translated accurately.

Based on the datum, the most accurate data is simple sentence. From 184 data of simple sentence, there are 95 accurate translation, 73 data are less accurate translation, and 16 data are inaccurate translation. It is means that the most of simple sentence data is translated accurately. The second range is compound sentence data, from 96 data of compound sentence, there are 58 data accurately, 34 data are less accurate and 4 data are inaccurate translation. It is means that the most of compound sentence data is translated accurately. The third is complex sentence, from total 35 data of complex sentence, there are 18 data translated accurately, 14 data is less accurate translation, and 3 data is inaccurate translation. It is means that the most of the compound sentence data is translated accurately. The last is compound-complex sentence data, from total 15 data, there are 12 data translated accurately, 2 data is less accurate, and 1 data is inaccurate translation. It is also means that the most of the compound-complex sentence data is translated accurately.

Based on the percentage of the datum, the most accurate data is compound complex sentence, from total 15 datum (100%), there are 80% data translated accurately, 13,3% data is less accurate and 6,64 data is inaccurate translation. The

second range is compound sentence data, from total 96 data (100%) there are 60,41% data translated accurately, 34,41% data is less accurate, and 4,16% data is inaccurate. the third is simple sentence data, from total 184 data (100%), there are 51,63% data translated accurately, 39,67% data is less accurate translation and 8,69% data is inaccurate translation. the last is complex sentence data, from total 35 data (100%) there are 51,42% is accurate, 40% data is less accurate, and 8,58% data is inaccurate.

From the result above, it can be concluded that student's translation quality at average is good for all types of sentences based on the number of data and also based on the percentage of the data. This proves that the difficulty of the sentence does not effect the quality of the translation.

Although most of the data (60,86 %) are accurate translation, it cannot be inferred that the translation's quality of student in Translation Text Analysis is high-quality. The reason is because there are still many data that are less accurate if it is seen from the transfer of the source text content. Moreover, although in the smallest number, there are data that are classified as inaccurate translation because the raters consider there is message distortion in those data.

Each rater has his own consideration in giving score to each of the data, but the researcher has set the scoring system to rate the accuracy level of the translation. Thus, the average score given by the raters can be used as a pointer for the accuracy level. In general, the translation's quality of the student is relatively good.

2. The Acceptability of the Translation

Based on the analysis of the questionnaire distributed to the reader, the researcher found out that the most of the translation are considered as acceptable translation. The acceptability of the translation is defined by the whether the translation has natural form of target text. In addition, acceptability of the translation is also measured from the use of unfamiliar term and sentence pattern. The average score of acceptable of all title and all kind of sentence is 60,84% acceptable, 35,41% data is less acceptable translation and 7,15% data is unacceptable translation. It means that the most of the data translated acceptable.

Based on the number of the data, the most acceptable data is simple sentence. From 184 data of simple sentence, there are 159 acceptable translation, 24 data are less acceptable translation, and 2 data are unacceptable translation. It is means that the most of simple sentence data is translated acceptable. The second range is compound sentence data, from 96 data of compound sentence, there are 83 data acceptable, 13 data are less acceptable and 1 data are unacceptable translation. It is means that the most of compound sentence data is translated acceptable. The third is complex sentence, from total 35 data of complex sentence, there are 25 data translated acceptable, 8 data is less acceptable translation, and 2 data is unacceptable translation. It is means that the most of the compound sentence data is translated accurately. The last is compound-complex sentence data, from total 15 data, there are 9 data translated acceptable, 5 data is less acceptable, and 1 data is unacceptable translation. It is also means that the most of the compound-complex sentence data is translated accurately.

Based on the percentage of the datum, the most acceptable data is simple sentence, from total 184 datum (100%), there are 85,94% data acceptable, 12,97% data is less acceptable and 1,08% data is unacceptable translation. The second range is compound sentence data, from total 96 data (100%) there are 85,56% data acceptable, 13,4% data is less acceptable, and 1,03% data is unacceptable. The third is complex sentence data, from total 35 data (100%), there are 71,42% data acceptable, 22,85% data is less acceptable translation and 5,71% data is unacceptable translation. the last is compound-complex sentence data, from total 15 data (100%) there are 60% is acceptable, 33,33% data is less acceptable, and 6,66% data is unacceptable.

From the result above, it can be concluded that student's translation quality at average is good for all types of sentences based on the number of data and also based on the percentage of the data. This proves that the difficulty of the sentence does not effect the quality of the translation.

Although most of the data (60,84 %) are acceptable translation, it cannot be inferred that the translation's quality of student in Translation Text Analysis is high-quality. The reason is because there are still many data that are less acceptable if it is seen from the transfer of the source text content. Moreover, although in the smallest number, there are data that are classified as unacceptable translation because the raters consider there is message distortion in those data.

Each rater has his own consideration in giving score to each of the data, but the researcher has set the scoring system to rate the acceptability level of the translation.

Thus, the average score given by the raters can be used as a pointer for the acceptable level. In general, the translation's quality of the student is relatively good.

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

Based on the result of the analysis the conclusion of the research can be drawn as follows:

1. The analysis of accuracy shows that most of translation is accurate. It can be shown as follows:
 - a. The average score of accuracy of all title and all kind of sentence is 60,86% accurate, 32,09% data is less accurate translation and 7,15% data is inaccurate translation
 - b. Based on the datum, the most accurate data is simple sentence. From 184 data of simple sentence, there are 95 accurate translation, 73 data are less accurate translation and 16 data are inaccurate translation.
 - c. Based on the percentage of the datum, the most accurate data is compound complex sentence, from total 15 datum (100%), there are 80% data translated accurately, 13,3% data is less accurate and 6,64% data is inaccurate translation.
2. The analysis of acceptability shows that most of translation is acceptable. It can be shown as follows:
 - a. The average score of acceptable off all title and all kind of sentence is 60,84% acceptable, 35,41% data is less acceptable and 7,15% data is unacceptable translation.

- b. Based on the number of the data, the most acceptable data is simple sentence. From 184 data of simple sentence, there are 159 acceptable translation, 24 data are less acceptable translation, and 2 data are unacceptable translation.
- c. Based on the percentage of the datum, the most acceptable data is simple sentence, from total 184 datum (100%), there are 85,94% data acceptable, 12,97% data is less acceptable and 1,08% data is unacceptable.

From the result above can be draw conclusion that the most of the translation by the student in Translation Text Analysis Class are accurate and acceptable translation. However there are some text or sentence that translated less accurate and less acceptable.

B. Recommendation

After drawing conclusion for the research, the researcher would like to give some recommendation to the translator, the student and other researchers.

1. For the translator

In translating the text, the translator may modify or change the sentence structure, word order or point of view in order to convey the message. Knowing the context of BSu and the culture of BSa is a badly needed in order to produce quality and acceptable translation that is easy to understand by the target readers.

2. For the students and lecturers

The lecturers may lead the theory related with the translation in the lecture. Therefore, the student will have basic understanding especially related with the translation quality assessment, theory of translation, types of translation,

strategy to translate and so on. Moreover, they can use this research as a reference to conduct a further research related to this study.

3. For the other researcher

The researcher suggest other researcher to analyze the other aspect of the translation from student's work. For example, the strategy, the type, or the readability of translation.

BIBLIOGRAPHY

Anam Sutopo and Dwi Candaningrum. (2001). *Translation*. Muhammadiyah University Press: Surakarta.

Bel., Roger T. (1991). *Translation and Translating: Theory and Practice*. Longman Inc: United States of America.

Brewton, John.(1962). *Using Good English X*. Baidlaw Brother Publisher: Georgia.

Cadford, C.J. (1974). *A Linguistic Theory of Translation*. Oxford University Press. London.

Fata, Maherul Edy. (2009). “*An Analysis of Strategies and Translation Quality Assessment of The Book Entitled ‘Let’s Joke and Enrich Your Vocabulary’ Into Bahasa Indonesia*”. Thesis. English Department Faculty of Letters and Fine Arts Sebelas Maret University Surakarta.

Jamal, Al-Qinai. (2000). “*Translation Quality Assessment. Strategies, Parametres and Procedures*.” *Jurnal Meta*, Vol. 45, No.3, Hal. 497-519.

Kamil, A.G. (1991). *Teknik Membaca Teks Book dan Penerjemahan*. Kanisiun: Yogyakarta.

Larson, Mildred. L. (1984). *Meaning-Based Translation : A Guide to Cross Language Equivalence*. University Press of America : USA.

Lincoln, S. Yvonna. (1984). *Hand Book of Qualitative Research Norman K. Dezin*. Sage Publication: London.

Nababan, M. Rudolf. (1997). *Aspek Teori Penerjemahan dan Pengalihanbahasaan*:Surakarta.

Nababan, Nuraeni & Sumardiono. (2009). *“Pengembangan Model Penilaian Kualitas Terjemahan”* Laporan Penelitian Hibah Kompetensi. Surakarta: Universitas Sebelas Maret

Nababan, Nuraeni & Sumardiono. (2010). *“Pengembangan Model Penilaian Kualitas Terjemahan”* Laporan Penelitian Hibah Kompetensi. Surakarta: Universitas Sebelas Maret.

Nida, Eugene. A and Taber, Charles R. (1974). *The Theory and Practice of Translation*. Pheosomechanical Reprint-E.J. Brill: Leiden.

Suharsimi, Arikunto. (1997). *Prosedur Penelitian Suatu Pendekatan Praktek*. Rineka Cipta: Jakarta.

APPENDIX

Daftar Penilaian Keakuratan

Dengan menggunakan label kriteria keakuratan dibawah ini, responden diminta untuk mengisi nilai berdasarkan kriteria yang memenuhi pada teks terjemahan.

Kategori Terjemahan	Skor	Parameter Kualitatif
Akurat	3	Makna kata, istilah teknis, frasa, klausa, kalimat atau teks bahasa sumber dialihkan secara akurat ke dalam bahasa sasaran; sama sekali tidak terjadi distorsi makna
Kurang Akurat	2	Sebagian besar makna kata, istilah teknis, frasa, klausa, kalimat atau teks bahasa sumber sudah dialihkan secara akurat ke dalam bahasa sasaran. Namun, masih terdapat distorsi makna atau terjemahan makna ganda (taksa) atau ada makna yang dihilangkan, yang mengganggu keutuhan pesan.
Tidak Akurat	1	Makna kata, istilah teknis, frasa, klausa, kalimat atau teks bahasa sumber dialihkan secara tidak akurat ke dalam bahasa sasaran atau dihilangkan (deleted)

Daftar Penilaian Keberterimaan

Dengan menggunakan label kriteria keberterimaan dibawah ini, informan diminta untuk mengisi nilai berdasarkan kriteria yang memenuhi pada teks terjemahan.

Kategori Terjemahan	Skor	Parameter Kualitatif
Berterima	3	Terjemahan terasa alamiah; istilah teknis yang digunakan lazim digunakan dan akrab bagi pembaca; fasa, klausa, dan kalimat yang digunakan sudah sesuai dengan kaidah-kaidah bahasa Indonesia
Kurang Berterima	2	Pada umumnya terjemahan sudah terasa alamiah; namun ada sedikit masalah pada penggunaan istilah teknis atau terjadi sedikit kesalahan gramatikal
Tidak Berterima	1	Terjemahan tidak alamiah atau terasa seperti karya terjemahan; istilah teknis yang digunakan tidak lazim digunakan dan tidak akrab bagi pembaca; frasa, klausa dan kalimat yang digunakan tidak sesuai dengan kaidah-kaidah bahasa Indonesia.

Tabel teks keakuratan

Judul : Black Out

Penilai : Respondent 1

No.	ST	TT	Score
1.	“Hey, Pearl, Throw it to me!” I called	“Hai, Pearl, Lemparkan padaku! Kataku.	3
2.	Then a ball came towards at my face, I still caught it though.	Kemudian sebuah bola mengarah ke wajahku, tapi aku bisa menangkapnya.	3
3.	“Hey! Not at my face!” Pearl giggled and I tossed it to Krystal	“Hey! Bukan kewajahku!” Pearl tertawa mengejek dan aku melempar bolanya ke Kristal.	3
4.	Unfortunately I threw it so hard that I knocked her over and she fell into the water.	Sayangnya aku melempar terlalu kencang sehingga dia jatuh ke air.	3
5.	“HEY!” Krystal exclaimed. She climbed out of the water and threw it to Emerald.	“HEI!” Krystal menjerit. Dia naik ke permukaan air dan melempar bolanya kepada Emerald.	3
6.	I knew she was going to throw it to me so I got out of the way and it dropped in the water.	Aku tahu dia akan melempar bolanya kepadaku jadi aku punya ide untuk masuk ke air	2
7.	Then I called “Let’s be done.”	Kemudian ku bilang “Permainan selesai”	3
8.	They all agreed and we went inside.	Mereka semua setuju dan kita masuk.	3
9.	As we walked in I called over my shoulder “Who wants lemonade!”	Selama kita berjalan aku menoleh dan berkata “Siapa mau lemon!”	3
10.	“ME!” “ME!” “ME!” All my friends called and I went to the fridge to the jug of lemonade.	“Aku!” “Aku!” “Aku!” kata semua temanku dan aku berjalan ke lemari es mengambil seteko lemon	3
11.	I brought it to the table and they helped themselves to as much lemonade	Aku membawanya ke meja dan mereka mengambil lemonnya sendiri.	2
12.	Then Krystal exclaimed “I’m still wet!” I let out a sigh.	Kemudian Krystal berteriak “Aku masih basah!” Aku	2

		menghela nafas panjang.	
13.	Sometimes Krystal acted like a 2 year old	-	0
14.	I led her to my room and gave her some clothes to change into.	Aku mengajaknya ke kamarku dan memberikan beberapa pakaian ganti.	2
15.	*Krystal's point of view*	*Sudut Pandang Krystal*	2
16.	I walked into the bathroom to change and when I took off my clothes I saw strange tattoos covering my back.	Aku berganti di kamar mandi dan ketika aku melepas bajuku, aku melihat tato aneh yang menutupi punggungku.	2
17.	I held back a scream	aku ketakutan untuk menoleh kebelakang.	3
18.	I quickly put the clothes on the Dawn gave me.	Dengan cepat aku mengambil baju pemberian Dawn.	2
19.	Then went back to the table	Lalu aku kembali kemejaku	3
20.	I drank my lemonade quietly and then Emerrald realized that I wasn't talking and I am always the most talkative person in our little friend circle	Aku minum lemon dengan tenang hingga Emerald menyadari bahwa aku tak banyak bicara, padahal aku adlah orang yang cerewet ketika masih kecil.	3
21.	Then she asked me "What's wrong Krystal?"	Lalu dia bertanya padaku "Apa yang salah Krystal?"	3
22.	"Nothing." I said quietly.	"Tidak ada." Jawabku tenang	3
23.	"I'm serious Krystal, Tell me what's wrong."	"Aku serius Krystal, katakan ada apa?"	2
24.	I lifted up my shirt and I saw them gasp.	aku mengakat bajuku dan aku melihat mereka menghela nafas.	2
25.	I cringed and got ready to run.	Aku menghindar dan siap berlari.	2
26.	Then Dawn came up to me and looked at them more closely.	Kemudian Dawn menghampiriku ddan melihat mereka lebih dekat.	2
27.	I heard her mutter to herself and hen vanished.	Aku mendengar suara hatinya sekilas.	1
28.	*Dawn's point of view*	*Sudut Pandang Dawn*	

29.	As Krystal lifted up her shirt I gasped.	Sementara Krystal mengangkat bajunya aku menghela nafas.	2
30.	I saw real pretty tattoos covering her back.	Aku melihat tato yang cantik yang menutupi punggungnya.	3
31.	I walked up closer to her and looked at them more closely.	Aku berjalan mendekatinya dan melihatnya lebih dekat.	3
32.	I muttered to myself and then went to my room to find a book.	Aku mengerutu pada diriku sendiri dan kemudian pergi keruanganku untuk mencari buku.	2
33.	I went through all of my books and when I found the one I was looking for I grabbed it and quickly went back to the table where Krystal was sitting down again obviously feeling better because she was talking away	Aku mencari buku diantara buku-buku yang sudah ku punya dan ketika aku menemukan buku yang aku cari, aku langsung mengambilnya dan dengan cepat aku kembali ke meja dimana Krystal kembali duduk yang seyogyanya merasa lebih baik karena dia berbicara tak henti-hentinya.	3
34.	I set the book down so that it made a small boom and that got their attention.	Aku meletakkan bukunya ke bawah sehingga membuat sebuah dentuman kecil sehingga mendapatkan perhatian mereka.	2
35.	I opened the book up to the page and began reading aloud.	Aku membuka buku per halaman dan mulai membacanya dengan keras.	3
36.	“Sometimes when there are 3 or	“Terkadang ketika ada tiga	2

	more people born on the same day, same time, and on a full moon on there 16 th birthday they start showing signs. “	orang atau lebih lahir di hari yang sama, waktu yang sama, dan di bulan purnama pada tanggal 16, mereka mulai menunjukkan pertanda.”	
37.	I finished and we all looked at each other. We all started talking all at once then my mom came and raised her voice “Quiet!”	Aku selesai dan kita semua saling melihat satu sama lain. Kita semua mulai membicarakan semuanya pada saat itu juga, kemudian ibuku datang dan meninggikan suaranya “DIAM!”	2
38.	We all stopped talking at once and then when she could be heard she said “What on earth is going on in here?”	kita semua diam pada saat itu dan kemudian ketika dia didengarkan dia berkata “Apa yang terjadi di sini?”	2
39.	We all looked at each other and realized that we shouldn’t tell anyone so I spoke up “Nothing.”	kita semua melihat satu sama lain dan menyadari bahwa seharusnya kita tidak menceritakan semuanya pada orang lain, lalu aku berkata “Tidak ada apa-apa.”	3
40.	“Okey.” She turned away but before she went upstairs I asked her” Was it a full moon when I was born?”	“Okey.” Dia pergi, tapi sebelum dia naik tangga Aku bertanya padanya, “Apa aku lahir di saat bulan purnama?”	3
41.	“Yes.” She answered “In fact all of you were born on the same day.” We all glanced at each other and she continued up the stairs.	“Ya,” jawabnya, “kenyataannya kalian semua lahir di hari yang sama.” Kita semua saling memandang dan dia melanjutkan naik tangga	3

		untuk keatas.	
42.	We finished reading the book and we knew that we were mermaids.	Kita menyelesaikan membaca buku dan kita tahu bahwa kita adalah putri duyung.	3
43.	Well, we are 16 so.... Yeah.	Yah.. kita sama-sama berumur 16 tahun.	3
44.	Then when Krystal's clothes were done drying she changed and my mom came down the stairs, "Dinner Time,"	Kemudian ketika baju Krystal kering, dia menggantinya dan ibuku turun dan berkata "Waktunya makan malam"	3

Judul : Black Out

Diisi oleh : Respondent 2

No.	ST	TT	Score
1.	“Hey, Pearl, Throw it to me!” I called	“Hai, Pearl, Lemparkan padaku! Kataku.	3
2.	Then a ball came towards at my face, I still caught it though.	Kemudian sebuah bola mengarah ke wajahku, tapi aku bisa menangkapnya.	3
3.	“Hey! Not at my face!” Pearl giggled and I tossed it to Krystal	“Hey! Bukan kewajahku!” Pearl tertawa mengejek dan aku melempar bolanya ke Krystal.	3
4.	Unfortunately I threw it so hard that I knocked her over and she fell into the water.	Sayangnya aku melempar terlalu kencang sehingga dia jatuh ke air.	3
5.	“HEY!” Krystal exclaimed. She climbed out of the water and threw it to Emerald.	“HEI!” Krystal menjerit. Dia naik ke permukaan air dan melempar bolanya kepada Emerald.	3
6.	I knew she was going to throw it to me so I got out of the way and it dropped in the water.	Aku tahu dia akan melempar bolanya kepadaku jadi aku punya ide untuk masuk ke air	2
7.	Then I called “Let’s be done.”	Kemudian ku bilang “Permainan selesai”	3
8.	They all agreed and we went inside.	Mereka semua setuju dan kita masuk.	3
9.	As we walked in I called over my shoulder “Who wants lemonade!”	Selama kita berjalan aku menoleh dan berkata “Siapa mau lemon!”	3
10.	“ME!” “ME!” “ME!” All my friends called and I went to the fridge to the jug of lemonade.	“Aku!” “Aku!” “Aku!” kata semua temanku dan aku berjalan ke lemari es mengambil seteko lemon	3
11.	I brought it to the table and they helped themselves to as much lemonade	Aku membawanya ke meja dan mereka mengambil lemonnya sendiri.	2
12.	Then Krystal exclaimed “I’m still wet!” I let out a sigh.	Kemudian Krystal berteriak “Aku masih basah!” Aku menghela nafas panjang.	2
13.	Sometimes Krystal acted like a 2 year old	-	0
14.	I led her to my room and gave her	Aku mengajaknya ke	2

	some clothes to change into.	kamarku dan memberikan beberapa pakaian ganti.	
15.	*Krystal's point of view*	*Sudut Pandang Krystal*	2
16.	I walked into the bathroom to change and when I took off my clothes I saw strange tattoos covering my back.	Aku berganti di kamar mandi dan ketika aku melepas bajuku, aku melihat tato aneh yang menutupi punggungku.	3
17.	I held back a scream	aku ketakutan untuk menoleh kebelakang.	1
18.	I quickly put the clothes on the Dawn gave me.	Dengan cepat aku mengambil baju pemberian Dawn.	2
19.	Then went back to the table	Lalu aku kembali ke mejaku	2
20.	I drank my lemonade quietly and then Emerald realized that I wasn't talking and I am always the most talkative person in our little friend circle	Aku minum lemon dengan tenang hingga Emerald menyadari bahwa aku tak banyak bicara, padahal aku adalah orang yang cerewet ketika masih kecil.	3
21.	Then she asked me "What's wrong Krystal?"	Lalu dia bertanya padaku "Apa yang salah Krystal?"	3
22.	"Nothing." I said quietly.	"Tidak ada." Jawabku tenang	3
23.	"I'm serious Krystal, Tell me what's wrong."	"Aku serius Krystal, katakan ada apa?"	3
24.	I lifted up my shirt and I saw them gasp.	aku mengakat bajuku dan aku melihat mereka menghela nafas.	3
25.	I cringed and got ready to run.	Aku menghindar dan siap berlari.	2
26.	Then Dawn came up to me and looked at them more closely.	Kemudian Dawn menghampiriku dan melihat mereka lebih dekat.	2
27.	I heard her mutter to herself and then vanished.	Aku mendengar suara hatinya sekilas.	1

28.	*Dawn's point of view*	*Sudut Pandang Dawn*	
29.	As Krystal lifted up her shirt I gasped.	Sementara Krystal	1

		mengangkat bajunya aku menghela nafas.	
30.	I saw real pretty tattoos covering her back.	Aku melihat tato yang cantik yang menutupi punggungnya.	3
31.	I walked up closer to her and looked at them more closely.	Aku berjalan mendekatnya dan melihatnya lebih dekat.	3
32.	I muttered to myself and then went to my room to find a book.	Aku mengerutu pada diriku sendiri dan kemudian pergi keruanganku untuk mencari buku.	3
33.	I went through all of my books and when I found the one I was looking for I grabbed it and quickly went back to the table where Krystal was sitting down again obviously feeling better because she was talking away	Aku mencari buku diantara buku-buku yang sudah ku punya dan ketika aku menemukan buku yang aku cari, aku langsung mengambilnya dan dengan cepat aku kembali ke meja dimana Krystal kembali duduk yang seyogyanya merasa lebih baik karena dia berbicara tak henti-hentinya.	2
34.	I set the book down so that it made a small boom and that got their attention.	Aku meletakkan bukunya ke bawah sehingga membuat sebuah dentuman kecil sehingga mendapatkan perhatian mereka.	3
35.	I opened the book up to the page and began reading aloud.	Aku membuka buku per halaman dan mulai membacanya dengan keras.	3
36.	“Sometimes when there are 3 or	“Terkadang ketika ada tiga	3

	more people born on the same day, same time, and on a full moon on there 16 th birthday they start showing signs. “	orang atau lebih lahir di hari yang sama, waktu yang sama, dan di bulan purnama pada tanggal 16, mereka mulai menunjukkan pertanda.”	
37.	I finished and we all looked at each other. We all started talking all at once then my mom came and raised her voice “Quiet!”	Aku selesai dan kita semua saling melihat satu sama lain. Kita semua mulai membicarakan semuanya pada saat itu juga, kemudian ibuku datang dan meninggikan suaranya “DIAM!”	2
38.	We all stopped talking at once and then when she could be heard she said “What on earth is going on in here?”	kita semua diam pada saat itu dan kemudian ketika dia didengarkan dia berkata “Apa yang terjadi di sini?”	2
39.	We all looked at each other and realized that we shouldn’t tell anyone so I spoke up “Nothing.”	kita semua melihat satu sama lain dan menyadari bahwa seharusnya kita tidak menceritakan semuanya pada orang lain, lalu aku berkata “Tidak ada apa-apa.”	3
40.	“Okey.” She turned away but before she went upstairs I asked her” Was it a full moon when I was born?”	“Okey.” Dia pergi, tapi sebelum dia naik tangga Aku bertanya padanya, “Apa aku lahir di saat bulan purnama?”	3
41.	“Yes.” She answered “In fact all of you were born on the same day.” We all glanced at each other and she continued up the stairs.	“Ya,” jawabnya, “kenyataannya kalian semua lahir di hari yang sama.” Kita semua saling memandang dan	3

		dia melanjutkan naik tangga untuk keatas.	
42.	We finished reading the book and we knew that we were mermaids.	Kita menyelesaikan membaca buku dan kita tahu bahwa kita adalah putri duyung.	3
43.	Well, we are 16 so.... Yeah.	Yah.. kita sama-sama berumur 16 tahun.	3
44.	Then when Krystal's clothes were done drying she changed and my mom came down the stairs, "Dinner Time,"	Kemudian ketika baju Krystal kering, dia menggantinya dan ibunya turun dan berkata "Waktunya makan malam"	3

Tabel teks Keberterimaan

Judul : Black Out

Diisi oleh : Informan 1

No.	ST	TT	Score
1.	“Hey, Pearl, Throw it to me!” I called	“Hai, Pearl, Lemparkan padaku! Kataku.	3
2.	Then a ball came towards at my face, I still caught it though.	Kemudian sebuah bola mengarah ke wajahku, tapi aku bisa menangkapnya.	3
3.	“Hey! Not at my face!” Pearl giggled and I tossed it to Krystal	“Hey! Bukan kewajahku!” Pearl tertawa mengejek dan aku melempar bolanya ke Kristal.	3
4.	Unfortunately I threw it so hard that I knocked her over and she fell into the water.	Sayangnya aku melempar terlalu kencang sehingga dia jatuh ke air.	3
5.	“HEY!” Krystal exclaimed. She climbed out of the water and threw it to Emerald.	“HEI!” Krystal menjerit. Dia naik ke permukaan air dan melempar bolanya kepada Emerald.	3
6.	I knew she was going to throw it to me so I got out of the way and it dropped in the water.	Aku tahu dia akan melempar bolanya kepadaku jadi aku punya ide untuk masuk ke air	2
7.	Then I called “Let’s be done.”	Kemudian ku bilang “Permainan selesai”	3
8.	They all agreed and we went inside.	Mereka semua setuju dan kita masuk.	3
9.	As we walked in I called over my shoulder “Who wants lemonade!”	Selama kita berjalan aku menoleh dan berkata “Siapa mau lemon!”	3
10.	“ME!” “ME!” “ME!” All my friends called and I went to the fridge to the jug of lemonade.	“Aku!” “Aku!” “Aku!” kata semua temanku dan aku berjalan ke lemari es mengambil seteko lemon	3
11.	I brought it to the table and they helped themselves to as much lemonade	Aku membawanya ke meja dan mereka mengambil lemonnya sendiri.	2
12.	Then Krystal exclaimed “I’m still wet!” I let out a sigh.	Kemudian Krystal berteriak “Aku masih basah!” Aku menghela nafas panjang.	2
13.	Sometimes Krystal acted like a 2 year old	-	0
14.	I led her to my room and gave	Aku mengajaknya ke kamarku	2

	her some clothes to change into.	dan memberikan beberapa pakaian ganti.	
15.	*Krystal's point of view*	*Sudut Pandang Krystal*	2
16.	I walked into the bathroom to change and when I took off my clothes I saw strange tattoos covering my back.	Aku berganti di kamar mandi dan ketika aku melepas bajuku, aku melihat tato aneh yang menutupi punggungku.	2
17.	I held back a scream	aku ketakutan untuk menoleh kebelakang.	3
18.	I quickly put the clothes on the Dawn gave me.	Dengan cepat aku mengambil baju pemberian Dawn.	2
19.	Then went back to the table	Lalu aku kembali ke mejaku	3
20.	I drank my lemonade quietly and then Emerrald realized that I wasn't talking and I am always the most talkative person in our little friend circle	Aku minum lemon dengan tenang hingga Emerald menyadari bahwa aku tak banyak bicara, padahal aku adlah orang yang cerewet ketika masih kecil.	3
21.	Then she asked me "What's wrong Krystal?"	Lalu dia bertanya padaku "Apa yang salah Krystal?"	3
22.	"Nothing." I said quietly.	"Tidak ada." Jawabku tenang	3
23.	"I'm serious Krystal, Tell me what's wrong."	"Aku serius Krystal, katakan ada apa?"	2
24.	I lifted up my shirt and I saw them gasp.	aku mengakat bajuku dan aku melihat mereka menghela nafas.	2
25.	I cringed and got ready to run.	Aku menghindar dan siap berlari.	2
26.	Then Dawn came up to me and looked at them more closely.	Kemudian Dawn menghampiriku dan melihat mereka lebih dekat.	2
27.	I heard her mutter to herself and then vanished.	Aku mendengar suara hatinya sekilas.	1

28.	*Dawn's point of view*	*Sudut Pandang Dawn*	
29.	As Krystal lifted up her shirt I gasped.	Sementara Krystal mengangkat bajunya aku menghela nafas.	2
30.	I saw real pretty tattoos covering her back.	Aku melihat tato yang cantik yang menutupi punggungnya.	3

31.	I walked up closer to her and looked at them more closely.	Aku berjalan mendekatinya dan melihatnya lebih dekat.	3
32.	I muttered to myself and then went to my room to find a book.	Aku mengerutu pada diriku sendiri dan kemudian pergi keruanganku untuk mencari buku.	2
33.	I went through all of my books and when I found the one I was looking for I grabbed it and quickly went back to the table where Krystal was sitting down again obviously feeling better because she was talking away	Aku mencari buku diantara buku-buku yang sudah ku punya dan ketika aku menemukan buku yang aku cari, aku langsung mengambilnya dan dengan cepat aku kembali ke meja dimana Krystal kembali duduk yang seyogyanya merasa lebih baik karena dia berbicara tak henti-hentinya.	3
34.	I set the book down so that it made a small boom and that got their attention.	Aku meletakkan bukunya ke bawah sehingga membuat sebuah dentuman kecil sehingga mendapatkan perhatian mereka.	2
35.	I opened the book up to the page and began reading aloud.	Aku membuka buku per halaman dan mulai membacanya dengan keras.	3
36.	“Sometimes when there are 3 or more people born on the same day, same time, and on a full moon on there 16 th birthday they start showing signs. “	“Terkadang ketika ada tiga orang atau lebih lahir di hari yang sama, waktu yang sama, dan di bulan purnama pada tanggal 16, mereka mulai menunjukkan pertanda.”	2
37.	I finished and we all looked at each other. We all started talking all at once then my mom came and raised her voice “Quiet!”	Aku selesai dan kita semua saling melihat satu sama lain. Kita semua mulai membicarakan semuanya pada saat itu juga,	2

		kemudian ibunya datang dan meninggikan suaranya “DIAM!”	
38.	We all stopped talking at once and then when she could be heard she said “What on earth is going on in here?”	kita semua diam pada saat itu dan kemudian ketika dia didengarkan dia berkata “Apa yang terjadi di sini?”	2
39.	We all looked at each other and realized that we shouldn’t tell anyone so I spoke up “Nothing.”	kita semua melihat satu sama lain dan menyadari bahwa seharusnya kita tidak menceritakan semuanya pada orang lain, lalu aku berkata “Tidak ada apa-apa.”	3
40.	“Okey.” She turned away but before she went upstairs I asked her” Was it a full moon when I was born?”	“Okey.” Dia pergi, tapi sebelum dia naik tangga Aku bertanya padanya, “Apa aku lahir di saat bulan purnama?”	3
41.	“Yes.” She answered “In fact all of you were born on the same day.” We all glanced at each other and she continued up the stairs.	“Ya,” jawabnya, “kenyataannya kalian semua lahir di hari yang sama.” Kita semua saling memandang dan dia melanjutkan naik tangga untuk keatas.	3
42.	We finished reading the book and we knew that we were mermaids.	Kita menyelesaikan membaca buku dan kita tahu bahwa kita adalah putri duyung.	3
43.	Well, we are 16 so.... Yeah.	Yah.. kita sama-sama berumur 16 tahun.	3
44.	Then when Krystal’s clothes were done drying she changed and my mom came down the stairs, “Dinner Time,”	Kemudian ketika baju Krystal kering, dia menggantinya dan ibunya turun dan berkata “Waktunya makan malam”	3

Judul : Black Out

Disi oleh : Informan 2

No.	ST	TT	Score
1.	“Hey, Pearl, Throw it to me!” I called	“Hai, Pearl, Lemparkan padaku! Kataku.	3
2.	Then a ball came towards at my face, I still caught it though.	Kemudian sebuah bola mengarah ke wajahku, tapi aku bisa menangkapnya.	3
3.	“Hey! Not at my face!” Pearl giggled and I tossed it to Krystal	“Hey! Bukan kewajahku!” Pearl tertawa mengejek dan aku melempar bolanya ke Krystal.	3
4.	Unfortunately I threw it so hard that I knocked her over and she fell into the water.	Sayangnya aku melempar terlalu kencang sehingga dia jatuh ke air.	3
5.	“HEY!” Krystal exclaimed. She climbed out of the water and threw it to Emerald.	“HEI!” Krystal menjerit. Dia naik ke permukaan air dan melempar bolanya kepada Emerald.	3
6.	I knew she was going to throw it to me so I got out of the way and it dropped in the water.	Aku tahu dia akan melempar bolanya kepadaku jadi aku punya ide untuk masuk ke air	2
7.	Then I called “Let’s be done.”	Kemudian ku bilang “Permainan selesai”	3
8.	They all agreed and we went inside.	Mereka semua setuju dan kita masuk.	3
9.	As we walked in I called over my shoulder “Who wants lemonade!”	Selama kita berjalan aku menoleh dan berkata “Siapa mau lemon!”	3
10.	“ME!” “ME!” “ME!” All my friends called and I went to the fridge to the jug of lemonade.	“Aku!” “Aku!” “Aku!” kata semua temanku dan aku berjalan ke lemari es mengambil seteko lemon	3
11.	I brought it to the table and they helped themselves to as much lemonade	Aku membawanya ke meja dan mereka mengambil lemonnya sendiri.	2
12.	Then Krystal exclaimed “I’m still wet!” I let out a sigh.	Kemudian Krystal berteriak “Aku masih basah!” Aku menghela nafas panjang.	2
13.	Sometimes Krystal acted like a 2 year old	-	0
14.	I led her to my room and gave	Aku mengajaknya ke	2

	her some clothes to change into.	kamarku dan memberikan beberapa pakaian ganti.	
15.	*Krystal's point of view*	*Sudut Pandang Krystal*	2
16.	I walked into the bathroom to change and when I took off my clothes I saw strange tattoos covering my back.	Aku berganti di kamar mandi dan ketika aku melepas bajuku, aku melihat tato aneh yang menutupi punggungku.	2
17.	I held back a scream	aku ketakutan untuk menoleh kebelakang.	1
18.	I quickly put the clothes on the Dawn gave me.	Dengan cepat aku mengambil baju pemberian Dawn.	2
19.	Then went back to the table	Lalu aku kembali ke mejaku	3
20.	I drank my lemonade quietly and then Emerrald realized that I wasn't talking and I am always the most talkative person in our little friend circle	Aku minum lemon dengan tenang hingga Emerald menyadari bahwa aku tak banyak bicara, padahal aku adlah orang yang cerewet ketika masih kecil.	2
21.	Then she asked me "What's wrong Krystal?"	Lalu dia bertanya padaku "Apa yang salah Krystal?"	3
22.	"Nothing." I said quietly.	"Tidak ada." Jawabku tenang	3
23.	"I'm serious Krystal, Tell me what's wrong."	"Aku serius Krystal, katakan ada apa?"	2
24.	I lifted up my shirt and I saw them gasp.	aku mengakat bajuku dan aku melihat mereka menghela nafas.	3
25.	I cringed and got ready to run.	Aku menghindar dan siap berlari.	2
26.	Then Dawn came up to me and looked at them more closely.	Kemudian Dawn menghampiriku dan melihat mereka lebih dekat.	2
27.	I heard her mutter to herself and then vanished.	Aku mendengar suara hatinya sekilas.	1

28.	*Dawn's point of view*	*Sudut Pandang Dawn*	
29.	As Krystal lifted up her shirt I gasped.	Sementara Krystal	1

		mengangkat bajunya aku menghela nafas.	
30.	I saw real pretty tattoos covering her back.	Aku melihat tato yang cantik yang menutupi punggungnya.	3
31.	I walked up closer to her and looked at them more closely.	Aku berjalan mendekatnya dan melihatnya lebih dekat.	3
32.	I muttered to myself and then went to my room to find a book.	Aku mengerutu pada diriku sendiri dan kemudian pergi keruanganku untuk mencari buku.	2
33.	I went through all of my books and when I found the one I was looking for I grabbed it and quickly went back to the table where Krystal was sitting down again obviously feeling better because she was talking away	Aku mencari buku diantara buku-buku yang sudah ku punya dan ketika aku menemukan buku yang aku cari, aku langsung mengambilnya dan dengan cepat aku kembali ke meja dimana Krystal kembali duduk yang seyogyanya merasa lebih baik karena dia berbicara tak henti-hentinya.	3
34.	I set the book down so that it made a small boom and that got their attention.	Aku meletakkan bukunya ke bawah sehingga membuat sebuah dentuman kecil sehingga mendapatkan perhatian mereka.	3
35.	I opened the book up to the page and began reading aloud.	Aku membuka buku per halaman dan mulai membacanya dengan keras.	3
36.	“Sometimes when there are 3 or	“Terkadang ketika ada tiga	3

	more people born on the same day, same time, and on a full moon on there 16 th birthday they start showing signs. “	orang atau lebih lahir di hari yang sama, waktu yang sama, dan di bulan purnama pada tanggal 16, mereka mulai menunjukkan pertanda.”	
37.	I finished and we all looked at each other. We all started talking all at once then my mom came and raised her voice “Quiet!”	Aku selesai dan kita semua saling melihat satu sama lain. Kita semua mulai membicarakan semuanya pada saat itu juga, kemudian ibuku datang dan meninggikan suaranya “DIAM!”	2
38.	We all stopped talking at once and then when she could be heard she said “What on earth is going on in here?”	kita semua diam pada saat itu dan kemudian ketika dia didengarkan dia berkata “Apa yang terjadi di sini?”	2
39.	We all looked at each other and realized that we shouldn’t tell anyone so I spoke up “Nothing.”	kita semua melihat satu sama lain dan menyadari bahwa seharusnya kita tidak menceritakan semuanya pada orang lain, lalu aku berkata “Tidak ada apa-apa.”	3
40.	“Okey.” She turned away but before she went upstairs I asked her” Was it a full moon when I was born?”	“Okey.” Dia pergi, tapi sebelum dia naik tangga Aku bertanya padanya, “Apa aku lahir di saat bulan purnama?”	3
41.	“Yes.” She answered “In fact all of you were born on the same day.” We all glanced at each other and she continued up the	“Ya,” jawabnya, “kenyataannya kalian semua lahir di hari yang sama.” Kita semua saling memandang dan	3

	stairs.	dia melanjutkan naik tangga untuk keatas.	
42.	We finished reading the book and we knew that we were mermaids.	Kita menyelesaikan membaca buku dan kita tahu bahwa kita adalah putri duyung.	3
43.	Well, we are 16 so.... Yeah.	Yah.. kita sama-sama berumur 16 tahun.	3
44.	Then when Krystal's clothes were done drying she changed and my mom came down the stairs, "Dinner Time,"	Kemudian ketika baju Krystal kering, dia menggantinya dan ibunya turun dan berkata "Waktunya makan malam"	3

Judul : I Walk Dawn to the Street

Diisi oleh : Respondent 1

No.	ST	TT	Score
1	I walked down the street	Aku berjalan disebuah jalan	3
2	There was something comforting about being surrounded by the dark	Ditengah gelap, terdapat sesuatu yang menghiburku.	2
3	Something that made me feel like I belonged	Sesuatu yang aku rasa seperti milikku	2
4	Something that made me feel like I belonged	Sesuatu yang aku rasa seperti milikku	
5	I had always felt out of place	Aku mampu merasakan setiap tempat	2
6	Maybe it was because my family never stayed in one place fot too long	Mungkin karena keluargaku yang tidak pernah tinggal di suatu tempat terlalu lama	3
7	Or may be it was because of what I could do of what I could hear	atau mungkin karena apa yang dapat aku lakukan atau yang dapat aku dengar	2
8	You see, I can control shadows	Lihat, aku dapat mengendalikan bayangan	2
9	I don't know how I got this ability, but I have it	Aku tidak tahu bagaimana memperoleh kemampuan ini,tapi aku memilikinya	3
10	And they know I do	Dan mereka tahu yang aku lakukan	3
11	The shadows can sense my presence	Sang bayangan dapat merasakan kehadiranku	2
12	They gravitate towards me	Kemudian mereka mengendap	2
13	And they speak to me	dan bicara padaku	3
14	At first it was impossible to sort through everything ; it was like a	Pertama kali, tidak mungkin memisahkan bayangan	2

	constent yelling	dengan sesuatu	
`15	But as I developed my power, it beca18me more manageable	Tapi setelah aku mengembangkan kekuatanku, bayangan itu makin terkendali	3
16	Now, I can know your entire life story, just by touching your shadow	Sekarang, aku bisa mengetahui seluruh cerita hidupmu hanya dengan meyentuh bayanganmu	3
17	It is a gift, what can I say	Ini sebuah hadiah, apa yang bisa aku lakukan	2
18	I continue to walk down the street as the night grew darker	Aku melanjutkan berjalan di malam yang sangat pekat	2
19	<i>Lilith, dager is near</i>	Lilit, bahaya telah dekat	3
20	A shadow whispered to me	Sang bayangan membisikiku	3
21	I paid no attention to it, shadows are always theatrical	Aku tidak berkomentar apapun; bayangan selalu bersandiwara	2
22	Half the time the “danger”. They warn me about is nothing more than stranger	Setengah waktu bayangan memperingatkanku tentang bahaya seseorang yang tak dikenal	2
23	Which is all it was		0
24	But as the man walked pass me, he stopped dead in his tracks	Tapi, seperti ada seseorang yang berjalan disini, sebelum aku, dia berhenti di tempat ini	2
25	“Well, This is just my luck.” He said, looking at me	“ baiklah, ini hanya keberuntunganku.” Katanya sambil memandangu	2
26	“Hello, little shadow keeper.”	“hai, penjaga bayangangan kecil”.	3
27	“What did you just call me?” I said.	“apa kamu memanggilku?” kataku	3
28	“Why? I called you what you are,	“kenapa, aku memanggil	2

	shadow keeper.”	dirimu, penjaga bayangan.”	
29	“I-I don’t know what you are talking about.” I said trying to walk away	“A-A ku tidak tahu yang kamu katakana.” kataku, dengan mencoba tetap berjalan	3
30	He stepped in front of me, blocking my way	Dia berhenti di depan ku dan menghalangiku	3
31	“ Excuse me sir, I really should be getting home, My parents are probably getting worried.” I said, trying to side step the man, but he grabs my wrists	“ Permisi, aku harus segera pulang, orang tuaku mungkin khawatir.” Kataku sambil melangkah ke samping orang tersebut. Tapi dia segera memegang tanganku.	3
32	A sharp pain shot through my body and I cried out in pain	Rasa sakit merasuki tubuhku dan aku berteriak kesakitan	2
33	Panicking I did something I had been preached not to do : I used my power	Panik, aku tidak pernah diajarkan sesuatu yang aku lakukan. Aku menggunakan kekuatanku	2
34	A shadow faced between me and the man, creating a large barrier	Sang bayangan menyekat antara aku dari laki-laki itu, membuat rintangan besar	3
35	It loosened the mans grip and I broke free	Hal ini mengendurkan pegangannya dan membuatku bebas	3
36	Another shadow came up next to me, looking almost like a portal	Bayangan lain datang mendekat padaku, tampak hampir seperti sebuah pintu	2
37	“ You can’t escape from me, shadow keeper. I will find out.” The man yelled just as the shadow spoke to me	“ Kamu tidak bisa lari dariku, penjaga bayangan. Aku akan menemukanmu!” teriak laki-laki itu seperti saat bayangan berkata padaku	2
38	<i>Lilith, step through me. I’ll take you to safety</i>	Lilith, berjalanlah melewatiku. Aku jamin keselamatanmu	3
39	Without hesitating I practically leapt through the portal like shadow	Tanpa ragu aku berjalan melewati bayangan yang	3

		seperti pintu	
40	Surprised when I actually came out some place different	Aku terkejut, ternyata aku telah berada di tempat yang berbeda	3
41	It was extremely dark, but I managed to see different shapes and textures	Tempat ini sangat gelap, tapi aku masih dapat melihat bentuk-bentuk dan tekstur yang berbeda	2
42	It was almost like the place was alive	Tempat ini hampir seperti yang pernah aku singgahi	3
43	A figure formed beside me "where am I?" I asked it	Seseorang muncul di sampigku "Dimana aku?" aku bertanya	3
44	"Why, you're in the Shadowrealms."It said," Welcome back, shadow keeper. We've been waiting for you."	" Kenapa, kamu di dunia bayangan." " Selamat datang kembali, penjaga bayangan. Kami telah menunggumu."	3
45	My must have been at least an hour late for curfew	Sepertinya aku terlambat satu jam dari jam malam	2
46	As I passed the grandfather clock I looked at the time	Ketika aku lewat, aku melihat waktu pada jam kakek	2
47	Just a few minutes after I went into the Shadowrealms	hanya beberapa menit setelah aku pergi ke dunia bayangan	3
48	My shadows said, her cool voice soothing every bone in my body	Kata bayanganku, suaranya menusuk setiap tulangku	2
49	"We've been gone for no more than a few minutes."	"kami hanya pergi beberapa menit."	3
50	My red hair was a complete tangle, falling in my blue eyes I mean it's such a stupid cliché	Rambut merahku yang kusut, tergerai di depan mata biruku pikirku itu semakin klise bodoh	2

Judul : I Walk Dawn to the Street

Diisi oleh : Respondent 2

No.	ST	TT	Score
1	I walked down the street	Aku berjalan disebuah jalan	3
2	There was something comforting about being surrounded by the dark	Ditengah gelap, terdapat sesuatu yang menghiburku.	2
3	Something that made me feel like I belonged	Sesuatu yang aku rasa seperti milikku	3
4	Something that made me feel like I belonged	Sesuatu yang aku rasa seperti milikku	3
5	I had always felt out of place	Aku mampu merasakan setiap tempat	3
6	Maybe it was because my family never stayed in one place fot too long	Mungkin karena keluargaku yang tidak pernah tinggal di suatu tempat terlalu lama	3
7	Or may be it was because of what I could do of what I could hear	atau mungkin karena apa yang dapat aku lakukan atau yang dapat aku dengar	3
8	You see, I can control shadows	Lihat, aku dapat mengendalikan bayangan	3
9	I don't know how I got this ability, but I have it	Aku tidak tahu bagaimana memperoleh kemampuan ini,tapi aku memilikinya	3
10	And they know I do	Dan mereka tahu yang aku lakukan	3
11	The shadows can sense my presence	Sang bayangan dapat merasakan kehadiranku	3
12	They gravitate towards me	Kemudian mereka mengendap	3
13	And they speak to me	dan bicara padaku	3
14	At first it was impossible to sort through everything ; it was like a	Pertama kali, tidak mungkin memisahkan bayangan	3

	constent yelling	dengan sesuatu	
`15	But as I developed my power, it beca18me more manageable	Tapi setelah aku mengembangkan kekuatanku, bayangan itu makin terkendali	3
16	Now, I can know your entire life story, just by touching your shadow	Sekarang, aku bisa mengetahui seluruh cerita hidupmu hanya dengan meyentuh bayanganmu	3
17	It is a gift, what can I say	Ini sebuah hadiah, apa yang bisa aku lakukan	2
18	I continue to walk down the street as the night grew darker	Aku melanjutkan berjalan di malam yang sangat pekat	1
19	<i>Lilith, dager is near</i>	Lilit, bahaya telah dekat	2
20	A shadow whispered to me	Sang bayangan membisikiku	3
21	I paid no attention to it, shadows are always theatrical	Aku tidak berkomentar apapun; bayangan selalu bersandiwara	3
22	Half the time the “danger”. They warn me about is nothing more than stranger	Setengah waktu bayangan memperingatkanku tentang bahaya seseorang yang tak dikenal	3
23	Which is all it was		0
24	But as the man walked pass me, he stopped dead in his tracks	Tapi, seperti ada seseorang yang berjalan disini, sebelum aku, dia berhenti di tempat ini	2
25	“Well, This is just my luck.” He said, looking at me	“ baiklah, ini hanya keberuntunganku.” Katanya sambil memandangku	2
26	“Hello, little shadow keeper.”	“hai, penjaga bayangangan kecil”.	3
27	“What did you just call me?” I said.	“apa kamu memanggilku?” kataku	3
28	“Why? I called you what you are,	“kenapa, aku memanggil	2

	shadow keeper.”	dirimu, penjaga bayangan.”	
29	“I-I don’t know what you are talking about.” I said trying to walk away	“A-A ku tidak tahu yang kamu katakana.” kataku, dengan mencoba tetap berjalan	3
30	He stepped in front of me, blocking my way	Dia berhenti di depan ku dan menghalangiku	3
31	“ Excuse me sir, I really should be getting home, My parents are probably getting worried.” I said, trying to side step the man, but he grabs my wrists	“ Permisi, aku harus segera pulang, orang tuaku mungkin khawatir.” Kataku sambil melangkah ke samping orang tersebut. Tapi dia segera memegang tanganku.	3
32	A sharp pain shot through my body and I cried out in pain	Rasa sakit merasuki tubuhku dan aku berteriak kesakitan	2
33	Panicking I did something I had been preached not to do : I used my power	Panik, aku tidak pernah diajarkan sesuatu yang aku lakukan. Aku menggunakan kekuatanku	2
34	A shadow faced between me and the man, creating a large barrier	Sang bayangan menyekat antara aku dari laki-laki itu, membuat rintangan besar	3
35	It loosened the mans grip and I broke free	Hal ini mengendurkan pegangannya dan membuatku bebas	3
36	Another shadow came up next to me, looking almost like a portal	Bayangan lain datang mendekat padaku, tampak hampir seperti sebuah pintu	2
37	“ You can’t escape from me, shadow keeper. I will find out.” The man yelled just as the shadow spoke to me	“ Kamu tidak bisa lari dariku, penjaga bayangan. Aku akan menemukanmu!” teriak laki-laki itu seperti saat bayangan berkata padaku	2
38	<i>Lilith, step through me. I’ll take you to safety</i>	Lilith, berjalanlah melewatiku. Aku jamin keselamatanmu	3
39	Without hesitating I practically leapt through the portal like shadow	Tanpa ragu aku berjalan melewati bayangan yang	3

		seperti pintu	
40	Surprised when I actually came out some place different	Aku terkejut, ternyata aku telah berada di tempat yang berbeda	3
41	It was extremely dark, but I managed to see different shapes and textures	Tempat ini sangat gelap, tapi aku masih dapat melihat bentuk-bentuk dan tekstur yang berbeda	2
42	It was almost like the place was alive	Tempat ini hampir seperti yang pernah aku singgahi	3
43	A figure formed beside me "where am I?" I asked it	Seseorang muncul di sampingku "Dimana aku?" aku bertanya	3
44	"Why, you're in the Shadowrealms."It said," Welcome back, shadow keeper. We've been waiting for you."	" Kenapa, kamu di dunia bayangan." " Selamat datang kembali, penjaga bayangan. Kami telah menunggumu."	3
45	My must have been at least an hour late for curfew	Sepertinya aku terlambat satu jam dari jam malam	2
46	As I passed the grandfather clock I looked at the time	Ketika aku lewat, aku melihat waktu pada jam kakek	2
47	Just a few minutes after I went into the Shadowrealms	hanya beberapa menit setelah aku pergi ke dunia bayangan	3
48	My shadows said, her cool voice soothing every bone in my body	Kata bayanganku, suaranya menusuk setiap tulangku	2
49	"We've been gone for no more than a few minutes."	"kami hanya pergi beberapa menit."	3
50	My red hair was a complete tangle, falling in my blue eyes I mean it's such a stupid cliché	Rambut merahku yang kusut, tergerai di depan mata biruku pikirku itu semakin klise bodoh	2

Judul : I Walk Dawn to the Street

Diisi oleh : Informan 1

No.	ST	TT	Score
1	I walked down the street	Aku berjalan disebuah jalan	3
2	There was something comforting about being surrounded by the dark	Ditengah gelap, terdapat sesuatu yang menghiburku.	2
3	Something that made me feel like I belonged	Sesuatu yang aku rasa seperti milikku	2
4	Something that made me feel like I belonged	Sesuatu yang aku rasa seperti milikku	
5	I had always felt out of place	Aku mampu merasakan setiap tempat	2
6	Maybe it was because my family never stayed in one place fot too long	Mungkin karena keluargaku yang tidak pernah tinggal di suatu tempat terlalu lama	3
7	Or may be it was because of what I could do of what I could hear	atau mungkin karena apa yang dapat aku lakukan atau yang dapat aku dengar	2
8	You see, I can control shadows	Lihat, aku dapat mengendalikan bayangan	2
9	I don't know how I got this ability, but I have it	Aku tidak tahu bagaimana memperoleh kemampuan ini,tapi aku memilikinya	3
10	And they know I do	Dan mereka tahu yang aku lakukan	3
11	The shadows can sense my presence	Sang bayangan dapat merasakan kehadiranku	2
12	They gravitate towards me	Kemudian mereka mengendap	2
13	And they speak to me	dan bicara padaku	3
14	At first it was impossible to sort through everything ; it was like a	Pertama kali, tidak mungkin memisahkan bayangan	2

	constent yelling	dengan sesuatu	
`15	But as I developed my power, it beca18me more manageable	Tapi setelah aku mengembangkan kekuatanku, bayangan itu makin terkendali	3
16	Now, I can know your entire life story, just by touching your shadow	Sekarang, aku bisa mengetahui seluruh cerita hidupmu hanya dengan meyentuh bayanganmu	3
17	It is a gift, what can I say	Ini sebuah hadiah, apa yang bisa aku lakukan	2
18	I continue to walk down the street as the night grew darker	Aku melanjutkan berjalan di malam yang sangat pekat	2
19	<i>Lilith, dager is near</i>	Lilit, bahaya telah dekat	3
20	A shadow whispered to me	Sang bayangan membisikiku	3
21	I paid no attention to it, shadows are always theatrical	Aku tidak berkomentar apapun; bayangan selalu bersandiwara	2
22	Half the time the “danger”. They warn me about is nothing more than stranger	Setengah waktu bayangan memperingatkanku tentang bahaya seseorang yang tak dikenal	2
23	Which is all it was		0
24	But as the man walked pass me, he stopped dead in his tracks	Tapi, seperti ada seseorang yang berjalan disini, sebelum aku, dia berhenti di tempat ini	2
25	“Well, This is just my luck.” He said, looking at me	“ baiklah, ini hanya keberuntunganku.” Katanya sambil memandangku	2
26	“Hello, little shadow keeper.”	“hai, penjaga bayangangan kecil”.	3
27	“What did you just call me?” I said.	“apa kamu memanggilku?” kataku	3
28	“Why? I called you what you are,	“kenapa, aku memanggil	2

	shadow keeper.”	dirimu, penjaga bayangan.”	
29	“I-I don’t know what you are talking about.” I said trying to walk away	“A-A ku tidak tahu yang kamu katakana.” kataku, dengan mencoba tetap berjalan	3
30	He stepped in front of me, blocking my way	Dia berhenti di depan ku dan menghalangiku	3
31	“ Excuse me sir, I really should be getting home, My parents are probably getting worried.” I said, trying to side step the man, but he grabs my wrists	“ Permisi, aku harus segera pulang, orang tuaku mungkin khawatir.” Kataku sambil melangkah ke samping orang tersebut. Tapi dia segera memegang tanganku.	3
32	A sharp pain shot through my body and I cried out in pain	Rasa sakit merasuki tubuhku dan aku berteriak kesakitan	2
33	Panicking I did something I had been preached not to do : I used my power	Panik, aku tidak pernah diajarkan sesuatu yang aku lakukan. Aku menggunakan kekuatanku	2
34	A shadow faced between me and the man, creating a large barrier	Sang bayangan menyekat antara aku dari laki-laki itu, membuat rintangan besar	3
35	It loosened the mans grip and I broke free	Hal ini mengendurkan pegangannya dan membuatku bebas	3
36	Another shadow came up next to me, looking almost like a portal	Bayangan lain datang mendekat padaku, tampak hampir seperti sebuah pintu	2
37	“ You can’t escape from me, shadow keeper. I will find out.” The man yelled just as the shadow spoke to me	“ Kamu tidak bisa lari dariku, penjaga bayangan. Aku akan menemukanmu!” teriak laki-laki itu seperti saat bayangan berkata padaku	2
38	<i>Lilith, step through me. I’ll take you to safety</i>	Lilith, berjalanlah melewatiku. Aku jamin keselamatanmu	3
39	Without hesitating I practically leapt through the portal like shadow	Tanpa ragu aku berjalan melewati bayangan yang	3

		seperti pintu	
40	Surprised when I actually came out some place different	Aku terkejut, ternyata aku telah berada di tempat yang berbeda	3
41	It was extremely dark, but I managed to see different shapes and textures	Tempat ini sangat gelap, tapi aku masih dapat melihat bentuk-bentuk dan tekstur yang berbeda	2
42	It was almost like the place was alive	Tempat ini hampir seperti yang pernah aku singgahi	3
43	A figure formed beside me "where am I?" I asked it	Seseorang muncul di sampigku "Dimana aku?" aku bertanya	3
44	"Why, you're in the Shadowrealms."It said," Welcome back, shadow keeper. We've been waiting for you."	" Kenapa, kamu di dunia bayangan." " Selamat datang kembali, penjaga bayangan. Kami telah menunggumu."	3
45	My must have been at least an hour late for curfew	Sepertinya aku terlambat satu jam dari jam malam	2
46	As I passed the grandfather clock I looked at the time	Ketika aku lewat, aku melihat waktu pada jam kakek	2
47	Just a few minutes after I went into the Shadowrealms	hanya beberapa menit setelah aku pergi ke dunia bayangan	3
48	My shadows said, her cool voice soothing every bone in my body	Kata bayanganku, suaranya menusuk setiap tulangku	2
49	"We've been gone for no more than a few minutes."	"kami hanya pergi beberapa menit."	3
50	My red hair was a complete tangle, falling in my blue eyes I mean it's such a stupid cliché	Rambut merahku yang kusut, tergerai di depan mata biruku pikirku itu semakin klise bodoh	2

Judul : I Walk Dawn to the Street

Diisi oleh : Informan 2

No.	ST	TT	Score
1	I walked down the street	Aku berjalan disebuah jalan	3
2	There was something comforting about being surrounded by the dark	Ditengah gelap, terdapat sesuatu yang menghiburku.	3
3	Something that made me feel like I belonged	Sesuatu yang aku rasa seperti milikku	3
4	Something that made me feel like I belonged	Sesuatu yang aku rasa seperti milikku	
5	I had always felt out of place	Aku mampu merasakan setiap tempat	1
6	Maybe it was because my family never stayed in one place fot too long	Mungkin karena keluargaku yang tidak pernah tinggal di suatu tempat terlalu lama	3
7	Or may be it was because of what I could do of what I could hear	atau mungkin karena apa yang dapat aku lakukan atau yang dapat aku dengar	2
8	You see, I can control shadows	Lihat, aku dapat mengendalikan bayangan	3
9	I don't know how I got this ability, but I have it	Aku tidak tahu bagaimana memperoleh kemampuan ini,tapi aku memilikinya	3
10	And they know I do	Dan mereka tahu yang aku lakukan	1
11	The shadows can sense my presence	Sang bayangan dapat merasakan kehadiranku	2
12	They gravitate towards me	Kemudian mereka mengendap	3
13	And they speak to me	dan bicara padaku	3
14	At first it was impossible to sort through everything ; it was like a	Pertama kali, tidak mungkin memisahkan bayangan	3

	constent yelling	dengan sesuatu	
`15	But as I developed my power, it beca18me more manageable	Tapi setelah aku mengembangkan kekuatanku, bayangan itu makin terkendali	3
16	Now, I can know your entire life story, just by touching your shadow	Sekarang, aku bisa mengetahui seluruh cerita hidupmu hanya dengan meyentuh bayanganmu	3
17	It is a gift, what can I say	Ini sebuah hadiah, apa yang bisa aku lakukan	2
18	I continue to walk down the street as the night grew darker	Aku melanjutkan berjalan di malam yang sangat pekat	3
19	<i>Lilith, dager is near</i>	Lilit, bahaya telah dekat	2
20	A shadow whispered to me	Sang bayangan membisikiku	3
21	I paid no attention to it, shadows are always theatrical	Aku tidak berkomentar apapun; bayangan selalu bersandiwara	3
22	Half the time the “danger”. They warn me about is nothing more than stranger	Setengah waktu bayangan memperingatkanku tentang bahaya seseorang yang tak dikenal	2
23	Which is all it was		0
24	But as the man walked pass me, he stopped dead in his tracks	Tapi, seperti ada seseorang yang berjalan disini, sebelum aku, dia berhenti di tempat ini	3
25	“Well, This is just my luck.” He said, looking at me	“ baiklah, ini hanya keberuntunganku.” Katanya sambil memandangku	3
26	“Hello, little shadow keeper.”	“hai, penjaga bayangangan kecil”.	3
27	“What did you just call me?” I said.	“apa kamu memanggilku?” kataku	2
28	“Why? I called you what you are,	“kenapa, aku memanggil	2

	shadow keeper.”	dirimu, penjaga bayangan.”	
29	“I-I don’t know what you are talking about.” I said trying to walk away	“A-A ku tidak tahu yang kamu katakana.” kataku, dengan mencoba tetap berjalan	2
30	He stepped in front of me, blocking my way	Dia berhenti di depan ku dan menghalangiku	3
31	“ Excuse me sir, I really should be getting home, My parents are probably getting worried.” I said, trying to side step the man, but he grabs my wrists	“ Permisi, aku harus segera pulang, orang tuaku mungkin khawatir.” Kataku sambil melangkah ke samping orang tersebut. Tapi dia segera memegang tanganku.	3
32	A sharp pain shot through my body and I cried out in pain	Rasa sakit merasuki tubuhku dan aku berteriak kesakitan	3
33	Panicking I did something I had been preached not to do : I used my power	Panik, aku tidak pernah diajarkan sesuatu yang aku lakukan. Aku menggunakan kekuatanku	3
34	A shadow faced between me and the man, creating a large barrier	Sang bayangan menyekat antara aku dari laki-laki itu, membuat rintangan besar	1
35	It loosened the mans grip and I broke free	Hal ini mengendurkan pegangannya dan membuatku bebas	3
36	Another shadow came up next to me, looking almost like a portal	Bayangan lain datang mendekat padaku, tampak hampir seperti sebuah pintu	2
37	“ You can’t escape from me, shadow keeper. I will find out.” The man yelled just as the shadow spoke to me	“ Kamu tidak bisa lari dariku, penjaga bayangan. Aku akan menemukanmu!” teriak laki-laki itu seperti saat bayangan berkata padaku	3
38	<i>Lilith, step through me. I’ll take you to safety</i>	Lilith, berjalanlah melewatiku. Aku jamin keselamatanmu	2
39	Without hesitating I practically leapt through the portal like shadow	Tanpa ragu aku berjalan melewati bayangan yang	2

		seperti pintu	
40	Surprised when I actually came out some place different	Aku terkejut, ternyata aku telah berada di tempat yang berbeda	3
41	It was extremely dark, but I managed to see different shapes and textures	Tempat ini sangat gelap, tapi aku masih dapat melihat bentuk-bentuk dan tekstur yang berbeda	3
42	It was almost like the place was alive	Tempat ini hampir seperti yang pernah aku singgahi	3
43	A figure formed beside me "where am I?" I asked it	Seseorang muncul di sampingku "Dimana aku?" aku bertanya	2
44	"Why, you're in the Shadowrealms."It said," Welcome back, shadow keeper. We've been waiting for you."	" Kenapa, kamu di dunia bayangan." " Selamat datang kembali, penjaga bayangan. Kami telah menunggumu."	3
45	My must have been at least an hour late for curfew	Sepertinya aku terlambat satu jam dari jam malam	3
46	As I passed the grandfather clock I looked at the time	Ketika aku lewat, aku melihat waktu pada jam kakek	3
47	Just a few minutes after I went into the Shadowrealms	hanya beberapa menit setelah aku pergi ke dunia bayangan	1
48	My shadows said, her cool voice soothing every bone in my body	Kata bayanganku, suaranya menusuk setiap tulangku	3
49	"We've been gone for no more than a few minutes."	"kami hanya pergi beberapa menit."	2
50	My red hair was a complete tangle, falling in my blue eyes I mean it's such a stupid cliché	Rambut merahku yang kusut, tergerai di depan mata biruku pikirku itu semakin klise bodoh	2

Judul : Her

Diisi oleh : responden 1

No.	ST	TT	Score
1	I was about to finish the last bit of my tuna sandwich when Jai, my BBF, nudged my elbow sharply on the cafeteria table.	Aku menyelesaikan gigitan terakhir dari sandwich tunaku ketika Jai, teman akrabku dari Korea, mendorong sikuku dengan kuat di meja Kafeteria.	2
2	I managed to pop the remaining sandwich into my mouth and ask her, "What?" with my mouth full.	Aku mengatur sisa sandwich ke dalam mulutku dan bertanya kepadanya "Apa?" dengan mulut penuh makanan.	2
3	She gave me disapproving look.	Dia memberiku dengan pandangan tidak suka	2
4	Jai always pick on me about my lack of table manners so just to piss her more, I chewed on the food deliberately with loud munching sounds.	Jai selalu mengomentariku yang kurang jadi pantas berdamai dengannya. Aku mengunyah makanan secara tenang dengan kunyahan yang bersuara.	1
5	"What?" I asked again.	"Apa?" Aku bertanya lagi.	3
6	"He's staring at you?" she said briefly in her halting English then turned away to look down on her own plate.	"Dia menatapmu?" Dia berbicara dengan jelas di dalam bahasa Inggrisnya kembali menatap piringnya.	2
7	"Who?"	"Siapa?"	3
8	I was silently hoping it wasn't Mr. Vagner, our High School Principal.	Aku berharap dalam hati itu bukan Mr. Vagner, Kepala Sekolah kami.	3
9	He was monitoring me because I was behind with my school tuition all the time.	Dia selalu memantauku karena penunggakan uang kuliahku.	2
10	He was worried if my mom was still being an irresponsible mother.	Dia khawatir jika ibuku tidak bertanggungjawab.	2

	What did go wrong now?	Apakah ada yang salah sekarang?	2
11	Surely, the school year had just started?	Dengan yakin tahun ajaran telah dimulai.	1
12	I pondered on the question as I forced to swallow the suddenly tasteless sandwich down my throat.	Aku terkejut dengan pertanyaan itu sehingga saat menelan rasa sandwichku hambar.	2
13	I ducked to peek over my shoulder.	Saya membungkukkan bahu.	1
14	Well, nothing was really unusual.	Tak ada yang benar-benar luar biasa.	2
15	The cafeteria was packed with the student eating their lunches.	Kafeteria dipenuhi dengan murid-murid yang makan siang.	3
16	Some as all the other lunch break all year round.	Sama seperti makan siang biasanya.	3
17	With one exception, maybe.	Mungkin dengan satu pengecualian.	3
18	The day when Jai transferred to providence High School two year ago.	Hari ketika Jai pindah ke sekolah dua tahun yang lalu.	3
19	Everybody was curious about the new Korean girl who could hardly even speak English.	Setiap orang penasaran tentang gadis Korea baru yang hampir tidak berbicara bahasa Inggris.	2
20	I whirled back to Jai. "Who?"	Aku memutar balik badanku ke Jai. "Siapa?"	2
21	She struggled and moved her eyes toward the far end of the cafeteria.	Dia mengangkat dan menggerakkan matanya ke arah yang lebih jauh dari kafeteria.	1
22	I followed her gaze and suddenly my heartbeat quickened as blood rushed to my face	Saya mengikuti tatapannya dan tiba-tiba detak jantungku secepat darah di wajahku.	2

23	There from the table far end of the cafeteria was Gabriel Sinclair.	Di sana di meja paling ujung di kafeteria ada Gabriel Sinclair.	3
24	He was oblivious of his football teammates who were laughing and joking around with each other as he openly stared at me.	Dia lupa pertandingan club sepak bola sambil tertawa dan bergurau dengan yang lainnya sambil menatap kepadaku.	2
25	It was as if my stomach lurched up to my throat.	Hal itu seolah-olah perutku bergerak menuju tenggorokanku.	1
26	It was funny my first instinct was to wipe my mouth, fearing my tuna sandwich had left a crump somewhere.	Ini lucu di mana naluri awalku adalah membersihkan mulutku, khawatir sandwich tunaku meninggalkan sisa dimana-mana	2
27	I heard Jai stifled a laugh.	Aku mendengar Jai menahan tawa.	3
28	My blushed deepened.	Merah mukaku mendalam.	2
29	I wished I had listened to Jai's lessons about table manners before it was too late.	Saya ingin bahwa saya sudah mendengar pelajarannya Jai tentang table mannersebelum terlambat.	2
30	Gabe probably thought how so un-lady like I was, gobbling down my food carelessly and talking with mouth full.	Gabe mungkin berfikir bagaimana seperti bukan seperti saya lulu, melahap ke bawah makananku dengan sembrono dan berbicara dengan mulut yang penuh.	2
31	But wait. Why in the world should I care about what this Mr. popular thought about me?	Tetapi tunggu. Kenapa di dunia saya harus memperhatikan tentang apa yang Mr. Populer pikirkan tentang saya?	2
32	The deep blush was still on my face but I was a little angry now than embarrass.	Merah muka yang mendalam masih di wajahku tetapi sedikit marah sekarang daripada malu.	2
33	I stared back at him fiercely giving him the "okay, so- I – am	Saya menatap kembali ke arahnya dengan takut	2

	- like - this - so what?" stared.	memberinya "Oke, jadi saya seperti ini. Jadi kenapa?" menatap.	
34	He seemed to flinched from my irritated gaze as our eyes looked.	Dia melihat untuk meninggalkan dari tatapan yang mengganggu sambil mata kita di kunci.	2
35	He looked away abruptly.	Dia melihat jauh dengan tiba-tiba.	2
36	"Why didn't you tell me?" I asked accusingly at Jai.	Kenapa kamu tidak mengatakan padaku? Aku diminta menggugat Jai.	1
37	Her cute chinky eyes seemed to sparkle with amusement.	Celah matanya yang kecil kelihatan bercahaya dengan kegembiraan.	2
38	It annoyed me even more.		0
39	"I did tell you." She pointed out. She was right actually.	Aku menceritakan kepadamu. Sesungguhnya dia benar-benar sakit hati.	2
40	"You didn't tell me that it was Gabe."	Kamu tidak menceritakan padaku, Gabe."	3

Judul : Her

Diisi oleh : responden 2

No.	ST	TT	Score
1	I was about to finish the last bit of my tuna sandwich when Jai, my BBF, nudged my elbow sharply on the cafeteria table.	Aku menyelesaikan gigitan terakhir dari sandwich tunaku ketika Jai, teman akrabku dari Korea, mendorong sikuku dengan kuat di meja Kafeteria.	3
2	I managed to pop the remaining sandwich into my mouth and ask her, "What?" with my mouth full.	Aku mengatur sisa sandwich ke dalam mulutku dan bertanya kepadanya "Apa?" dengan mulut penuh makanan.	3
3	She gave me disapproving look.	Dia memberiku dengan pandangan tidak suka	3
4	Jai always pick on me about my lack of table manners so just to piss her more, I chewed on the food deliberately with loud munching sounds.	Jai selalu mengomentariku yang kurang jadi pantas berdamai dengannya. Aku mengunyah makanan secara tenang dengan kunyahan yang bersuara.	2
5	"What?" I asked again.	"Apa?" Aku bertanya lagi.	3
6	"He's staring at you?" she said briefly in her halting English then turned away to look down on her own plate.	"Dia menatapmu?" Dia berbicara dengan jelas di dalam bahasa Inggrisnya kembali menatap piringnya.	2
7	"Who?"	"Siapa?"	3
8	I was silently hoping it wasn't Mr. Vagner, our High School Principal.	Aku berharap dalam hati itu bukan Mr. Vagner, Kepala Sekolah kami.	3
9	He was monitoring me because I was behind with my school tuition all the time.	Dia selalu memantauku karena penunggakan uang kuliahku.	3
10	He was worried if my mom was still being an irresponsible mother.	Dia khawatir jika ibuku tidak bertanggungjawab.	2

	What did go wrong now?	Apakah ada yang salah sekarang?	1
11	Surely, the school year had just started?	Dengan yakin tahun ajaran telah dimulai.	3
12	I pondered on the question as I forced to swallow the suddenly tasteless sandwich down my throat.	Aku terkejut dengan pertanyaan itu sehingga saat menelan rasa sandwichku hambar.	1
13	I ducked to peek over my shoulder.	Saya membungkukkan bahu.	3
14	Well, nothing was really unusual.	Tak ada yang benar-benar luar biasa.	2
15	The cafeteria was packed with the student eating their lunches.	Kafeteria dipenuhi dengan murid-murid yang makan siang.	2
16	Some as all the other lunch break all year round.	Sama seperti makan siang biasanya.	3
17	With one exception, maybe.	Mungkin dengan satu pengecualian.	3
18	The day when Jai transferred to providence High School two year ago.	Hari ketika Jai pindah ke sekolah dua tahun yang lalu.	3
19	Everybody was curious about the new Korean girl who could hardly even speak English.	Setiap orang penasaran tentang gadis Korea baru yang hampir tidak berbicara bahasa Inggris.	2
20	I whirled back to Jai. "Who?"	Aku memutar balik badanku ke Jai. "Siapa?"	3
21	She struggled and moved her eyes toward the far end of the cafeteria.	Dia mengangkat dan menggerakkan matanya ke arah yang lebih jauh dari kafeteria.	3
22	I followed her gaze and suddenly my heartbeat quickened as blood rushed to my face	Saya mengikuti tatapannya dan tiba-tiba detak jantungku secepat darah di wajahku.	1

23	There from the table far end of the cafeteria was Gabriel Sinclair.	Di sana di meja paling ujung di kafeteria ada Gabriel Sinclair.	2
24	He was oblivious of his football teammates who were laughing and joking around with each other as he openly stared at me.	Dia lupa pertandingan club sepak bola sambil tertawa dan bergurau dengan yang lainnya sambil menatap kepadaku.	2
25	It was as if my stomach lurched up to my throat.	Hal itu seolah-olah perutku bergerak menuju tenggorokanku.	1
26	It was funny my first instinct was to wipe my mouth, fearing my tuna sandwich had left a crump somewhere.	Ini lucu di mana naluri awalku adalah membersihkan mulutku, khawatir sandwich tunaku meninggalkan sisa dimana-mana	1
27	I heard Jai stifled a laugh.	Aku mendengar Jai menahan tawa.	2
28	My blushed deepened.	Merah mukaku mendalam.	3
29	I wished I had listened to Jai's lessons about table manners before it was too late.	Saya ingin bahwa saya sudah mendengar pelajarannya Jai tentang table mannersebelum terlambat.	3
30	Gabe probably thought how so un-lady like I was, gobbling down my food carelessly and talking with mouth full.	Gabe mungkin berfikir bagaimana seperti bukan seperti saya lulu, melahap ke bawah makananku dengan sembrono dan berbicara dengan mulut yang penuh.	1
31	But wait. Why in the world should I care about what this Mr. popular thought about me?	Tetapi tunggu. Kenapa di dunia saya harus memperhatikan tentang apa yang Mr. Populer pikirkan tentang saya?	2
32	The deep blush was still on my face but I was a little angry now than embarrass.	Merah muka yang mendalam masih di wajahku tetapi sedikit marah sekarang daripada malu.	2
33	I stared back at him fiercely giving him the "okay, so- I – am	Saya menatap kembali ke arahnya dengan takut	3

	- like - this - so what?" stared.	memberinya "Oke, jadi saya seperti ini. Jadi kenapa?" menatap.	
34	He seemed to flinched from my irritated gaze as our eyes looked.	Dia melihat untuk meninggalkan dari tatapan yang mengganggu sambil mata kita di kunci.	2
35	He looked away abruptly.	Dia melihat jauh dengan tiba-tiba.	2
36	"Why didn't you tell me?" I asked accusingly at Jai.	Kenapa kamu tidak mengatakan padaku? Aku diminta menggugat Jai.	3
37	Her cute chinky eyes seemed to sparkle with amusement.	Celah matanya yang kecil kelihatan bercahaya dengan kegembiraan.	1
38	It annoyed me even more.		0
39	"I did tell you." She pointed out. She was right actually.	Aku menceritakan kepadamu. Sesungguhnya dia benar-benar sakit hati.	2
40	"You didn't tell me that it was Gabe."	Kamu tidak menceritakan padaku, Gabe."	3

Judul : Her

Diisi oleh : informan 1

No.	ST	TT	Score
1	I was about to finish the last bit of my tuna sandwich when Jai, my BBF, nudged my elbow sharply on the cafeteria table.	Aku menyelesaikan gigitan terakhir dari sandwich tunaku ketika Jai, teman akrabku dari Korea, mendorong sikuku dengan kuat di meja Kafeteria.	2
2	I managed to pop the remaining sandwich into my mouth and ask her, "What?" with my mouth full.	Aku mengatur sisa sandwich ke dalam mulutku dan bertanya kepadanya "Apa?" dengan mulut penuh makanan.	2
3	She gave me disapproving look.	Dia memberiku dengan pandangan tidak suka	2
4	Jai always pick on me about my lack of table manners so just to piss her more, I chewed on the food deliberately with loud munching sounds.	Jai selalu mengomentariku yang kurang jadi pantas berdamai dengannya. Aku mengunyah makanan secara tenang dengan kunyahan yang bersuara.	1
5	"What?" I asked again.	"Apa?" Aku bertanya lagi.	3
6	"He's staring at you?" she said briefly in her halting English then turned away to look down on her own plate.	"Dia menatapmu?" Dia berbicara dengan jelas di dalam bahasa Inggrisnya kembali menatap piringnya.	2
7	"Who?"	"Siapa?"	3
8	I was silently hoping it wasn't Mr. Vagner, our High School Principal.	Aku berharap dalam hati itu bukan Mr. Vagner, Kepala Sekolah kami.	3
9	He was monitoring me because I was behind with my school tuition all the time.	Dia selalu memantauku karena penunggakan uang kuliahku.	2
10	He was worried if my mom was still being an irresponsible mother.	Dia khawatir jika ibuku tidak bertanggungjawab.	2

	What did go wrong now?	Apakah ada yang salah sekarang?	2
11	Surely, the school year had just started?	Dengan yakin tahun ajaran telah dimulai.	1
12	I pondered on the question as I forced to swallow the suddenly tasteless sandwich down my throat.	Aku terkejut dengan pertanyaan itu sehingga saat menelan rasa sandwichku hambar.	2
13	I ducked to peek over my shoulder.	Saya membungkukkan bahu.	1
14	Well, nothing was really unusual.	Tak ada yang benar-benar luar biasa.	2
15	The cafeteria was packed with the student eating their lunches.	Kafeteria dipenuhi dengan murid-murid yang makan siang.	3
16	Some as all the other lunch break all year round.	Sama seperti makan siang biasanya.	3
17	With one exception, maybe.	Mungkin dengan satu pengecualian.	3
18	The day when Jai transferred to providence High School two year ago.	Hari ketika Jai pindah ke sekolah dua tahun yang lalu.	3
19	Everybody was curious about the new Korean girl who could hardly even speak English.	Setiap orang penasaran tentang gadis Korea baru yang hampir tidak berbicara bahasa Inggris.	2
20	I whirled back to Jai. "Who?"	Aku memutar balik badanku ke Jai. "Siapa?"	2
21	She struggled and moved her eyes toward the far end of the cafeteria.	Dia mengangkat dan menggerakkan matanya ke arah yang lebih jauh dari kafeteria.	1
22	I followed her gaze and suddenly my heartbeat quickened as blood rushed to my face	Saya mengikuti tatapannya dan tiba-tiba detak jantungku secepat darah di wajahku.	2

23	There from the table far end of the cafeteria was Gabriel Sinclair.	Di sana di meja paling ujung di kafeteria ada Gabriel Sinclair.	3
24	He was oblivious of his football teammates who were laughing and joking around with each other as he openly stared at me.	Dia lupa pertandingan club sepak bola sambil tertawa dan bergurau dengan yang lainnya sambil menatap kepadaku.	2
25	It was as if my stomach lurched up to my throat.	Hal itu seolah-olah perutku bergerak menuju tenggorokanku.	1
26	It was funny my first instinct was to wipe my mouth, fearing my tuna sandwich had left a crump somewhere.	Ini lucu di mana naluri awalku adalah membersihkan mulutku, khawatir sandwich tunaku meninggalkan sisa dimana-mana	2
27	I heard Jai stifled a laugh.	Aku mendengar Jai menahan tawa.	3
28	My blushed deepened.	Merah mukaku mendalam.	2
29	I wished I had listened to Jai's lessons about table manners before it was too late.	Saya ingin bahwa saya sudah mendengar pelajarannya Jai tentang table mannersebelum terlambat.	2
30	Gabe probably thought how so un-lady like I was, gobbling down my food carelessly and talking with mouth full.	Gabe mungkin berfikir bagaimana seperti bukan seperti saya lulu, melahap ke bawah makananku dengan sembrono dan berbicara dengan mulut yang penuh.	2
31	But wait. Why in the world should I care about what this Mr. popular thought about me?	Tetapi tunggu. Kenapa di dunia saya harus memperhatikan tentang apa yang Mr. Populer pikirkan tentang saya?	2
32	The deep blush was still on my face but I was a little angry now than embarrass.	Merah muka yang mendalam masih di wajahku tetapi sedikit marah sekarang daripada malu.	2
33	I stared back at him fiercely giving him the "okay, so- I – am	Saya menatap kembali ke arahnya dengan takut	2

	- like - this - so what?" stared.	memberinya "Oke, jadi saya seperti ini. Jadi kenapa?" menatap.	
34	He seemed to flinched from my irritated gaze as our eyes looked.	Dia melihat untuk meninggalkan dari tatapan yang mengganggu sambil mata kita di kunci.	2
35	He looked away abruptly.	Dia melihat jauh dengan tiba-tiba.	2
36	"Why didn't you tell me?" I asked accusingly at Jai.	Kenapa kamu tidak mengatakan padaku? Aku diminta menggugat Jai.	1
37	Her cute chinky eyes seemed to sparkle with amusement.	Celah matanya yang kecil kelihatan bercahaya dengan kegembiraan.	2
38	It annoyed me even more.		0
39	"I did tell you." She pointed out. She was right actually.	Aku menceritakan kepadamu. Sesungguhnya dia benar-benar sakit hati.	2
40	"You didn't tell me that it was Gabe."	Kamu tidak menceritakan padaku, Gabe."	3

Judul : Her

Diisi oleh : informan 2

No.	ST	TT	Score
1	I was about to finish the last bit of my tuna sandwich when Jai, my BBF, nudged my elbow sharply on the cafeteria table.	Aku menyelesaikan gigitan terakhir dari sandwich tunaku ketika Jai, teman akrabku dari Korea, mendorong sikuku dengan kuat di meja Kafeteria.	3
2	I managed to pop the remaining sandwich into my mouth and ask her, "What?" with my mouth full.	Aku mengatur sisa sandwich ke dalam mulutku dan bertanya kepadanya "Apa?" dengan mulut penuh makanan.	3
3	She gave me disapproving look.	Dia memberiku dengan pandangan tidak suka	3
4	Jai always pick on me about my lack of table manners so just to piss her more, I chewed on the food deliberately with loud munching sounds.	Jai selalu mengomentariku yang kurang jadi pantas berdamai dengannya. Aku mengunyah makanan secara tenang dengan kunyahan yang bersuara.	2
5	"What?" I asked again.	"Apa?" Aku bertanya lagi.	3
6	"He's staring at you?" she said briefly in her halting English then turned away to look down on her own plate.	"Dia menatapmu?" Dia berbicara dengan jelas di dalam bahasa Inggrisnya kembali menatap piringnya.	2
7	"Who?"	"Siapa?"	3
8	I was silently hoping it wasn't Mr. Vagner, our High School Principal.	Aku berharap dalam hati itu bukan Mr. Vagner, Kepala Sekolah kami.	3
9	He was monitoring me because I was behind with my school tuition all the time.	Dia selalu memantauku karena penunggakan uang kuliahku.	3
10	He was worried if my mom was still being an irresponsible mother.	Dia khawatir jika ibuku tidak bertanggungjawab.	2

	What did go wrong now?	Apakah ada yang salah sekarang?	1
11	Surely, the school year had just started?	Dengan yakin tahun ajaran telah dimulai.	3
12	I pondered on the question as I forced to swallow the suddenly tasteless sandwich down my throat.	Aku terkejut dengan pertanyaan itu sehingga saat menelan rasa sandwichku hambar.	1
13	I ducked to peek over my shoulder.	Saya membungkukkan bahu.	3
14	Well, nothing was really unusual.	Tak ada yang benar-benar luar biasa.	2
15	The cafeteria was packed with the student eating their lunches.	Kafeteria dipenuhi dengan murid-murid yang makan siang.	2
16	Some as all the other lunch break all year round.	Sama seperti makan siang biasanya.	3
17	With one exception, maybe.	Mungkin dengan satu pengecualian.	3
18	The day when Jai transferred to providence High School two year ago.	Hari ketika Jai pindah ke sekolah dua tahun yang lalu.	3
19	Everybody was curious about the new Korean girl who could hardly even speak English.	Setiap orang penasaran tentang gadis Korea baru yang hampir tidak berbicara bahasa Inggris.	2
20	I whirled back to Jai. "Who?"	Aku memutar balik badanku ke Jai. "Siapa?"	3
21	She struggled and moved her eyes toward the far end of the cafeteria.	Dia mengangkat dan menggerakkan matanya ke arah yang lebih jauh dari kafeteria.	3
22	I followed her gaze and suddenly my heartbeat quickened as blood rushed to my face	Saya mengikuti tatapannya dan tiba-tiba detak jantungku secepat darah di wajahku.	1

23	There from the table far end of the cafeteria was Gabriel Sinclair.	Di sana di meja paling ujung di kafeteria ada Gabriel Sinclair.	2
24	He was oblivious of his football teammates who were laughing and joking around with each other as he openly stared at me.	Dia lupa pertandingan club sepak bola sambil tertawa dan bergurau dengan yang lainnya sambil menatap kepadaku.	2
25	It was as if my stomach lurched up to my throat.	Hal itu seolah-olah perutku bergerak menuju tenggorokanku.	1
26	It was funny my first instinct was to wipe my mouth, fearing my tuna sandwich had left a crump somewhere.	Ini lucu di mana naluri awalku adalah membersihkan mulutku, khawatir sandwich tunaku meninggalkan sisa dimana-mana	1
27	I heard Jai stifled a laugh.	Aku mendengar Jai menahan tawa.	2
28	My blushed deepened.	Merah mukaku mendalam.	3
29	I wished I had listened to Jai's lessons about table manners before it was too late.	Saya ingin bahwa saya sudah mendengar pelajarannya Jai tentang table mannersebelum terlambat.	3
30	Gabe probably thought how so un-lady like I was, gobbling down my food carelessly and talking with mouth full.	Gabe mungkin berfikir bagaimana seperti bukan seperti saya lulu, melahap ke bawah makananku dengan sembrono dan berbicara dengan mulut yang penuh.	1
31	But wait. Why in the world should I care about what this Mr. popular thought about me?	Tetapi tunggu. Kenapa di dunia saya harus memperhatikan tentang apa yang Mr. Populer pikirkan tentang saya?	2
32	The deep blush was still on my face but I was a little angry now than embarrass.	Merah muka yang mendalam masih di wajahku tetapi sedikit marah sekarang daripada malu.	2
33	I stared back at him fiercely giving him the "okay, so- I – am	Saya menatap kembali ke arahnya dengan takut	3

	- like - this - so what?" stared.	memberinya "Oke, jadi saya seperti ini. Jadi kenapa?" menatap.	
34	He seemed to flinched from my irritated gaze as our eyes looked.	Dia melihat untuk meninggalkan dari tatapan yang mengganggu sambil mata kita di kunci.	2
35	He looked away abruptly.	Dia melihat jauh dengan tiba-tiba.	2
36	"Why didn't you tell me?" I asked accusingly at Jai.	Kenapa kamu tidak mengatakan padaku? Aku diminta menggugat Jai.	3
37	Her cute chinky eyes seemed to sparkle with amusement.	Celah matanya yang kecil kelihatan bercahaya dengan kegembiraan.	1
38	It annoyed me even more.		0
39	"I did tell you." She pointed out. She was right actually.	Aku menceritakan kepadamu. Sesungguhnya dia benar-benar sakit hati.	2
40	"You didn't tell me that it was Gabe."	Kamu tidak menceritakan padaku, Gabe."	3

Judul : Picket Fences

Diisi oleh : Responden 1

No.	ST	TT	Score
1	Indiana summers always left Joshua feeling sticky.	Musim yang cukup panas dan kering selalu meninggalkan rasa lembab dan panas bagi Joshua.	2
2	He always preferred to stay inside his house, only slightly less sticky than outdoors, but sometimes Gloria was too strong for him most of the time.	Dia selalu memilih berada di dalam rumah, karena tidak selembab dan sepanas di luar, tapi kadang-kadang Gloria lebih kuat dibandingkan dengannya dalam situasi apapun (termasuk menahan hawa panas ini).	2
3	It was the end of another era when the first breeze in two weeks broke through Joshua's bedroom window	Ini adalah suatu musim ketika angin pertama dalam dua minggu ini berhembus melalui jendela kamar Joshua.	1
4	A book laid open on his sheets, but it was neglected as Joshua observed a fly traveling up his wall. It seemed to be a permanent resident since it hadn't left in two days.	Sebuah buku yang terbuka di kursi di abaikan oleh Joshua karena ia mengamati seekor lalat yang berterbangan di dinding. Dinding itu tampak seperti tempat tinggal tetap bagi lalat itu karena dia tidak berpindah selama dua hari.	3
5	Joshua's chocolate eyes followed it around, watching its legs twitch whenever it stopped and its wings flutter when it moved. His sister tried convincing him that television was better than whatever he did. He remained a skeptic.	Mata Joshua yang coklat mengikuti gerak lalat di sekeliling kamar melihat kakinya akan huggap dimana dan kepakan sayap ketika terbang. Saudara perempuan Joshua mencoba membujuknya dengan mengatakan bahwa acara TV lebih bagus dibanding apa yang sedang ia lakukan. Tapi dia tetap acuh tak acuh.	3
6	The last of his studying had been pushed off to the side. The end of school years didn't make him tired or excited, just apathetic.	Akhir masa belajarnya sudah tiba. Akhir tahun sekolah tidak membuatnya lelah ataupun gembira, biasa-biasa saja.	2
7	The spell of the humdrum town	Suasana kota yang	1

	he lived him roped him in closer and closer with each season that passed. Apathy seemed to be the only future for him anymore.	membosankan tempat dia tinggal membuatnya semakin dekat dengan musim yang harus dilalui. Sikap acuh tak acuh menjadi sebuah senjata untuk melaluinya esok hari.	
8	His window had been hard to get open, but as his skin prickled while the wind breathed down his neck he lost his interest in the fly roaming around and instead turned to the curtains gently swaying.	Jendela kamarnya sulit dibuka, saat angin berembus mengenai lehernya hampir saja perhatiannya pada lalat itu teralihkan dan ia bergerak menuju tirai kamar.	3
9	He wiped away a bead of sweat forming at his hairline and rolled off his bed.	Dia menyeka keringat yang keluar dan menggulung kasurnya	2
10	It took five steps to get from his bed to his window, and he counted them again as he moved. Counting always kept him calm.	Dia membutuhkan 5 langkah dari tempat tidur ke jendela, dan dia menghitung lagi saat berbalik. Berhitung selalu membuatnya tenang	3
11	He counted the seconds as he sat in the chair resting by his windowsill and peaked through it.	Dia menghitung untuk yang kedua kalinya seperti saat dia duduk di kursi beristirahat di sisi jendela dan melepas lelah.	2
12	Two girls were walking down the sidewalk, one with fiery orange hair in braids and the other with copper hair thrown into a lazy bun resting at the base of her head.	Ada dua gadis sedang berjalan, seorang dengan rambut pirang di bagain ujungnya dan seorang lagi dengan rambut warna tembaga terlempar di bagian sanggul menyisakan dasar kepalanya.	1
13	They both wore checkered dresses, one pink and one green, and one with a scarf tied around her neck and the other without any accessories.	Mereka berdua memakai dress, warna merahmuda hijau, salah satunya memakai syal di lehernya dan yang satu lagi tanpa memakai aksesoris apapun	3
14	The copper-haired girl with the scarf could be heard laughing from the distance away she was. He recognized it immediately.	Gadis dengan rambut warna tembaga yang memakai syal tertawa keras sekali yang bisa di dengar dari jarak cukup jauh. Hingga Joshua bisa	2

		mengenalinya dengan cepat.	
15	Joshua counted his steps again (this time four) as he made his way to his dresser.	Joshua menghitung kembali langkahnya (sekarang jam 4) saat dia menuju tempatnya berhias.	3
16	A black comb lie there, picked up a moment later and dragged through his hair.	Sebuah sisir hitam ada disana, diambilnya beberapa saat kemudian lalu menyisir sela-sela rambutnya.	2
17	A strand of it fell across his eyes. He pretended that pushing it back on top of his head was good enough.	Sehalai rambutnya menutupi matanya. Dia menganggap menyisirnya kembali agar berada di atas kepalanya adalah sesuatu yang bagus.	3
18	He waited at the top of the stairs, twiddling his thumbs as he listened intently to all that was happening below him.	Dia menunggu di atas tangga, memutar mutar ibu jarinya saat dia mendengar apa-apa yang terjadi di bawah.	3
19	His brother could be heard throwing toy soldiers in his room. His mother could be heard removing something from the oven.	Saudara laki-lakinya terdengar melempar mainan tentaranya di dalam kamar. Ibunya terdengar memindahkan sesuatu di oven.	3
20	A knock came to the door. His mother's heels clicked in response.	Sebuah ketukan datang dari pintu. Lalu ibunya segera membuka pintu.	3
21	"We're here for Josh," came the copper-haired girl's voice. "He's right upstairs," his mother informed.	"Kami mencari Josh," kata gadis berambut tembaga. "Dia di atas," jawab ibu.	3
22	The two approached the staircase. "Josh, we're here!" the same girl exclaimed. She clamored up the stairs.	Terdengar 2 orang mendekati tangga. "Josh, kami disini!" gadis yang sama berseru. Dia berteriak teriak di tangga.	1
23	"I'm coming, Gloria." He had learned to stop resisting her a long time ago.	"Ya, Gloria." Dia sudah mempelajari cara menghadapi gadis itu sejak lama.	3
24	Her bright grin came into his vision. Her left front tooth was just as crooked as ever. "Diana's coming today,	Seringai senyum cerahnya langsung terlihat. Gigi depannya tampak tidak lurus. "Diana datang juga hari".	2

	too.”		
25	<p>“Where are we going again?”</p> <p>“The park, silly.” She turned away, her dress swishing around her calves.</p>	<p>“Kemana lagi kita pergi?”</p> <p>“ke taman bodoh.” Gloria berbalik, gaunnya berdesir di betisnya.</p>	3
26	<p>“Hurry, we don’t want to be late!” She jumped down the stairs.</p>	<p>“Cepat, kita tidak boleh terlambat!” Dia melompat menuruni anak tangga.</p>	3
27	<p>He sighed, dragging his fingertips against the walls. There were still thirteen steps</p>	<p>Joshua menghela nafas, menyerat ujung jarinya di dinding. Masih ada 13 langkah.</p>	3
28	<p>“Come on.” Gloria’s long fingernails dug into his wrist, dragging him with her as she bounced out the door. Sometimes her energy was contagious, and he smiled.</p>	<p>“Ayolah”. Kuku jari Gloria yang panjang menggenggam pergelangan tangannya, sambil dia melompoati pintu. Terkadang energi Gloria menular dan joshua tersenyum.</p>	3
29	<p>They made their way down the street.</p> <p>“Boy, it’s sure hot,” Gloria said in an attempt to make conversation.</p> <p>“It’s only early June.”</p>	<p>Mereka berjalan turun. “Josh ini panas sekali,” kata Gloria memulai percakapan.</p> <p>“Ini baru awal juni.</p>	2
30	<p>“August is going to be fun,” Diana chimed in.</p> <p>Joshua watched the cracks in the sidewalk.</p>	-	3
31	<p>The park was two blocks away. Teenagers gathered on park benches and ate sandwiches, laughing and throwing things and forgetting that they still had responsibilities.</p>	<p>Taman di bagi menjadi dua blok, para remaja berkumpul di bangku taman dan memakan roti isi, tertawa dan melupakan segala hal dan melupakan bahwa mereka masih mempunyai tanggung jawab</p>	2
32	<p>Joshua shuffled through all of them without a word, sitting down at the table Gloria chose.</p>	<p>Joashua berjalan melewati mereka semua tanpa berkata-kata, duduk di bangku yang dipilih Gloria.</p>	2
33	<p>“What are we here for, again?” Joshua asked.</p>	<p>“Mau apa lagi kita disini?” tanya Joshua.”</p>	3
34	<p>“Just a meet and greet,</p>	<p>“Sekedar saling bertemu dan</p>	3

	really." She smoothed her dress.	menyapa. Gloria merapikan gaunnya.	
35	"I see these kids every day!"	"Aku melihat anak-anak ini setiap hari!"	3
36	"But how many do you talk to?" She grinned and ran off somewhere.	"Tapi berapa banyak kamu berbicara pada mereka?" Dia menyeringi dan berlari kesuatu tempat.	3
37	"I know, the whole thing is dumb, isn't it?" Diana said.	"Aku tahu hal-hal ini bodohkan? kata Diana.	3
38	Joshua turned his head to see her reach into her stocking and pull out a cigarette	Joshua menoleh melihatnya meraih kaos kaki dan mengambil sebatang rokok".	2
39	A blush settled into his cheeks. "I'm going to go see if anyone has a light." She stood up and left him alone.	Aku akan mencari seseorang yang mempunyai korek". Dia berdiri dan meninggalkan Gloria sendiri.	1
40	He drummed his fingers on tabled -- one, two, three, four -- and waited for either of them to come back. The five minutes of solitude he have proved they weren't.	Dia memukulkan jarinya pada meja seperti memukul drum. 1,2,3, empat-- dan menunggu mereka kembali 5 menit kesunyian mereka kembali.	3

Judul : Picket Fences

Diisi oleh : Responden 2

No.	ST	TT	Score
1	Indiana summers always left Joshua feeling sticky.	Musim yang cukup panas dan kering selalu meninggalkan rasa lembab dan panas bagi Joshua.	3
2	He always preferred to stay inside his house, only slightly less sticky than outdoors, but sometimes Gloria was too strong for him most of the time.	Dia selalu memilih berada di dalam rumah, karena tidak selembab dan sepanas di luar, tapi kadang-kadang Gloria lebih kuat dibandingkan dengannya dalam situasi apapun (termasuk menahan hawa panas ini).	3
3	It was the end of another era when the first breeze in two weeks broke through Joshua's bedroom window	Ini adalah suatu musim ketika angin pertama dalam dua minggu ini berhembus melalui jendela kamar Joshua.	3
4	A book laid open on his sheets, but it was neglected as Joshua observed a fly traveling up his wall. It seemed to be a permanent resident since it hadn't left in two days.	Sebuah buku yang terbuka di kursi di abaikan oleh Joshua karena ia mengamati seekor lalat yang berterbangan di dinding. Dinding itu tampak seperti tempat tinggal tetap bagi lalat itu karena dia tidak berpindah selama dua hari.	3
5	Joshua's chocolate eyes followed it around, watching its legs twitch whenever it stopped and its wings flutter when it moved. His sister tried convincing him that television was better than whatever he did. He remained a skeptic.	Mata Joshua yang coklat mengikuti gerak lalat di sekeliling kamar melihat kakinya akan huggap dimana dan kepakan sayap ketika terbang. Saudara perempuan Joshua mencoba membujuknya dengan mengatakan bahwa acara TV lebih bagus dibanding apa yang sedang ia lakukan. Tapi dia tetap acuh tak acuh.	3
6	The last of his studying had been pushed off to the side. The end of school years didn't make him tired or excited, just apathetic.	Akhir masa belajarnya sudah tiba. Akhir tahun sekolah tidak membuatnya lelah ataupun gembira, biasa-biasa saja.	3
7	The spell of the humdrum town	Suasana kota yang	2

	he lived him roped him in closer and closer with each season that passed. Apathy seemed to be the only future for him anymore.	membosankan tempat dia tinggal membuatnya semakin dekat dengan musim yang harus dilalui. Sikap acuh tak acuh menjadi sebuah senjata untuk melaluinya esok hari.	
8	His window had been hard to get open, but as his skin prickled while the wind breathed down his neck he lost his interest in the fly roaming around and instead turned to the curtains gently swaying.	Jendela kamarnya sulit dibuka, saat angin berembus mengenai lehernya hampir saja perhatiannya pada lalat itu teralihkan dan ia bergerak menuju tirai kamar.	3
9	He wiped away a bead of sweat forming at his hairline and rolled off his bed.	Dia menyeka keringat yang keluar dan menggulung kasurnya	3
10	It took five steps to get from his bed to his window, and he counted them again as he moved. Counting always kept him calm.	Dia membutuhkan 5 langkah dari tempat tidur ke jendela, dan dia menghitung lagi saat berbalik. Berhitung selalu membuatnya tenang	3
11	He counted the seconds as he sat in the chair resting by his windowsill and peaked through it.	Dia menghitung untuk yang kedua kalinya seperti saat dia duduk di kursi beristirahat di sisi jendela dan melepas lelah.	2
12	Two girls were walking down the sidewalk, one with fiery orange hair in braids and the other with copper hair thrown into a lazy bun resting at the base of her head.	Ada dua gadis sedang berjalan, seorang dengan rambut pirang di bagain ujungnya dan seorang lagi dengan rambut warna tembaga terlempar di bagian sanggul menyisakan dasar kepalanya.	2
13	They both wore checkered dresses, one pink and one green, and one with a scarf tied around her neck and the other without any accessories.	Mereka berdua memakai dress, warna merahmuda hijau, salah satunya memakai syal di lehernya dan yang satu lagi tanpa memakai aksesoris apapun	3
14	The copper-haired girl with the scarf could be heard laughing from the distance away she was. He recognized it immediately.	Gadis dengan rambut warna tembaga yang memakai syal tertawa keras sekali yang bisa di dengar dari jarak cukup jauh. Hingga Joshua bisa	3

		mengenalinya dengan cepat.	
15	Joshua counted his steps again (this time four) as he made his way to his dresser.	Joshua menghitung kembali langkahnya (sekarang jam 4) saat dia menuju tempatnya berhias.	2
16	A black comb lie there, picked up a moment later and dragged through his hair.	Sebuah sisir hitam ada disana, diambilnya beberapa saat kemudian lalu menyisir sela-sela rambutnya.	3
17	A strand of it fell across his eyes. He pretended that pushing it back on top of his head was good enough.	Sehalai rambutnya menutupi matanya. Dia menganggap menyisirnya kembali agar berada di atas kepalanya adalah sesuatu yang bagus.	3
18	He waited at the top of the stairs, twiddling his thumbs as he listened intently to all that was happening below him.	Dia menunggu di atas tangga, memutar mutar ibu jarinya saat dia mendengar apa-apa yang terjadi di bawah.	3
19	His brother could be heard throwing toy soldiers in his room. His mother could be heard removing something from the oven.	Saudara laki-lakinya terdengar melempar mainan tentaranya di dalam kamar. Ibunya terdengar memindahkan sesuatu di oven.	3
20	A knock came to the door. His mother's heels clicked in response.	Sebuah ketukan datang dari pintu. Lalu ibunya segera membuka pintu.	3
21	"We're here for Josh," came the copper-haired girl's voice. "He's right upstairs," his mother informed.	"Kami mencari Josh," kata gadis berambut tembaga. "Dia di atas," jawab ibu.	3
22	The two approached the staircase. "Josh, we're here!" the same girl exclaimed. She clamored up the stairs.	Terdengar 2 orang mendekati tangga. "Josh, kami disini!" gadis yang sama berseru. Dia berteriak teriak di tangga.	3
23	"I'm coming, Gloria." He had learned to stop resisting her a long time ago.	"Ya, Gloria." Dia sudah mempelajari cara menghadapi gadis itu sejak lama.	3
24	Her bright grin came into his vision. Her left front tooth was just as crooked as ever. "Diana's coming today,	Seringai senyum cerahnya langsung terlihat. Gigi depannya tampak tidak lurus. "Diana datang juga hari".	3

	too.”		
25	<p>“Where are we going again?”</p> <p>“The park, silly.” She turned away, her dress swishing around her calves.</p>	<p>“Kemana lagi kita pergi?”</p> <p>“ke taman bodoh.” Gloria berbalik, gaunnya berdesir di betisnya.</p>	2
26	<p>“Hurry, we don’t want to be late!” She jumped down the stairs.</p>	<p>“Cepat, kita tidak boleh terlambat!” Dia melompat menuruni anak tangga.</p>	3
27	<p>He sighed, dragging his fingertips against the walls. There were still thirteen steps</p>	<p>Joshua menghela nafas, menyerat ujung jarinya di dinding. Masih ada 13 langkah.</p>	3
28	<p>“Come on.” Gloria’s long fingernails dug into his wrist, dragging him with her as she bounced out the door. Sometimes her energy was contagious, and he smiled.</p>	<p>“Ayolah”. Kuku jari Gloria yang panjang menggenggam pergelangan tangannya, sambil dia melompoati pintu. Terkadang energi Gloria menular dan joshua tersenyum.</p>	3
29	<p>They made their way down the street.</p> <p>“Boy, it’s sure hot,” Gloria said in an attempt to make conversation.</p> <p>“It’s only early June.”</p>	<p>Mereka berjalan turun. “Josh ini panas sekali,” kata Gloria memulai percakapan.</p> <p>“Ini baru awal juni.</p>	3
30	<p>“August is going to be fun,” Diana chimed in.</p> <p>Joshua watched the cracks in the sidewalk.</p>	-	0
31	<p>The park was two blocks away. Teenagers gathered on park benches and ate sandwiches, laughing and throwing things and forgetting that they still had responsibilities.</p>	<p>Taman di bagi menjadi dua blok, para remaja berkumpul di bangku taman dan memakan roti isi, tertawa dan melupakan segala hal dan melupakan bahwa mereka masih mempunyai tanggung jawab</p>	3
32	<p>Joshua shuffled through all of them without a word, sitting down at the table Gloria chose.</p>	<p>Joashua berjalan melewati mereka semua tanpa berkata-kata, duduk dibangku yang dipilih Gloria.</p>	3
33	<p>“What are we here for, again?” Joshua asked.</p>	<p>“Mau apa lagi kita disini?” tanya Joshua.”</p>	3
34	<p>“Just a meet and greet,</p>	<p>“Sekedar saling bertemu dan</p>	3

	really." She smoothed her dress.	menyapa. Gloria merapikan gaunnya.	
35	"I see these kids every day!"	"Aku melihat anak-anak ini setiap hari!"	3
36	"But how many do you talk to?" She grinned and ran off somewhere.	"Tapi berapa banyak kamu berbicara pada mereka?" Dia menyeringi dan berlari kesuatu tempat.	2
37	"I know, the whole thing is dumb, isn't it?" Diana said.	"Aku tahu hal-hal ini bodohkan? kata Diana.	1
38	Joshua turned his head to see her reach into her stocking and pull out a cigarette	Joshua menoleh melihatnya meraih kaos kaki dan mengambil sebatang rokok".	3
39	A blush settled into his cheeks. "I'm going to go see if anyone has a light." She stood up and left him alone.	Aku akan mencari seseorang yang mempunyai korek". Dia berdiri dan meninggalkan Gloria sendiri.	3
40	He drummed his fingers on tabled -- one, two, three, four -- and waited for either of them to come back. The five minutes of solitude he have proved they weren't.	Dia memukulkan jarinya pada meja seperti memukul drum. 1,2,3, empat-- dan menunggu mereka kembali 5 menit kesunyian mereka kembali.	3

Judul : Picket Fences

Diisi oleh : informan 1

No.	ST	TT	Score
1	Indiana summers always left Joshua feeling sticky.	Musim yang cukup panas dan kering selalu meninggalkan rasa lembab dan panas bagi Joshua.	2
2	He always preferred to stay inside his house, only slightly less sticky than outdoors, but sometimes Gloria was too strong for him most of the time.	Dia selalu memilih berada di dalam rumah, karena tidak selembab dan sepanas di luar, tapi kadang-kadang Gloria lebih kuat dibandingkan dengannya dalam situasi apapun (termasuk menahan hawa panas ini).	2
3	It was the end of another era when the first breeze in two weeks broke through Joshua's bedroom window	Ini adalah suatu musim ketika angin pertama dalam dua minggu ini berhembus melalui jendela kamar Joshua.	1
4	A book laid open on his sheets, but it was neglected as Joshua observed a fly traveling up his wall. It seemed to be a permanent resident since it hadn't left in two days.	Sebuah buku yang terbuka di kursi di abaikan oleh Joshua karena ia mengamati seekor lalat yang berterbangan di dinding. Dinding itu tampak seperti tempat tinggal tetap bagi lalat itu karena dia tidak berpindah selama dua hari.	3
5	Joshua's chocolate eyes followed it around, watching its legs twitch whenever it stopped and its wings flutter when it moved. His sister tried convincing him that television was better than whatever he did. He remained a skeptic.	Mata Joshua yang coklat mengikuti gerak lalat di sekeliling kamar melihat kakinya akan huggap dimana dan kepakan sayap ketika terbang. Saudara perempuan Joshua mencoba membujuknya dengan mengatakan bahwa acara TV lebih bagus dibanding apa yang sedang ia lakukan. Tapi dia tetap acuh tak acuh.	3
6	The last of his studying had been pushed off to the side. The end of school years didn't make him tired or excited, just apathetic.	Akhir masa belajarnya sudah tiba. Akhir tahun sekolah tidak membuatnya lelah ataupun gembira, biasa-biasa saja.	2
7	The spell of the humdrum town	Suasana kota yang	1

	he lived him roped him in closer and closer with each season that passed. Apathy seemed to be the only future for him anymore.	membosankan tempat dia tinggal membuatnya semakin dekat dengan musim yang harus dilalui. Sikap acuh tak acuh menjadi sebuah senjata untuk melaluinya esok hari.	
8	His window had been hard to get open, but as his skin prickled while the wind breathed down his neck he lost his interest in the fly roaming around and instead turned to the curtains gently swaying.	Jendela kamarnya sulit dibuka, saat angin berembus mengenai lehernya hampir saja perhatiannya pada lalat itu teralihkan dan ia bergerak menuju tirai kamar.	3
9	He wiped away a bead of sweat forming at his hairline and rolled off his bed.	Dia menyeka keringat yang keluar dan menggulung kasurnya	2
10	It took five steps to get from his bed to his window, and he counted them again as he moved. Counting always kept him calm.	Dia membutuhkan 5 langkah dari tempat tidur ke jendela, dan dia menghitung lagi saat berbalik. Berhitung selalu membuatnya tenang	3
11	He counted the seconds as he sat in the chair resting by his windowsill and peaked through it.	Dia menghitung untuk yang kedua kalinya seperti saat dia duduk di kursi beristirahat di sisi jendela dan melepas lelah.	2
12	Two girls were walking down the sidewalk, one with fiery orange hair in braids and the other with copper hair thrown into a lazy bun resting at the base of her head.	Ada dua gadis sedang berjalan, seorang dengan rambut pirang di bagain ujungnya dan seorang lagi dengan rambut warna tembaga terlempar di bagian sanggul menyisakan dasar kepalanya.	1
13	They both wore checkered dresses, one pink and one green, and one with a scarf tied around her neck and the other without any accessories.	Mereka berdua memakai dress, warna merahmuda hijau, salah satunya memakai syal di lehernya dan yang satu lagi tanpa memakai aksesoris apapun	3
14	The copper-haired girl with the scarf could be heard laughing from the distance away she was. He recognized it immediately.	Gadis dengan rambut warna tembaga yang memakai syal tertawa keras sekali yang bisa di dengar dari jarak cukup jauh. Hingga Joshua bisa	2

		mengenalinya dengan cepat.	
15	Joshua counted his steps again (this time four) as he made his way to his dresser.	Joshua menghitung kembali langkahnya (sekarang jam 4) saat dia menuju tempatnya berhias.	3
16	A black comb lie there, picked up a moment later and dragged through his hair.	Sebuah sisir hitam ada disana, diambilnya beberapa saat kemudian lalu menyisir sela-sela rambutnya.	2
17	A strand of it fell across his eyes. He pretended that pushing it back on top of his head was good enough.	Sehalai rambutnya menutupi matanya. Dia menganggap menyisirnya kembali agar berada di atas kepalanya adalah sesuatu yang bagus.	3
18	He waited at the top of the stairs, twiddling his thumbs as he listened intently to all that was happening below him.	Dia menunggu di atas tangga, memutar mutar ibu jarinya saat dia mendengar apa-apa yang terjadi di bawah.	3
19	His brother could be heard throwing toy soldiers in his room. His mother could be heard removing something from the oven.	Saudara laki-lakinya terdengar melempar mainan tentaranya di dalam kamar. Ibunya terdengar memindahkan sesuatu di oven.	3
20	A knock came to the door. His mother's heels clicked in response.	Sebuah ketukan datang dari pintu. Lalu ibunya segera membuka pintu.	3
21	"We're here for Josh," came the copper-haired girl's voice. "He's right upstairs," his mother informed.	"Kami mencari Josh," kata gadis berambut tembaga. "Dia di atas," jawab ibu.	3
22	The two approached the staircase. "Josh, we're here!" the same girl exclaimed. She clamored up the stairs.	Terdengar 2 orang mendekati tangga. "Josh, kami disini!" gadis yang sama berseru. Dia berteriak teriak di tangga.	1
23	"I'm coming, Gloria." He had learned to stop resisting her a long time ago.	"Ya, Gloria." Dia sudah mempelajari cara menghadapi gadis itu sejak lama.	3
24	Her bright grin came into his vision. Her left front tooth was just as crooked as ever. "Diana's coming today,	Seringai senyum cerahnya langsung terlihat. Gigi depannya tampak tidak lurus. "Diana datang juga hari".	2

	too.”		
25	<p>“Where are we going again?”</p> <p>“The park, silly.” She turned away, her dress swishing around her calves.</p>	<p>“Kemana lagi kita pergi?”</p> <p>“ke taman bodoh.” Gloria berbalik, gaunnya berdesir di betisnya.</p>	3
26	<p>“Hurry, we don’t want to be late!” She jumped down the stairs.</p>	<p>“Cepat, kita tidak boleh terlambat!” Dia melompat menuruni anak tangga.</p>	3
27	<p>He sighed, dragging his fingertips against the walls. There were still thirteen steps</p>	<p>Joshua menghela nafas, menyerat ujung jarinya di dinding. Masih ada 13 langkah.</p>	3
28	<p>“Come on.” Gloria’s long fingernails dug into his wrist, dragging him with her as she bounced out the door. Sometimes her energy was contagious, and he smiled.</p>	<p>“Ayolah”. Kuku jari Gloria yang panjang menggenggam pergelangan tangannya, sambil dia melompoati pintu. Terkadang energi Gloria menular dan joshua tersenyum.</p>	3
29	<p>They made their way down the street.</p> <p>“Boy, it’s sure hot,” Gloria said in an attempt to make conversation.</p> <p>“It’s only early June.”</p>	<p>Mereka berjalan turun. “Josh ini panas sekali,” kata Gloria memulai percakapan.</p> <p>“Ini baru awal juni.</p>	2
30	<p>“August is going to be fun,” Diana chimed in.</p> <p>Joshua watched the cracks in the sidewalk.</p>	-	3
31	<p>The park was two blocks away. Teenagers gathered on park benches and ate sandwiches, laughing and throwing things and forgetting that they still had responsibilities.</p>	<p>Taman di bagi menjadi dua blok, para remaja berkumpul di bangku taman dan memakan roti isi, tertawa dan melupakan segala hal dan melupakan bahwa mereka masih mempunyai tanggung jawab</p>	2
32	<p>Joshua shuffled through all of them without a word, sitting down at the table Gloria chose.</p>	<p>Joashua berjalan melewati mereka semua tanpa berkata-kata, duduk di bangku yang dipilih Gloria.</p>	2
33	<p>“What are we here for, again?” Joshua asked.</p>	<p>“Mau apa lagi kita disini?” tanya Joshua.”</p>	3
34	<p>“Just a meet and greet,</p>	<p>“Sekedar saling bertemu dan</p>	3

	really." She smoothed her dress.	menyapa. Gloria merapikan gaunnya.	
35	"I see these kids every day!"	"Aku melihat anak-anak ini setiap hari!"	3
36	"But how many do you talk to?" She grinned and ran off somewhere.	"Tapi berapa banyak kamu berbicara pada mereka?" Dia menyeringi dan berlari kesuatu tempat.	3
37	"I know, the whole thing is dumb, isn't it?" Diana said.	"Aku tahu hal-hal ini bodohkan? kata Diana.	3
38	Joshua turned his head to see her reach into her stocking and pull out a cigarette	Joshua menoleh melihatnya meraih kaos kaki dan mengambil sebatang rokok".	2
39	A blush settled into his cheeks. "I'm going to go see if anyone has a light." She stood up and left him alone.	Aku akan mencari seseorang yang mempunyai korek". Dia berdiri dan meninggalkan Gloria sendiri.	1
40	He drummed his fingers on tabled -- one, two, three, four -- and waited for either of them to come back. The five minutes of solitude he have proved they weren't.	Dia memukulkan jarinya pada meja seperti memukul drum. 1,2,3, empat-- dan menunggu mereka kembali 5 menit kesunyian mereka kembali.	3

Judul : Picket Fences

Diisi oleh : informan 2

No.	ST	TT	Score
1	Indiana summers always left Joshua feeling sticky.	Musim yang cukup panas dan kering selalu meninggalkan rasa lembab dan panas bagi Joshua.	3
2	He always preferred to stay inside his house, only slightly less sticky than outdoors, but sometimes Gloria was too strong for him most of the time.	Dia selalu memilih berada di dalam rumah, karena tidak selembab dan sepanas di luar, tapi kadang-kadang Gloria lebih kuat dibandingkan dengannya dalam situasi apapun (termasuk menahan hawa panas ini).	3
3	It was the end of another era when the first breeze in two weeks broke through Joshua's bedroom window	Ini adalah suatu musim ketika angin pertama dalam dua minggu ini berhembus melalui jendela kamar Joshua.	3
4	A book laid open on his sheets, but it was neglected as Joshua observed a fly traveling up his wall. It seemed to be a permanent resident since it hadn't left in two days.	Sebuah buku yang terbuka di kursi di abaikan oleh Joshua karena ia mengamati seekor lalat yang berterbangan di dinding. Dinding itu tampak seperti tempat tinggal tetap bagi lalat itu karena dia tidak berpindah selama dua hari.	3
5	Joshua's chocolate eyes followed it around, watching its legs twitch whenever it stopped and its wings flutter when it moved. His sister tried convincing him that television was better than whatever he did. He remained a skeptic.	Mata Joshua yang coklat mengikuti gerak lalat di sekeliling kamar melihat kakinya akan huggap dimana dan kepakan sayap ketika terbang. Saudara perempuan Joshua mencoba membujuknya dengan mengatakan bahwa acara TV lebih bagus dibanding apa yang sedang ia lakukan. Tapi dia tetap acuh tak acuh.	3
6	The last of his studying had been pushed off to the side. The end of school years didn't make him tired or excited, just apathetic.	Akhir masa belajarnya sudah tiba. Akhir tahun sekolah tidak membuatnya lelah ataupun gembira, biasa-biasa saja.	3
7	The spell of the humdrum town	Suasana kota yang	2

	he lived him roped him in closer and closer with each season that passed. Apathy seemed to be the only future for him anymore.	membosankan tempat dia tinggal membuatnya semakin dekat dengan musim yang harus dilalui. Sikap acuh tak acuh menjadi sebuah senjata untuk melaluinya esok hari.	
8	His window had been hard to get open, but as his skin prickled while the wind breathed down his neck he lost his interest in the fly roaming around and instead turned to the curtains gently swaying.	Jendela kamarnya sulit dibuka, saat angin berembus mengenai lehernya hampir saja perhatiannya pada lalat itu teralihkan dan ia bergerak menuju tirai kamar.	3
9	He wiped away a bead of sweat forming at his hairline and rolled off his bed.	Dia menyeka keringat yang keluar dan menggulung kasurnya	3
10	It took five steps to get from his bed to his window, and he counted them again as he moved. Counting always kept him calm.	Dia membutuhkan 5 langkah dari tempat tidur ke jendela, dan dia menghitung lagi saat berbalik. Berhitung selalu membuatnya tenang	3
11	He counted the seconds as he sat in the chair resting by his windowsill and peaked through it.	Dia menghitung untuk yang kedua kalinya seperti saat dia duduk di kursi beristirahat di sisi jendela dan melepas lelah.	2
12	Two girls were walking down the sidewalk, one with fiery orange hair in braids and the other with copper hair thrown into a lazy bun resting at the base of her head.	Ada dua gadis sedang berjalan, seorang dengan rambut pirang di bagain ujungnya dan seorang lagi dengan rambut warna tembaga terlempar di bagian sanggul menyisakan dasar kepalanya.	2
13	They both wore checkered dresses, one pink and one green, and one with a scarf tied around her neck and the other without any accessories.	Mereka berdua memakai dress, warna merahmuda hijau, salah satunya memakai syal di lehernya dan yang satu lagi tanpa memakai aksesoris apapun	3
14	The copper-haired girl with the scarf could be heard laughing from the distance away she was. He recognized it immediately.	Gadis dengan rambut warna tembaga yang memakai syal tertawa keras sekali yang bisa di dengar dari jarak cukup jauh. Hingga Joshua bisa	3

		mengenalinya dengan cepat.	
15	Joshua counted his steps again (this time four) as he made his way to his dresser.	Joshua menghitung kembali langkahnya (sekarang jam 4) saat dia menuju tempatnya berhias.	2
16	A black comb lie there, picked up a moment later and dragged through his hair.	Sebuah sisir hitam ada disana, diambalnya beberapa saat kemudian lalu menyisir sela-sela rambutnya.	3
17	A strand of it fell across his eyes. He pretended that pushing it back on top of his head was good enough.	Sehalai rambutnya menutupi matanya. Dia menganggap menyisirnya kembali agar berada di atas kepalanya adalah sesuatu yang bagus.	3
18	He waited at the top of the stairs, twiddling his thumbs as he listened intently to all that was happening below him.	Dia menunggu di atas tangga, memutar mutar ibu jarinya saat dia mendengar apa-apa yang terjadi di bawah.	3
19	His brother could be heard throwing toy soldiers in his room. His mother could be heard removing something from the oven.	Saudara laki-lakinya terdengar melempar mainan tentaranya di dalam kamar. Ibunya terdengar memindahkan sesuatu di oven.	3
20	A knock came to the door. His mother's heels clicked in response.	Sebuah ketukan datang dari pintu. Lalu ibunya segera membuka pintu.	3
21	"We're here for Josh," came the copper-haired girl's voice. "He's right upstairs," his mother informed.	"Kami mencari Josh," kata gadis berambut tembaga. "Dia di atas," jawab ibu.	3
22	The two approached the staircase. "Josh, we're here!" the same girl exclaimed. She clamored up the stairs.	Terdengar 2 orang mendekati tangga. "Josh, kami disini!" gadis yang sama berseru. Dia berteriak teriak di tangga.	3
23	"I'm coming, Gloria." He had learned to stop resisting her a long time ago.	"Ya, Gloria." Dia sudah mempelajari cara menghadapi gadis itu sejak lama.	3
24	Her bright grin came into his vision. Her left front tooth was just as crooked as ever. "Diana's coming today,	Seringai senyum cerahnya langsung terlihat. Gigi depannya tampak tidak lurus. "Diana datang juga hari".	3

	too.”		
25	<p>“Where are we going again?” “The park, silly. ” She turned away, her dress swishing around her calves.</p>	<p>“Kemana lagi kita pergi? “ke taman bodoh.” Gloria berbalik, gaunnya berdesir di betisnya.</p>	2
26	<p>“Hurry, we don’t want to be late!” She jumped down the stairs.</p>	<p>“Cepat, kita tidak boleh terlambat!” Dia melompat menuruni anak tangga.</p>	3
27	<p>He sighed, dragging his fingertips against the walls. There were still thirteen steps</p>	<p>Joshua menghela nafas, menyerat ujung jarinya di dinding. Masih ada 13 langkah.</p>	3
28	<p>“Come on.” Gloria’s long fingernails dug into his wrist, dragging him with her as she bounced out the door. Sometimes her energy was contagious, and he smiled.</p>	<p>“Ayolah”. Kuku jari Gloria yang panjang menggenggam pergelangan tangannya, sambil dia melompoati pintu. Terkadang energi Gloria menular dan joshua tersenyum.</p>	3
29	<p>They made their way down the street. “Boy, it’s sure hot,” Gloria said in an attempt to make conversation. “It’s only early June.”</p>	<p>Mereka berjalan turun. “Josh ini panas sekali,” kata Gloria memulai percakapan. “Ini baru awal juni.</p>	3
30	<p>“August is going to be fun,” Diana chimed in. Joshua watched the cracks in the sidewalk.</p>	-	0
31	<p>The park was two blocks away. Teenagers gathered on park benches and ate sandwiches, laughing and throwing things and forgetting that they still had responsibilities.</p>	<p>Taman di bagi menjadi dua blok, para remaja berkumpul di bangku taman dan memakan roti isi, tertawa dan melupakan segala hal dan melupakan bahwa mereka masih mempunyai tanggung jawab</p>	3
32	<p>Joshua shuffled through all of them without a word, sitting down at the table Gloria chose.</p>	<p>Joashua berjalan melewati mereka semua tanpa berkata-kata, duduk di bangku yang dipilih Gloria.</p>	3
33	<p>“What are we here for, again?” Joshua asked.</p>	<p>“Mau apa lagi kita disini?” tanya Joshua.”</p>	3
34	<p>“Just a meet and greet,</p>	<p>“Sekedar saling bertemu dan</p>	3

	really." She smoothed her dress.	menyapa. Gloria merapikan gaunnya.	
35	"I see these kids every day!"	"Aku melihat anak-anak ini setiap hari!"	3
36	"But how many do you talk to?" She grinned and ran off somewhere.	"Tapi berapa banyak kamu berbicara pada mereka?" Dia menyeringi dan berlari kesuatu tempat.	2
37	"I know, the whole thing is dumb, isn't it?" Diana said.	"Aku tahu hal-hal ini bodohkan? kata Diana.	1
38	Joshua turned his head to see her reach into her stocking and pull out a cigarette	Joshua menoleh melihatnya meraih kaos kaki dan mengambil sebatang rokok".	3
39	A blush settled into his cheeks. "I'm going to go see if anyone has a light." She stood up and left him alone.	Aku akan mencari seseorang yang mempunyai korek". Dia berdiri dan meninggalkan Gloria sendiri.	3
40	He drummed his fingers on tabled -- one, two, three, four -- and waited for either of them to come back. The five minutes of solitude he have proved they weren't.	Dia memukulkan jarinya pada meja seperti memukul drum. 1,2,3, empat-- dan menunggu mereka kembali 5 menit kesunyian mereka kembali.	3