

**AN ANALYSIS OF VOLUNTEERS' TRANSLATION PRODUCTS:
QUALITY AND READER RESPONSE ON "CHRYSANTHEMUM"
CHILDREN STORYBOOK AT GANESA LIBRARY**

THESIS

Submitted as A Partial Requirements for the Degree of Undergraduate
in English Language Education



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DEDICATION

This thesis dedicated to :

- 1. My beloved parents. (Mr. Sri Narsono and Mrs. Sutami)*
- 2. My beloved brother, sister and nephew. (Heru Purnomo, Desy Dhymur and Ibrahim Nusantara)*
- 3. My almamater IAIN Surakarta.*

MOTTO

*Spread love not hate,
Kindness makes you the most beautiful person in the world no matter
what you look like.*

(Anonymous)

فَاذْكُرُونِي أَذْكَرْكُمْ وَاشْكُرُوا لِي وَلَا تَكْفُرُونِ

*Therefore remember Me, I will remember you, and be thankful to Me,
and do not be ungrateful to Me.*

(Al Baqoroh: 152)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “An Analysis Of Volunteers’ Translation Products: Quality And Readers Response On “Chrysanthemum” Children Storybook At Ganesa Library” 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 willing to take the academic sanction in the form of repealing my thesis and academic degree.

Surakarta, 2019

by,



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ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God almighty, for all blessings and mercies so the researcher was able to finish this thesis entitled **An Analysis Of Volunteers' Translation Product: Quality And Readers Response On "Chrysanthemum" Childrens' Storybook At Ganesa Library**. Peace be 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, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Prof. Dr. Mudofir, S.Ag, M.Pd, the Rector of the State Islamic Institute of Surakarta.
2. Dr. H. Giyoto, M.Hum. as the Dean of Language and Culture Faculty of State Islamic Institute of Surakarta.
3. Dr. Imroatus Solikhah, M.Pd. as the Head of English Language Education of State Islamic Institute of Surakarta and the advisor, who has given guidance, deeply attention, help, advices and corrections to revise the mistake during the entire process of writing this thesis.
4. All of lectures at English Language Education and English Letters program and also official employees of Language and Culture Faculty.
5. Mr. Chaerul Afandi as a manager of Ganesa Library, thanks for giving permission to the researcher to conduct the research and collect the data.
6. Her beloved family Mr. Narsono, Mrs. Sutami, Heru Purnomo, Desy Dhymur and Ibrahim Nusantara, who always love, give the best encouragements and always motivates the reseracher to finish this thesis as soon as possible.

7. Her beloved sisters Charolina and Sitaresmi, thanks for support and gave best advice to the researcher.
8. Her beloved friends Yully, Sansan, Andhini, Renaningtiyas and Ayunda for the happiness and support the reseacher
9. Her best friends of Almighty Alpha, FourS4uare and Danelins Tita, thanks for always motivate the researcher.

The researcher wishes that Allah SWT will give them in return all good things that have been given to her. The researcher realizes 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, 10th August 2019

The Researcher

Dewita Purwaningsih

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ABSTRACT

Dewita Purwaningsih. 2019. *“AN ANALYSIS OF VOLUNTEERS’ TRANSLATION PRODUCTS: QUALITY AND READER RESPONSE ON “CHRYSANTHEMUM” CHILDREN STORYBOOK AT GANESA LIBRARY”*. Thesis. English Language Education. Cultures and Language Faculty. The State Islamic Institute of Surakarta

Advisor : Dr. Imroatus Solikhah, M.Pd

Key word : *Translation, Accuration, Acceptability, Reader Response.*

Translator is a profession that can produce a translation product with varying quality according to its competence. In this research the translator are volunteers in Ganesa Library (Aria and Selly) and helped by the management of Ganesa they produced a product in childrens’ storybook entitled “Chrysanthemum”. The researcher taken the data from the volunteers’ translation product. Based on the data that researcher found, the storybook read by children or member of Ganesa and there are many variation of translation quality from volunteers’ translation product based on Nababan (2012) theory, especially about accuracy and acceptability. Therefore the purposes of the research are first to explain the translation quality of accuracy and acceptability in “Chrysanthemum” storybooks from English to Indonesia translated by Aria Kusumawati and Selly Nuraini. Second to explain the readers’ response based on Beach (1993) theory from children in “Chrysanthemum” storybooks from English to Indonesia translated by Aria Kusumawati and Selly Nuraini. This research is descriptive qualitative research was about analysis of volunteers’ translation product: quality and readers’ response on “Chrysanthemum” childrens’ storybook at Ganesa library. The instruments was the raters and the questionnaire from reader. The source of the data in the research are the translation product from Aria and Selly with 125 datum on each translation product, the data from the rater and questionnaire from reader. The subject of the research for questionnaire was 30 children in Ganesa library.

The result of the research is first (a) the average score of accuracy from all raters are 95 data accurate, 28 data less accurate, 2 data inaccurate for Aria Kusumawati translation product and 101 data accurate, 20 data less accurate, 4 data inaccurate for Selly Nuraini. It means that the most of the text translated accurately. (b) The average score of acceptability from all raters are 94 data acceptable, 29 data less acceptable, 2 data unacceptable for Aria Kusumawati translation product and 99 data acceptable, 22 data less acceptable, 4 data unacceptable for Selly Nuraini. It means that the most of the text translated acceptable. Second from readers’ reponse questionnaire shows that “Chrysanthemum” childrens storybook easily understood by children. Based on the percentage of the questionnaire, the storybook that translated by Aria Kusumawati is the children 85,2% agree with the statement and the storybook that translated by Selly Nuraini is the children 85,6% agree with the statement. It means that “Chrysanthemum” childrens’ storybook is a good media to learn and introduce English since childhood.

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CHAPTER I

INTRODUCTION

A. Background of Study

The cultural history of nations in the world, especially those who are familiar with scripts, from ancient times to the present, has proven the importance of translation activities (in the sense of written and oral translators) as an effective means of developing mutual understanding among one nations to another. Therefore, in the present era of globalization, translation plays a major role in conveying messages from one language to another. In its development, *Himpunan Penerjemah Indonesia* state that translation also plays a role in the fields of social, political, educational, economic, scientific, and technological. Therefore, translation occupies a strategic role in people's lives. Translation activities in Indonesia have been going on for more than a thousand year, for example is Kakawin Ramayana uses Old Javanese language, which is originally adapted from a *Sansekerta* literature that written in the 9th century. (accessed on <https://www.hpi.or.id/kode-etik-penerjemah> “*Kode Etik Profesi Penerjemah-Himpunan Penerjemah Indonesia*” at February 27, 2019 16:00 WIB)

In the world of globalization, English language known as the one of the international language in PBB. In the official web-article of PBB or wellknown as United Nation has 6 official languages such as Arabic, France,

Chinese, Spain, Russia and English it means that English should be understood by people especially in Indonesia. Therefore, translation in this case is needed to get the information between English and Indonesian language. According to Newmark (1988) define translation as a process of rendering the meaning of a text into another language in the way that the author intended the text. Translation is similar with communication in a way that people transfer information from the sender to the receiver in written texts. In this process there are at least two factors involved, one is the sender or the one who wants to send the message to someone else, second is the receiver or the one who will receive the message. (Accessed on <https://www.un.org/en/sections/about-un/official-languages/> “*Official Languages*” at February 2nd July 2019 16:00 WIB)

In the process of translation, Indonesian to English or from English to Indonesian, there are some strategies in translation. Krings assumes (1986) that translation strategies as translator’s potentially conscious plans for solving a translation problem. Translation strategies are: addition, deletion, adoption, adaptation, level shift and category shift. Therefore, translation method (global translation strategy) is the overall strategy as if the translator applies to a text as a whole. It is used if the translator is willing to make the target text in the same purpose as well as the source text. Sometimes, the translators cannot ignore the errors happened in the translation because of the strategy and the method that the translator used is not suitable in term of translation process. These errors often happen and must be overcome by

translators. When reviewing translation, it is essential to first understand the difference between a preference choice and an error. A translation *error* is a grammatical or spelling mistake or an incorrect word choice given the original words' meaning or the document's target audience (Leacock: 2010).

Nababan (2008) states that the background and competence of a translator will greatly affect the way he deals with the text and the quality of translation work, it can be conclude that translator play a crucial role in translation process. This research uses English storybook originally written in English and manually translated into Indonesian by the translators as a volunteer in Ganesa Library. Chrysanthemum is a children storybook created by Kevin Henkes. The storybooks has been translated by Selly Nuraini (2018) and Aria Kusumawati (2016) while they were being a volunteer student in Ganesa Library. Olohan cited on Jones (2019) define for volunteer translation is when translation conducted by people exercising their free will to perform translation work which is not remunerated, which is formally organized and for the benefit of others.

Ganesa library is a public library that supply a lot of books both local and import, for example Winnie the Pooh, Blues Clues, Bobo and many more. the researcher choose Chrysanthemum children storybook because the moral value from the storybook is suitable for children and also interesting. Chrysanthemum being one of the import book, to make sure that the books can be read by member of Ganesa, Ganesa's management translate the book into Indonesian language helped by the volunteer. On the other hand, a

volunteer students who make a translation product can be categorized as amateur translators who often made unnecessary mistakes. Their translation is important to be examined because we can see the common mistakes which can be used to improve translation studying and learning process.

On the first line in the book written, “The day she was born is the happiest day in her parent’s live.” The first translator translates it, “*hari kelahirannya adalah hari yang paling bahagia untuk kedua orang tuanya*”, while the second translator translates it into, “*hari ketika dia lahir adalah hari yang paling membahagiakan bagi orang tuanya*”. The difference in the translation can be implied that translating a children storybook is challenging. However, a translator have the privilege to translate a text applying certain methods, procedures or strategies and and it is expected that one or more theories of translation will be consistent with the translation result. Translating a text is considered as human action and every translation has a purpose or aim or goal and this theory emphasized on texts which are translated based on the request of commisioner whether it is for commercial or non commercial purpose.

Newmark (1988) defines a good translation as “as accurate as possible, as economical as possible, in denotation and in connotation, referentially and pragmatically”. Based on Newmark’s theory about a good translation to make a good quality in translation, not only focus on accuracy but also the acceptibility and readability. Nababan (2012) stated that a quality translation should fulfilling three aspect of parameter in translation quality, there are

accuracy, acceptability and readability. Every aspect rated by qualified informants who has capability in translation field. It is important knowing the highest score of accuracy, readability and acceptability the researcher can conclude whether the translation can be classified as good or not.

Most of translators only focus on the result of the translation, even though there is an important part that the translator must pay attention to, it is a reader point of view. Readers who understand what they are reading can more easily predict, conclude, and make connections of the text or the information on the page. Reader-response criticism argues that literature should be viewed as a performing art in which each reader creates their own, possibly unique, text-related performance. Readers and readability in translation quality can not be separated. The researcher wants to know the score of readability from the readers point of view to get the specific score in dealing with the translation product. Readers as informants give their opinion to the translation product whereas storybooks are commonly read by children. Moreover, in translating a product it is important for translators to focus both on the result and the reader opinion.

Based on that issue between translation and storybooks for children, the researcher is curious how is the translation quality and reader response from "Chrysanthemum". Therefore, it is interesting to do an investigation on the translation quality and readers' rating in "Chrysanthemum" children storybook which were translated by the translators. This study elaborated Nababan's theory of translation, especially on quality of translation, to

analyzed students work on translating “Chrysanthemum” storybook. The focus of this study are to map and identify the translation quality and the readers rating on “Chrysanthemum“ children storybook. The researcher found that this storybook often read by children in Ganesa Library, it might be said that this storybooks becomes one of the reference children in learning English. Because of storybook is one of the media in learning processs in Ganesa Library, it’s important to find out wheter this translation product is suitable for children. Thus, the researcher is really motivated to conduct a research under the title “An Analysis of Volunteers’ Translation Product : Quality and Reader Response on “Chrysanthemum” Childrens’ Storybook at Ganesa Library”

B. Identification of the Problem

Based on the background, the researcher would like to identify problem as the following:

1. The reader get difficulties in reading and understanding the translation product of storybook.
2. The translator is common use the diction that is not suitable for children as a target reader.
3. Most of translator only focus on the result of translation product, besides the role of the reader is important to get understand from the translation product.

C. Limitation Of The Problem

The researcher needs to limit the study in order to make simpler in analyzing the translation quality and reader response in childrens' storybook in Ganesa Library entitled "Chrysanthemum". The researcher only focused on the translation quality and reader response that the found in "Chrysanthemum", and the reader is children in age of elementary school from 8 until 12 years old that suitable for "Chrysanthemum" storybooks.

D. Problem Formulation

Based on the background of the study, the problem study are :

1. How is the translation quality of accuracy and acceptability in "Chrysanthemum" storybooks from English to Indonesian translated by Aria Kusumawati and Selly Nuraini?
2. How is reader response from children in "Chrysanthemum" storybooks from English to Indonesian translated by Aria Kusumawati and Selly Nuraini?

E. The Objectives of The Study

The objectives of this study are :

1. To describe the translation quality accuracy and acceptability in “Chrysanthemum” children storybook translated by Aria and Selly..
2. To describe reader response from children in “Chrysanthemum” storybooks from English to Indonesian translated by Aria Kusumawati and Selly Nuraini?

F. The Benefits of The Study

1. Theoretical

- a. To give the contribution to the development of upcoming research in the education field, especially in translation.
- b. To give the specific knowlegde about analysis of translation quality that found in the storybooks.

2. Practical

- a. For the teacher and students who interested in translation will improve their ability from this research.
- b. For the amateur translator and proffesional translator, to know the result and increase the knowledge about translation quality from this reseach
- c. For the other researcher, to provide a way to assist futher research in analyzing how translation quality and readers’ rating in “Chrysanthemum” storybook’s children.

G. Definition of Keyterms

The main term used in this thesis would be clarified in order to avoid misunderstanding, they are as follow:

1. Translation

According to Newmark (1988) translation as a process of rendering the meaning of a text into another language in the way that the author intended the text.

2. Translation Quality

Larson (1984) a translation is considered good if it is covered by three aspect such as accurate (accuracy), natural (acceptability), and clear (readability), while Nababan et,al (2012: 44) explains that translation quality assessment is focused on three main things, they are accuracy, acceptability, readability.

3. Chrysanthemum

Chrysanthemum is a storybook created by Kevin Henkes and published for the first time on 1991. Chrysanthemum is a little mice that grow beautifully. She loves her name so much until she started to school. She got bullied by her friend because of her name was to

long and its name a flower until she sad. One day the music teacher named Mrs Twinkle also named after a flower, Lily. Chrysanthemum happy because their name is beautiful as Mrs Twinkles' name. The story has many moral value such as apriciate everything that we have, don't underestimate someone, bullying is a bad habit, be a good person to anyone.

4. Reader Response

Fowler (1991) state that reader response criticism is a critical practice that helps readers read (about looking foward, looking back, filing gaps and so on) with greater awareness and self-consciousness. He also state that reader response focus on the reader and the experience of reading.

5. Storybook

Mitchell (2003) state that, "Picture storybooks are books in which the picture and text are tightly intertwined. Neither the pictures nor the words are selfsufficient; they need each other to tell the story".

According to (Bunata, 2010) illustrated story books or comics can be a medium in delivering messages through stories accompanied by illustrated images.

6. Volunteers' Translator

Olohan cited in Jones (2019) define for volunteer translation is when translation conducted by people exercising their free will to perform translation work which is not remunerated, which is formally organized and for the benefit of others.

CHAPTER II

THEORETICAL REVIEW

A. Translation

Brislin (1976) defines translation as follows :” Translation is the general term referring to the transfer of thoughts and ideas from one language (source) to another language (target), whether the language are in written on oral form, whether the languages have established orthographies or do not have such standardization or whether one or both languages are based on signs, as with sign languages of the deaf”. Newmark (1988) state that translation as a process of rendering the meaning of a text into another language in the way that the author intended the text.

Many definition are expressed by linguist concerning with translation. Catford in Sutopo (2001) 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 (1984) 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.

According to Halliday in Bell (1997: 13) the 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.

According to the researcher, translation is the process of translation is the process changing from source language into target language to transfer the meaning of both language. Nida (1964) purposes four basic requirements of translation, there are:

1. Making sense
2. Conveying the spirit and manner of the original
3. Having a natural and easy form of expression
4. Producing a similar response.

Furthermore, Massoud (1988, cited in Abdellah, 2002) states some criteria for a good translation as follows:

1. A good translation is easily to understood
2. A good translation is fluent and smooth
3. A good translation is idiomatic
4. A good translation conveys, some text extent, the library subtitles of the original

5. A good translation distinguishes between the metaphorical and the literal.
6. A good translation reconstructs the cultural context of the original.
7. A good translation makes explicit what is implicit in abbreviation and in allusions to sayings, songs, and nursery rhymes.
8. A good translation will convey as much as possible the meaning of the original text.

Thus, based on several points above, the translator must be convey the meaning of original text and the translation should be understood.

1. Translator

Nababan (2008) states that the background and competence of a translator will greatly affect the way he deals with the text and the quality of translation work, it can be conclude that translator play a crucial role in translation process. Pradhyta and Nugroho (2015) define translator is divided into two, amateur and professional translator. They describe professional translator is someone who has translated more than five literatures such as novel, short story, song, and poem. Besides literature, they define professional translator has handled many legal documents and government

projects. Some of them were dealing with payment and investment. They define amateur translator as a students focusing on literary study because of his acknowledgement in translating was limit, and amateur translator almost never been paid in translating. The differencess about them are education and experience, a proffesional translator should have a specific education in translation and also experience in translation, but an amateur translator can be anyone, for example a student in a college that have a less experience in translating product rather than proffesional translator.

In this research, the translator is a volunteers' translator, almost same as the ammateur translator, sometimes make an error. Olohan cited on Jones (2019) define for volunteer translation is when translation conducted by people exercising their free will to perform translation work which is not remunerated, which is formally organized and for the benefit of others. She also identifies four aspect which generally inform judgements about volunteering: free will, reward, context for the activity and beneficiaries.

2. Translation Quality

Translators should make the translation work accurate as the intended meaning in the source text. In order to know whether a translation is good or not, it would be better if a translation is evaluated by experts. The experts can evaluate the accuracy of a translation. According to Nababan (2008), an assessment toward the quality of a translation mainly focuses on the accuracy. Newmark (1988) suggested

that that some kind of accuracy must be the only criterion of a good translation in the future what kind of accuracy depending first on the type and then the particular text that has been translated and that the word 'sub-text'. Larson (1984) 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 assessment 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.

A good translation has to transfer the message from source language to target language very well. The readers sometimes only read the translation product without paying attention to the translation quality. Translation quality assessment is very important for translation product. Translation quality assessment is an activity to give value to a translation product whether the product is having good quality or not. Assessing or criticizing a translation is not an easy matter because it needs an

extraordinary ability (Nababan, 2008). The translation product is not always good. Sometimes there are many mistakes in the translation product when it is compared to the original one. Assessment towards translation quality focuses in three things namely accuracy, acceptability, and readability.

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 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 pattern which are familiar to the target reader play an important role in keeping the communication channel open”. It can be said that accuracy related to the quality of the result. By the accurate translation result reader can catch the meaning of the translated text exactly the same with its original text. According to Larson (1984:86) accurate is determined by communicative source language and target language. A translation is consider to be accurate if both of the source language and the target language can communicate the same meaning. Is can proved by comparing both of them. If there no addition, delection or chage of information, its mean that the translation is accurate. Based on the statement above, every translator must make source language and target language have

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.

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”. Nisak (2018) state that 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 consider acceptable if it read as an original written in target language and sound natural for the target readers. According Nababan (2008: 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.

3. Readability

A translation is produced to be read by the target reader. Readability deals with how natural and easy a translation can be read by the target readers. Nababan (2008: 61) states that readability is important in translation because translation cannot be separated from reading activity. Therefore, a translator should consider this aspect in translating a text. Readability influences the readers' understanding of the content of a translation. There are four main factors that influence the readability of a text. The first factor is the diction used in a text which is included the use of new words, foreign words and ambiguous words. The second factor is related to sentences which a translator writes. This factor includes the use of foreign sentences, ambiguous sentences and incomplete sentences, the length of the sentences and the complexity of the sentences. The next factor is how the translator arranges the idea of his or her translation. The last factor includes other factors that have been mentioned. They are the content of a text, the appearance of a text and the ability of both the translator and the reader (Nababan, 2008: 64-78). Nababan et al proposed a readability rating instrument. It is

an instrument to measure the readability level by asking readers to rate the readability of a text using questionnaire.

B. Translation Quality on Storybook

Based on Mitchell (2003) state that picture storybooks can help children to understand how to interact with other. Picture storybook are books in which the picture and text are tightly intertwined. Neither the pictures nor the words are selfsufficient; they need each other to tell the story. Storybooks play a vital role in memorizing vocabulary for children too. Futhermore, by using storybooks it can be a good choise because at the age of children always interest with colorful stories and picture. According to Rothlein dan Meinbach (1991) also state that, a picture storybooks conveys its message through illustrations and written text; both elements are equally important to the story. It can be conclude that, its important to make a good translation in storybook because the reader is children, the translation should be relevant with children's thought.

1. Storybook

According to the *Kamus Besar Bahasa Indonesia* (KBBI) the word story is an essay that describe people's actions, experiences, or suffering; events and so on (both really happening and those that are only imaginary), while the picture means imitation of goods (people, animals, plants, etc.) made with scribbled pencils and so on paper and

so on, and book itself means sheet of paper bound, containing writing or blank.

Mitchell (2003), "Picture storybooks are books in which the picture and text are tightly intertwined. Neither the pictures nor the words are selfsufficient; they need each other to tell the story". Whereas according to Bunata (2010) illustrated story books or comics can be a medium in delivering messages through stories accompanied by illustrated images. The book itself is a medium in conveying information and messages. Based on the explanation above, it can conclude that storybook is books that have cartoon images that contain stories or stories that tell stories and contain a knowlegde for children as a media to learning something.

According to Sutherland and Arbuthnot (cited in Faizah, 2009), note that the illustrations in picture storybooks are just s important as text, and picture storybooks share the following characteristic:

1. They are brief and straightforward.
2. They contain a limited number of concepts.
3. They contain concepts that children and comprehend.
4. They are written in a style that is direct and simple.
5. They include illustrations that complement the text.

According to Hurlock (cited in Adipta, Maryaeni et al, 2016) states that children like storybook because of the following:

1. Children get good opportunities to gain insight into their personal and social knowledge to help in solving the problem.
2. Illustrated storybook that attract children and curiosity about problems supernatural.
3. Illustrated storybook give children a temporary escape from their daily lives.
4. Illustrated storybook are easy to read, even children who are less able to read can be from the meaning of the picture.
5. Illustrated storybook are not expensive and also aired on television so that all children know the storybook.
6. Colorful stories encourage children to read that not many other books give.
7. Illustrated storybook give something to be expected (if in serial form).
8. Inside a character's picture story that is often done or say things that are not difficult for children to do on their own, even they want to do.
9. The characters in the story are often strong, brave, and handsome, so they become hero figures for children to identify.
10. Pictures in colorful and sufficient pictorial stories simple for children to understand.

Storybook for children has many benefit. Introduce children with story books with this storybook it turns out that it has great potential to foster reading interest in children. By reading a storybook, children can see the world and can expand knowledge.

Based on storybooks, there are many benefits that children will get:

1. As an entertainer.
2. As a media to gain the knowledge.
3. Add intelligence.
4. As teaching material for reading.
5. Making children creative in guessing the contents of the story.

Stories for children greatly influence the mindset and intelligence of children, to listen and record the content and purpose of the content of the story. Picture storybook communicate the facts and ideas in clearly and strongly through a combination of disclosure of words and images. According to Davis (1997) picture storybook as an educational tool are very interesting to use due to: (a) built in desire to learn through comics; (b) easy accessibility in daily newspaper and bookstand; (c) the novel and ingenious way in which this authentic medium depicts real-life language and very facet of people and society"; and (d) the variety of visual and linguistic element and codes tahet appeal to student with different learning style.

Based on the description above, it can be studied that the use of illustrated story books is very diverse, for example the use of illustrated story books as a sleeper, as an ingredient for learning to read, using illustrated story books for language learning for children and adults, and the use of pictorial storybooks in school or libraries as an attractive source of learning with appropriate learning steps. Some teachers can use picture storybooks as an interesting learning resource in order to improve students' skills.

Storybooks can be used as learning resources for students and can be used as learning resources that are not specifically designed for learning purposes but the story of picturebooks can be applied and used for learning purposes for students. It can be concluded that picture storybooks are cartoon images that tell stories or stories that can be a source of information delivery or messages with certain characteristics can be classified into several types, so that picture storybooks are very suitable to be applied as a media for learners.

2. Translation Quality on Storybook

Story is a way to attract young learner to learn English. Stories provide a whole imaginary world with the use of language that children can access and enjoy as well as learning the language (Cameron, 2001:159). Moreover, there are other reasons why stories should play a central role in teaching and learning foreign language: Stories which rely

so much on words provide a major and constant source of language experience for children. Stories motivate children to learn foreign language, increasing children's ability in listening, reading, speaking and writing. It also help children to be aware of the sound and the „feel“ of the foreign language, the experience of the story provoke a response through speaking and writing, and stories also build communication (Wright, 1995).

Children's storybook has significant role in language learning, most are in the form of fables and fairy tales, especially the bilingual storybook which enable children to learn their first language (L1) as well as the foreign language. The most common form of bilingual children's storybook in Indonesian is English – Indonesian or Indonesian– English version. Bilingual books it self are books with two different languages written either on the same page or facing pages. Here, children are introduced with other language as well as other culture that coexist in the bilingual books. This also means that they are introduced with words that probably are new and unfamiliar to them in order to develop their vocabularies.

In bilingual children's storybooks, translation plays a crucial role in delivering the message of source language (SL) to the target language (TL) naturally, accurately and readable (Newmark: 1988). Translating a literary text is considered difficult for many translators (Yuwono, 2005 in Pujianty, 2006). This is because there are certain rules in translating

children story book/children literature. Furthermore, studies on children literature, the research on translation is rarely conducted (Lathey, 2006 in Sas, 2010).

Cameron (2001) gives characteristics on how a story is considered a quality story. A good story is a story that listeners or readers enjoy, either the children or parents. Quality stories have characters and a plot that engage children. Stories that have the potential to capture children's interest and motivation to learn, along with space for language growth are considered as a quality stories. A good story has a meaning that builds character on young learner; the content is suitable with the age level of the children.

A good children storybook always has an educating content and message within the story. This may help children in building good characteristics and his/her state of mind. Children storybook can be easily found in bookstores, from the SL storybooks, translated storybooks and also bilingual storybooks. There are many types of children storybook such as, folktales, fairytales, fables, myths, legends, science fiction, modern fantasy, short stories, picture story books, etc.

Children storybook has different characteristics than the other books (Tiina Puurtinen in Hornby, Pochhacher, and Kaindl:1994) stated that these books are very interesting and there are three characteristics that distinguish them from other books, the characteristics are as follows:

- a. Children's books are intended for two different groups of readers: first, the children, and second, the adult readers (parents, teachers, critics),
- b. Children's literature is ruled by various changing principles and norms, ideological, moral, ethical, religious which determine the types of children's literature provided in a certain time.
- c. The special characteristics of child reader is the comprehension and reading ability, the experience of life and knowledge of the world that must be build in their mind in order no to present them with difficult and uninteresting books that may avoid them to reading, but rather to produce books that provoke them to read more.

Wright (1995) implies that the existence of pictures, drawing are considered important in creating a fun and wonderful experience and also able to reveal things that words cannot. There is a rule that need to be well understood by a translator in translating children storybook, which is also the main goal; it is the acceptability of the readers. This leads to the adjustment (manipulation of the source text for a certain purpose) conducted by the translator that has a purpose in producing an appropriate translation product for children.

The researcher specify the classification of parameters in translation quality on storybook adapted from Nababan (2012: 50) theory include the aspect of quality in storybook. Here are the parameters that consist of accuracy, acceptability:

No	Element Of The Quality	Category	Score	Discussion	Data	Explanation
1.	Accurate	Accurate	3	Meaning words, technical terms, phrases, clauses, sentences or text language sources accurately transferred into the target language especially to get the meaning in childrens' imagination; the same no distortion of meaning.	Chrysanthe mum. Her parents named her Chrysanthe mum. <i>Chrysanthe mum. Orang tuanya memberi nama dia Chrysanthe mum.</i>	Based on the source text and the target text, the researcher found that the meaning is accurate enough.
		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 misunderstood word that is not suitable for children and distortion of meaning or translation double meaning or no meaning eliminated, which disrupt the integrity of message.	Chrysanthe mum grew, and grew, and grew. <i>Chrysanthe mum tumbuh, dan tumbuh, dan tumbuh.</i>	Based on the translation, the researcher found miss accurate, the translation should be more communicatively.

	Continue...	Inaccurate	1	Meaning of words, technical terms, phrases, clauses, sentences or text language sources are not accurately transferred into the target language or remove so, children does not understand the text exactly.	Thought Chrysanthe mum miserably <i>Pikiran buruk Chrysanthe mum</i>	Based on the translation, the researcher didnot understand clearly the meaning.
2.	Acceptable	Acceptable	3	Translation feels natural, technical terms used are commonly used for children and familiar to the reader especially children, phrase, clause, and sentence used in accordance with the rules of the target language.	Chrysanthe mum loved her name. <i>Chrysanthe mum menyukai namanya.</i>	Based on the translation, the meaning is same as the source text and its acceptable enough.
		Less Acceptable	2	Generally translation already feels natural, but there are some problems in the use of technical terms, or a slight grammatical errors.	"It's so long", said Jo. <i>"Itu terlalu panjang", kata Jo.</i>	Based on the translation, actually the meaning is almost acceptable if the translator use " <i>sangat</i> " rather than " <i>terlalu</i> "
		Unaccepta ble	1	Translation unnatural or feel like a work of translation, technical terms used are not commonly	"Her name must be everything she is"	Based on the translation, the researcher assume that both the target

				Continue... used and familiar to the reader. phrases, clauses and sentence used not in accordance with the rules of the target language.	Continue... ” <i>Namanya harus sesuai dengan dirinya</i> ”	Continue... and the source is not suitable.
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Table 1 : Translation Quality On Storybook

C. Reader Response

A reader-oriented response would be about the reading experience. Tyson (2006) notes that “they are confined largely to comments about the reader’s memories, interests, personal experiences, and the like.” On the other hand, reality-oriented responses deal with expressing personal opinions on moral and social issues, rather than focusing on personal experiences. But Bleich favors a third form of response, which is experience oriented, because it combines both of the above types of response: the reader’s reaction to specific moments in the text, and his or her opinion of characters, events or passages from the text.

According to Beach cited on Safitri (2015: 4) in A Teacher’s Introduction to Reader Response Theories into five types: textual, experiential, psychological, social and cultural.

1. Textual theory focus on how readers draw on and deploy their knowledge of text or genre conventions to respond to specific text feature.
2. Experiential theory is the readers' behaviour in responding a text. This theory focus on the nature of readers' engagement or experiences with texts the ways in which, for example, readers identify with characters, visualize images, relate personal experiences to the text, or construct the world of the text.
3. Psychological theory assumes that readers responses as the cognitive or subconscious process and how those processes vary according to both unique individual personality and developmental level.
4. Social theory is a way to respond text by connecting text to a certain social values or roles and the social condition will influence the reader to building the meaning text.
5. Cultural theory focuses on how readers' cultural roles, attitudes, and values, as well as the larger cultural, historical context, shape responses, it can be said that the readers will bring their personal background of the reading the text. One of the reader's background that affects their ways to respond text.

Based on the Beach theory, the researcher develop the indicators of response from the reader or children. Here are the indicator that the researcher adapted from the Beach theory (1993:08) :

No	Indicator	Statement
1.	Textual	<p>a. I can retell the story clearly.</p> <p>b. I can get the message or moral value from this storybook.</p> <p>c. I can understand the plot of the storybook.</p> <p>d. I can read the storybook without repeat the page before it in the storybook.</p>
2.	Experiential	<p>a. I interest with the storybook because of the picture and the story itself.</p> <p>b. I can describe the characters of the storybook.</p> <p>c. I can visualize the storybook based on the picture.</p> <p>d. I can imagine whats happen in the next pages.</p>
3.	Psychological	<p>a. I can feel the characters from the storybook is look like real.</p> <p>b. I think this storybook is suitable for me.</p> <p>c. I feel sad and angry when the main character get bullied.</p> <p>d. I feel happy with the ending in the storybook.</p>
4.	Social	<p>a. I learn to always kind with all of my friends</p> <p>b. I will respect and love my friends, teacher and my parents looks like in the storybook.</p> <p>c. After read the storybook, I will never bully my friends.</p> <p>d. If I know my friend are bullying other friend, I will tell my friend to say sorry and not to do that again.</p>
5.	Cultural	<p>a. My parents always teach me to always positive thinking to anyone.</p> <p>b. My friends are still bullying other friends.</p> <p>c. I can learn many vocabulary from this</p>

		<p>storybook.</p> <p>d. After reading this storybook, I will read another kind of storybook.</p>
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Table 2 : Reader Response adapted from Beach Theory

In line with him, the researcher combine the theory of reader response to get the data of readability from children. Children as a rater has different point of view with rater from expert, children with their opinion will make the score of questionnaire with childrens' thought. Wendy and Lisbeth (2006) divided the children into two main groups throughout the book, the five to seven years old and the eight to ten year old. They are assuming that the five to seven years old are all at level one, the beginner stage. The eight to ten years old level two and may also beginner , or they may have been learning the foreign language for some time, so there are both level one and level two pupils in the eight to ten age group. Reading storybook can be apply in both level, but level one have less attention than level two. In the language developmen of level two, they can understand abstract, symbols, generalyse and systematise. Thus to simplify the childrens' rating, the researcher take the children from level one and two that exacly the children from elementary school because they can read more easily and more understand about the story.

D. Young Learners Competence

Cognitive development from children have different stage in each age. In this reseach, the reseacher took the data from children start from 8

until 12 years old in order to simplify the target reader. In those age, children start learn English in Elementary school. As state by Piaget (2018, cited on McLeod) proposed four stages of cognitive development which reflect the increasing sophistication of children's thought:

1. Sensorimotor stage (birth to age 2)

Major characteristics and developmental changes:

1. The infant knows the world through their movements and sensations
2. Children learn about the world through basic actions such as sucking, grasping, looking, and listening
3. Infants learn that things continue to exist even though they cannot be seen (object permanence)
4. They are separate beings from the people and objects around them
5. They realize that their actions can cause things to happen in the world around them

2. Pre-operational stage (from age 2 to age 7)

Major characteristics and developmental changes:

1. Children begin to think symbolically and learn to use words and pictures to represent objects.
2. Children at this stage tend to be egocentric and struggle to see things from the perspective of others.

3. While they are getting better with language and thinking, they still tend to think about things in very concrete terms.

3. Concrete operational stage (from age 7 to age 11)

Major characteristics and developmental changes

1. During this stage, children begin to think logically about concrete events.

2. They begin to understand the concept of conservation; that the amount of liquid in a short, wide cup is equal to that in a tall, skinny glass, for example

3. Their thinking becomes more logical and organized, but still very concrete

4. Children begin using inductive logic, or reasoning from specific information to a general principle

4. Formal operational stage (age 11+ - adolescence and adulthood)

Major characteristics and developmental changes:

1. At this stage, the adolescent or young adult begins to think abstractly and reason about hypothetical problems

2. Abstract thought emerges

3. Teens begin to think more about moral, philosophical, ethical, social, and political issues that require theoretical and abstract reasoning

4. Begin to use deductive logic, or reasoning from a general principle to specific information

Besides cognitive development, there are behavioristics and constructivistics aspect that appear when young learner start to study. Behavioristic is a combination between stimulus and response. Watson (2017, cited on Dastpak et al) believed that language, unlike its complications, is basically a simple behavior. Generally, behaviorists emphasize the observable linguistic behaviors and try to find a relationship between responses and stimulus which have an environmental origin. From a behaviorists' point of view, an effective linguistic behavior is a correct response to a stimulus. If a specific response is reinforced, its changes into a habit or is conditioned, and therefore children repeat those reinforced linguistic responses. Behavioristic on child development focus on how environmental interaction influences behavior and are considered a reaction to rewards, punishments, stimulus, and reinforcement.

Suhendi and Purwarno (2018) state that constructivism plays an important role in interpreting learning outcomes and designing environments to support learning. According to the constructivist view of learning, individuals must have a background of knowledge, experience, and interests so that they can create a unique relationship in building their knowledge. As the father of constructivism theory, Piaget (2018, cited on Suhendi and Purwarno) constructed a major principle in his

constructivism theory. The main principle in Piaget's theory is that knowledge must be built by students as the active creator of that knowledge. In the perspective of constructivism theory, children are motivated and directed to learn the main idea through discovery learning. For example, learning about vocabulary by playing word strips; learning about additions and subtractions through manipulative use; or learning about the effects, impacts, and relationships of subjects with objects through experiments with different sizes and shapes of objects are motivated students in learning.

E. Previous Related Studies

In this research, there have been many researcher who attempt to study the topic with the same topic. There are some previous studies that concern about translation quality and reader response, here are studies in line with the researchers' research :

1. Mangatur Nababan, Ardiana Nuraeni and Sumardiono (2012) in their research entitled "Pengembangan Model Penilaian Kualitas Terjemahan". The main objective of this study is to produce a model of TQA from English into Indonesian. This research use the incidators of translation quality with acceptibility, accuracy and redability. Based on this research the data were obtained through content analysis, interviewing with key informants, FGD and observation, and analyzed with an interactive data analysis technique. The final findings of this research indicate the followings. First, the Model of TQA produced

assesses the quality of translation holistically. Second, the Model is applicable for assessing the quality of translation within the contexts of translation research and teaching and of professional settings. Third, the Model opens opportunities for raters to assess various units of translation, ranging from micro to macro levels. Fourth, the effectiveness of the Model in assessing quality of translation depends solely on the ability of the assessors or raters in applying it in various settings. Prior to its application, those engaged in every translation quality assessment should read and understand all relevant information and procedures of how it should be employed. The differences between my research with them are here the researcher focus on translation quality of storybooks children specify in accuracy and acceptability. The researcher get the data of readability based on questionnaire given to children who are the reader of the storybook.

2. Linda Safitri (2015) in the research entitled “ American Call For War: Cultural Reader Response To Ridley Scott’S Black Hawk Down Movie (2001)”. The researcher analyzes the American call for war of cultural reader response reflected in the Black Hawk Down Movie (2001). This study belongs to the literary study, there are three objectives of the study, the first is to describe the dominant issues by the reviewers in applying reader response theory and the second is to explain the background of the reviewer response to the movie and third is to explain the reasons that influenced American reviewer call for war to

Somalia city. The primary data source is the reviews of Black Hawk Down movie (2001) by Ridley Scott from IMDb (Internet Movie Database). The secondary data of this study are taken from other sources such as literary book, previous studies, articles, journals, and also website related to reader response theory. The researcher draws several conclusions, there are eight issues variation. It consists of movie production, social, propaganda, military, politics, suffering, race and religion. The differences between my research with Safitri is the researcher took the data based on questionnaire, and Safitri from reviewer response.

3. Hanifah Khoirun Nisak (2016) in the research entitled “ An Analysis Of Students’ Translation Quality At The Seventh Semester Of English Department IAIN Surakarta In The Academic Year Of 2014/2015.”. In this research, the researcher was aimed to describe the students’ quality in translation. the researcher found that 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. It can be conclude that student as an amateur translator sometimes made a mistakes in translate a product. The differences between my research with Nisak is the researcher took the data of translation quality from three rater to get in accuracy and acceptability, the researcher also took the data of reader response to get the point of view from reader.

4. Hikmatussakdiyah (2018) in the research entitled Translation Procedures of English - Indonesian in Bilingual Storybooks “ Moana Finds The Way “ translated by Rimayanti. In this research, the writer was aimed at finding out the type of translation procedures of english - Indonesian in bilingual storybooks and the effect of translation to the target reader. The writer stated that the translation storybooks is made with simple grammatical sentences and has pictures that can attract the attention of children who see it. The translation procedure used in the storybook is literal translation procedure, the translator used literal translation procedures because is more acceptable for children and the result of translation almost same with the origin text. The similarity of this reasearch is took the storybook to be the main information. The differences between my research with Hikmatussakdiyah is here the researcher focus on translation quality especially on accuracy and acceptibility, also took the data of readability from reader response.

CHAPTER III

RESEARCH METHODOLOGY

A. Design of the Study

In this research, the researcher used descriptive qualitative research. Moloeng (1991) state that qualitative method is a research procedure that obtains descriptive data in written or spoken form from the people and their behavior which is being observed. qualitative research was applied in this research because the data are not statistical data. In this research there is a simple counting that was only use as a medium to analyze the data and make a conclusion. The counting data is the parameter of translation quality.

In this research, the researcher analyzes the quality and readers' rating of translation that are provided in "Chrysanthemum" childrens' storybook. In conducting the research, the design used in this research was content material analysis of document analysis to gather the textual and written document that are provided within the books that is research. Bryman (2008) describe a content analysis as a part of document analysis, is an analytical approach that attempts to quantify content in terms of predetermined categories and in a systematic and replicable manner. Cole (in Elo and Kyngas, 2007) states that content analysis is a method of analysing written, verbal or visual communicating messages it is known as a method of analysing documents.

Through the definition above, the researcher implies that a content analysis is a method that can be used to analyze a document.

B. Setting of the Research

The research begin from January until July 2019 in conducting the research and analysing the translation quality childrens' storybook entitled " Chrysanthemum" which provide and give the information about material that is needed. Here are the research timeline :

No	Activities	Time					
		March 2019	April 2019	May 2019	June 2019	July 2019	August 2019
1.	Pre-Research (Observation and Interview)						
2.	Writing a proposal chapter I, II, III.						
3.	Seminar Proposal						
4.	Research						
5.	Post research analysing the data.						
6.	Report and submit chapter IV and V						
7.	Munaqosyah						

Table 3 : Research Timeline

C. The Data and Source Data

The data and source data in this research is the translation product of the storybook entitled “ Chrysanthemum” that translated by volunteer students of English Letters from IAIN Surakarta in Ganesa library, Aria Kusumawati (2016) and Selly Nuraini (2018). The data of the research are word, phrase, clause or sentences and dialogues which written in the storybooks. The written data from the storybook will be analyze by the rater to get the result in translation quality and readers’ rating. The data that given by the raters who have capability in translation field is translation quality in aspect of accuracy and acceptability. The researcher took 3 rater to asses accuracy and acceptability of translation product. The researcher took 3 rater for each translation product to give a rating in translation quality of readability from children.

As stated before that the raters should have several criteria so that they can asses the translation quality. The criteria of the raters are below:

1. They are mastering English and Indonesian language, having competency as translator, having adequate knowledge about translation.
2. They are expert, minimally post graduated in line with linguistic specific in translation studies.
3. For raters in readability, they are students or children in the age of elementary school, minimally they can read a book fluently and easily understand about storybook.

In this research, the researcher choose Ganesa Library because actually this library as known as place for children to learn about literature, especially leaning English from bilingual storybook, in Ganesa library has a lot of storybooks was written in English and translated by volunteer into Indonesian language. It is expected the library has a good material in learning also teaching English for young learners. It makes children interesting in reading stotybooks and also learning English.

D. Technique of Collecting Data

In this research, the researcher uses a documentary analysis as a technique of collecting data. Documentation is a particular way of collecting the data by taking a data from the existing data as a document, for examples are notes, book, report, agenda, etc (Arikunto, 2002). The researcher describes all the data obtained from documentation. It is the way how to collect the data. The documentation is taken from the script or origin text and the translation product that written under the origin text. In collecting the data of translation quality from the rater, the researcher describe as follows :

1. Read the origin text of the storybooks.
2. Read the translation product written in the storybooks.
3. Deciding the criteria of the compatibility the origin text with the translation product.
4. The rater deciding, classifying and fulfilling the checklists' criteria

5. The rater giving score of accuracy, redability and acceptability based on the standards assessment given by researcher.

In this researcher also uses questionnaire and interview to get the data of reader response from the translation product. The questionnaire given to children in e second level that are children in age of 8 until 12 years old. Questionnaeire is the most conveient and inexpensive way of gathering information from people. Questionnaire is designed in such a way that participants have freedom to express their views in response to the question asked without any influencer or clues from the interviewer. In collecting the data of childrens' response, the researcher describe as follows :

1. Read the translation product in the storybook.
2. The reader fullfilling the identity in the paper.
3. The reader / children fulfilling the questionnaire.

In this research will be 20 item of questionnaire, while the questionnaire, there will be an interview given to 2 children or reader. Arikunto (2002) there are three types of interview; structured, unstructured and semi structured interview. Structure interview is the scheduled for the specific purpose of getting certain information. Unstructured is an interview that he researcher doesnt use any interview guideand depend on the situation to get the information. Semi structured interview is the

combination between structured and unstructured interview which uses fixed question and could be develop during interview process to get additional information based on the relevant topic. The interviewer will give the information and it will be recorded by the researcher.

E. Coding Technique

In this research, the researcher gives some codes in each data in order to make ease in analyzing the data

1. The number of the data, 001 means that the data number 1.
2. The page number of the data in the storybook, 01 means that the data in page 1.
3. The translators of “Chrysanthemum” storybooks

AK : Aria Kusumawati

SN : Selly Nuraini

4. The raters of translation quality in “Chrysanthemum” storybooks

R1 : Arkin Haris, M.Hum.

R2 : Bayu Dewa Murti, M.Hum.

R3 : Lilik Istiqomah M.Pd., M.Hum

Here is the example to read the coding data

001/01/AK/R1 , means that it is the data number 1 in page number 1, and from translator Aria Kusumawati. The rater from this data is Mr. Arkin.

F. Trustworthiness of Data

In analyzing the data, researcher needs to analyze the validity of the data source to get the valid data. To prove the trustworthiness of data, so the researcher uses expert opinion. The results of analysis were tested for reliability and validity through triangulation. It is “an attempt to check the truth of the data or information obtained by researchers from different perspectives as much as possible by reducing the bias that occurs during data collection and analysis”. According to Sugiyono (2006), “Triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures”. Patton in Sutopo (2002) stated there are four techniques of triangulation:

1. Data Triangulation

Data triangulation directed researcher to collect the data by using several of data sources. It means that the same data will be more valid if obtained from several different data sources.

2. Investigator Triangulation

The result of the research was in form of data or conclusion about a specific part of research that can be tested its validity from other researcher.

3. Methodological Triangulation

Methodological triangulation was used to collect the same data but using the different techniques or methods to obtain the same data. There are several types of methods, such as observation, questionnaires, interviews, and documents.

4. Theoretical Triangulation

Theoretical triangulation conducted by researcher using more than one theoretical perspective in discussing the issues studied.

In this research, the researcher used triangulation to obtain the validity of the research. The researcher collect and select the data that have correlation with the methods, such as observation, questionnaires, interviews, and documents. Thus, the researcher used methodological triangulation.

G. Technique of Analyzing Data

In qualitative research, data analysis technique was directed to answer research question. Creswell, Miles and Huberman stated which is quoted by Professor Denis, “Data analysis is an eclectic process occurs simultaneously with data collection, data interpretation and report writing.” In fact, while the researcher was collecting the data, the researcher automatically did analysis too. That is why we named simultaneously this sub title as “data collection”

and “data analysis” because both processes cannot be separated. The figure below might give more depiction about the statement above.

The model of data analysis as well as data collection in qualitative research according to Miles and Huberman. They divided the process of analysis into three phases consist of data reduction, data display and drawing conclusion and verivication.

1. Data reduction

It is the process of sorting, focusing, simplifying, abstracting, and transforming of the raw data. Not all of the result of research was important. It means that the important information must be taken and unimportant information must be ignored. In this process, the researcher must select, focus, simplify and data in the field note. The data reduction was done during the research activities. In this case, the researcher reduced the information during research activities if the data are unimportant or they are not support the data the researcher needed.

2. Data display

“Looking at displays help us to understand what is happening and to do something-further analysis or caution on that understanding”, this statement is what has been stated by Miles and Huberman (1984). In the qualitative research, the data can be displayed in the form of table, graphic, phi chard, pictogram and other equivalent of them. By displaying the data, the researcher was easy to understand and to analyze

what was happening with the data presented. And the researcher began to do the next plan of the research based on what the researcher has experienced. A display is organized, compressed assembly of information that permits conclusion drawing and action. In this step, the process of showing data simply in the form of word and sentence. In this research, the data display is description of translation product.

3. Drawing conclusion

The third activity was drawing conclusion. In this study, conclusions were drawn continuously throughout the course of the research. The data analysis in qualitative research used an interactive model of analysis involving collecting the data, reducing the data, presenting the data and also drawing conclusion. The researcher collected, reduced and presented the data. In reducing data, the researcher rejected meaningless data. It means that the researcher presented about the data systematically and logically, so the meaning of every event was clear. From reducing the data, researcher must select, focus, simplify and data in the field note. Not all of the result of research was important. It means that the important information must be taken and unimportant information must be ignored. In the end of collecting the data, the researcher tried to verify the data based on reduction and data presentation.

In this research also needs to analyze the reliability of the data source. The test uses the method of reliability calculation technique with using Cronbach's Alpha reliability coefficient, this corresponds to the purpose of the test consistency from the items in the instruments of the research. Cronbach's Alpha formula is used to measure instrument reliability the score is not 1 and 0, for example, a questionnaire or an essay of description (Arikunto, 2013).

Therefore, to test the reliability of the test description and questionnaire using Cronbach Alpha. Below, for conceptual purposes, the formula for the Cronbach's alpha:

$$r_{11} = \left[\frac{k}{(k-1)} \right] \left[1 - \frac{\sum \sigma_i^2}{\sigma_t^2} \right]$$

Here are :

r_{11} = Reliability of the instrumen

k = Total of item

$\sum \sigma_i^2$ = Total of variant inter item

σ_t^2 = Total of variant

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

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 and acceptability found in the translation product of “Chrysanthemum” childrens’ storybook from two translator, Aria Kusumawati and Selly Nuraini. There are 125 data and three rater who rate the score for accuracy and acceptability of translation based on the classification of the sentences. This analysis is intended to observe whether or not the translation is accurate and acceptable that has highest rate of the score. The second part of this chapter present the analysis of reader response of the children storybooks of “Chrysanthemum” based on questionnaire from 30 children.

A. Research Finding

1. The Analysis of Translation Quality

a. The Analysis of Accuracy of the Translation

The accuracy of the translation is analyzed based on the score give by three raters and based on the type of the sentences. The accuracy level of the translation is analyzed based on the end result of data delivered to the raters. Three raters give mark/score to each data 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 three raters. The average points is used to classify the data into categories adapted from Nababan (2012) below :

- a. Category A : Accurate translation. In consist of the data of which the average point 2,66 – 3,00
- b. Category B : Less Accurate translation. It consist of the data of which the average point from 1,34 – 2,65
- c. Category C : Inaccurate translation. It consist of the data of which the average pint ranges from 1,00 – 1,33

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.

Example:

016/05/AK

No	Text	R1	R2	R3	Average
SS	Chrysanthemum loved the way her name looked when it was written with ink on an envelope.	3	3	3	3
TT	Chrysanthemum , menyukai namanya ketika di tuliskan dengan tinta di atas				

	sebuah amplop.				
--	----------------	--	--	--	--

The average score from all raters of this translation above is 3,00. The diction used by the translator aslo familiar for children, this kind of sentence will be easily understood by children. It means that the message from the source of text is accurate conveyed to the target text. Aria Kusumawati translate word by word accurately.

Example 2:

009/02/SN

No	Text	R1	R2	R3	Average
SS	Her parents named her Chrysanthemum.	3	3	3	3
TT	Orang tuanya memberinya nama Chrysanthemum.				

The average score from all raters of this translation above is 3,00. The diction used by the translator also familiar for children, this kind of sentence will be easily understood by children. It means that the message from the source of text is accurate conveyed to the target text. Selly Nuraini translate word by word accurately.

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.

Example 1:

030/08/AK

No	Text	R1	R2	R3	Average
SS	She did not think her name was absolutely perfect.	3	2	2	2,33
TT	Dia tidak berpikir namanya begitu sempurna.				

The average score of this translation above is 2,33. It means that the message from the source of text is less accurate conveyed to the target text. This sentence will be better if the word “berpikir” replace with “menyangka/mengira”.

Example 2:

057/15/SN

No	Text	R1	R2	R3	Average
SS	Chrysanthemum wilted.	2	2	3	2.33
TT	Chrysanthemum terlihat lesu.				

The average score of this translation above is 2,33. It means that the message from the source of text is less accurate conveyed to the target text. This sentence will be better if the word “terlihat lesu” replace with “murung”, because in the story show the emotion of Chrysanthemum itself.

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.

Example 1:

036/09/AK

No	Text	R1	R2	R3	Average
SS	“Now put your head down.”	1	1	1	1
TT	“Sekarang lettakan kepalamu”				

The average score of this translation above is 1. It means that the message from the source of text is inaccurate conveyed to the target text. The sentence means that Mr. Chud order Victoria to take a nap. Thus it should be translated into “Sekarang tidurlah”.

Example 2:

036/09/SN

No	Text	R1	R2	R3	Average
SS	“Now put your head down.”	1	1	1	1
TT	“Sekarang turunkan tanganmu”				

The average score of this translation above is 1. It means that the message from the source of text is inaccurate conveyed to the target text.

Selly translated the sentence into “Sekarang turunkan kepalamu”. Although the sentence means that Mr. Chud order Victoria to take a nap. Thus it should be translated into “Sekarang tidurlah”.

In this reseach, the researcher collect the data into table to simplify the result of translation qualiyy of accuracy. Here are the table of accuracy from all rater:

No	Category (Aria Kusumawati)	Quantity	Percentage
1.	Accurate	95	76%
2.	Less Accurate	28	22,4%
3.	Inaccurate	2	1,6%
Total		125	100%

Table 4.1 Accuracy from Aria Kusumawati

No	Category (Selly Nuraini)	Quantity	Percentage
4.	Accurate	101	80,8%
5.	Less Accurate	20	16%
6.	Inaccurate	4	3,2%
Total		125	100%

Table 4.2 Accuracy from Selly Nuraini

b. The Analysis of Acceptability of the Translation

The acceptable level of the translation is analyzed based on the end result of the data delivered to the raters. Three raters give mark/score to each data 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 acceptable score or the average score given by three. The average points is used to classify the data into categories adapted from Nababan (2012) below :

- a. Category A : Acceptable translation. In consist of the data of which the average point 2,66 - 3,0
- b. Category B : Less Acceptable translation. It consist of the data of which the average point from 1,34 - 2,65
- c. Category C : Unacceptable translation. It consist of the data of which the average pint ranges from 1,00 - 1,33

- 1.1 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.

Example 1:

021/06/AK

No	Text	R1	R2	R3	Average
SS	On the first day, Chrysanthemum wore her sunniest dress and her brightest smile.	2	3	3	2.67
TT	Pada hari pertama, Chrysanthemum menggunakan pakaian paling cerah dan tersenyum lebar.				

The average score of the translation above is 2,67. It means that the message from the source text is acceptable conveyed to the target text. Aria translated the sentence naturally with a suitable diction, it means that the kind of this sentence has high range in acceptable.

Example 2:

032/SN

No	Text	R1	R2	R3	Average
SS	The rest of the day was not much better.	2	3	3	2.67
TT	Dan setelah saat itu semuanya tidak lebih baik.				

The average score of the translation above is 2,67. It means that the message from the source text is acceptable conveyed to the target text. Selly translated the sentence naturally with a suitable diction, it means that the kind of this sentence has high range in acceptable.

1.2 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.

Example 1:

026/08/AK

No	Text	R1	R2	R3	Average
SS	“It scarcely fits on your name tag,” said Rita, pointing.	2	2	2	2
TT	“Itu tidak cocok dengan tanda pengenalnya” Kata Rita				

The average score of the translation above is 2. It means that the message from the source text is less acceptable conveyed to the target text. Aria translated the word “fits” into “cocok”, it should be translated “muat” because this sentence told about Chrysanthemums’ nametag that’s too long.

Example 2:

020/06/SN

No	Text	R1	R2	R3	Average
SS	And then she started school.	2	2	3	2.33
TT	Kemudian dia akan mulai bersekolah.				

The average score of the translation above is 2,33. It means that the message from the source text is less acceptable conveyed to the target text. Selly add the word “akan” that change the meaning, it should be “Kemudian dia mulai bersekolah.”

1.3 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.

Example 1:

064/16/AK

No	Text	R1	R2	R3	Average
SS	“Now put your head down.”	1	1	1	1
TT	Sekarang letakan kepalamu.				

The average score of the translation above is 1. It means that the message from the source text is unacceptable conveyed to the target text. The sentence means that Mr. Chud order Victoria to take a nap. Thus it should be translated into “Sekarang tidurlah”.

Example 2:

064/16/SN

No	Text	R1	R2	R3	Average
SS	“Now put your head down.”	1	1	1	1
TT	-				

The average score of the translation above is 1. It means that the message from the source text is unacceptable conveyed to the target text. Selly didn't translated the sentence. In this sentence means that Mr. Chud order Victoria to take a nap. Thus it should be translated into “Sekarang tidurlah”.

In this reseach, the researcher collect the data into table to simplify the result of translation qualiy of acceptability. Here are the table of acceptability from allrater:

No	Category (Aria Kusumawati)	Quantity	Percentage
1	Acceptable	94	75,2%
2	Less Acceptable	30	23,2%
3	Unacceptable	2	1,6%
Total		125	100%

Table 5.1 Acceptability from Aria Kusumawati

No	Category (Selly Nuraini)	Quantity	Percentage
1	Acceptable	99	79,2%
2	Less Acceptable	22	17,6%
3	Unacceptable	4	3,2%
Total		125	100%

Table 5.2 Acceptability from Selly Nuraini

2. The Analysis of Reader Response.

The reader response analysis given to 30 children in Ganesa Library on two days, 12th and 13th July 2019. In the first day, the researcher got 13 children as a responden, in the second day 17 children as a reponden. Each

children read one storybook from Aria or Selly. After read one of the translation product from each translator, the children fulfilling the identity and then fulfilling the questionnaire. Here are the list of responden :

Friday, July 12th 2019

- | | |
|--------------------------|-----------------------------|
| 1. Arya / 10 years old | 8. Aldi / 11 years old |
| 2. Bitu / 10 years old | 9. Annisa / 11 years old |
| 3. Diva / 11 years old | 10. Zahra / 12 years old |
| 4. Jasmine / 9 years old | 11. Maria / 8 years old |
| 5. Joce / 8 years old | 12. Bulan / 10 years old |
| 6. Faras / 8 years old | 13. Italiana / 11 years old |
| 7. Ashiila / 8 years old | |

Saturday, July 13th 2019

- | | |
|--------------------------|----------------------------|
| 1. Bryan / 8 years old | 10. Rido / 10 years old |
| 2. Yanuar / 8 years old | 11. Seva / 9 years old |
| 3. Satria / 10 years old | 12. Haris / 9 years old |
| 4. Rifa / 9 years old | 13. Maulana / 12 years old |
| 5. Thifal / 9 years old | 14. Javina / 12 years old |
| 6. Azka / 9 years old | 15. Tika / 12 years old |
| 7. Yesi / 12 years old | 16. Salamah / 10 years old |
| 8. Ririn / 11 years old | 17. Hafsoh / 10 years old |
| 9. Afwa / 11 years old | |

After the data analyze, here are finding of the result each aspect adapted from Beach cited on Safitri (2015), there are textual, experiential, psychological, social and cultural :

Aspect (Aria K)	Average each Aspect	Precentage
Textual	3,35	83,75
Experiential	3,26	81,66
Psychological	3,45	86,25
Social	3,78	94,58
Cultural	3,31	82,91
Total	17,16	100%

Table 6.1 : Aria Kusumawati Precentage

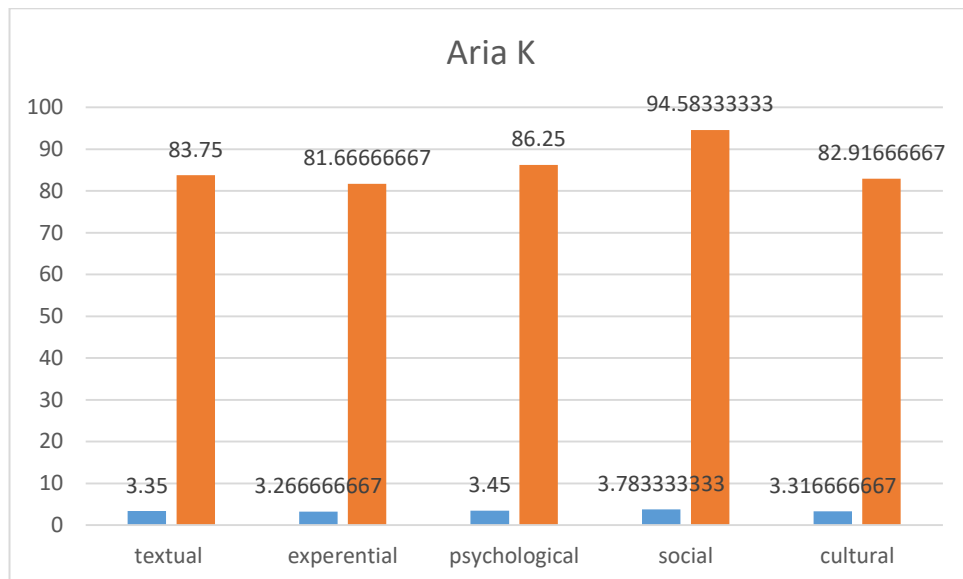


Figure 1.1 : Histogram of Aria Kusumawati Precentage

Aspect (Selly N)	Average each Aspect	Precentage
Textual	3,45	86,25
Experiential	3,35	83,75
Psychological	3,41	85,41
Social	3,68	92,08
Cultural	3,31	82,91
Total	17,21	100%

Table 6.2 : Selly Nuraini Precentage

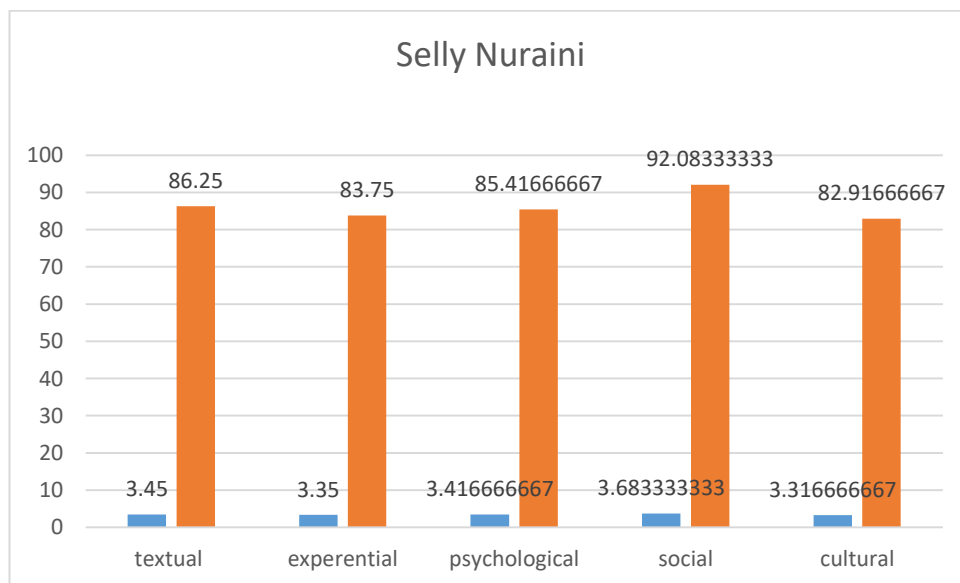


Figure 1.2 : Histogram of Selly Nuraini Precentage

A. Textual

Textual theory focus on how readers draw on and deploy their knowledge of text or genre conventions to respond to specific text

feature. In this aspect, the data from Aria Kusumawati got average 3,35 with 83% and Selly Nuraini got 3,45 with 86%.

B. Experiential

Experiential theory is the readers' behaviour in responding a text. This theory focus on the nature of readers' engagement or experiences with texts the ways in which, for example, readers identify with characters, visualize images, relate personal experiences to the text, or construct the world of the text. In this aspect, the data from Aria Kusumawati got average 3,26 with 81% and Selly Nuraini got 3,35 with 83%.

C. Psychological

Psychological theory assumes that readers responses as the cognitive or subconscious process and how those processes vary according to both unique individual personality and developmental level. In this aspect, the data from Aria Kusumawati got average 3,45 with 86% and Selly Nuraini got 3,41 with 85%.

D. Social

Social theory is a way to respond text by connecting text to a certain social values or roles and the social condition will influence the reader to building the meaning text. In this aspect, the data from Aria Kusumawati got average 3,78 with 94% and Selly Nuraini got 3,68 with 92%.

E. Cultural

Cultural theory focuses on how readers' cultural roles, attitudes, and values, as well as the larger cultural, historical context, shape responses, it can be said that the readers will bring their personal background of the reading the text. One of the reader's background that affects their ways to respond text. In this aspect, the data from Aria Kusumawati got average 3,31 with 82% and Selly Nuraini got 3,31 with 82%.

After the resarcher analyze by each aspect,here the analysis by each age.

The reseacher found :

No.	Age	Average of Arias' Questionnaire
1.	8 years old	3,48
2.	9 years old	3,43
3.	10 years old	3,47
4.	11 years old	3,45
5.	12 years old	3,25

Table 6.3 : Aria Kusumawati Average Based on Age.

No.	Age	Average of Sellys' Questionnaire
1.	8 years old	3,6

2.	9 years old	3,65
3.	10 years old	3,46
4.	11 years old	3,8
5.	12 years old	3,1

Table 6.4 : Selly Nuraini Average Based on Age.

Based on the data above, shows that the highest score of Aria Kusumawatis' questionnaire is in 8 years old with average 3,48 and the highest score of Selly Nurainis' questionnaire is in 11 years old with average 3,8.

In this questionnaire of reader response, the researcher also looking for the reliability of the data by using Alpha Cronbach formula. The data showing result that the questionnaire given by children is reliable enough. The questionnaire filled by children from Aria Kusumawati reach 0,9995 and Selly Nuraini 0,9996. the data will called reliable if the score is >1 , it means the data from Aria and Selly is reliable.

B. Research Discussion

Based on the analysis of data, then the researcher makes the conclusion whether the translation of "Chrysanthemum" from Aria Kusumawati and Selly Nuraini 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. Translation Quality

a. The Accuracy of Translation.

From the analysis of the data 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 from all raters are 95 data accurate (76%), 28 data less accurate (22,4%), 2 data inaccurate (1,6%) for Aria Kusumawati translation product and 101 data accurate (80,8%), 20 data less accurate (16%), 4 data inaccurate (3,2%) for Selly Nuraini translation product. It means that the most of the data translated accurately.

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 translators is relatively good.

From the result above, it can be concluded that volunteers' translation quality at average is good based on the percentage of the data. This proves that the volunteers' translator of "Chrysanthemum" storybooks is capable in dealing with the translation.

b. The Acceptability of Translation.

Based on the analysis of the data distributed to the rater, 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 acceptability from all raters are 94 data acceptable (75,2%), 29 data less acceptable (23,3%), 2 data unacceptable (1,6%) for Aria Kusumawati translation product and 99 data acceptable (79,2%), 22 data less acceptable (17,6%), 4 data unacceptable (3,2%) for Selly Nuraini translation product. It means that the most of the data translated acceptable.

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 volunteers' translator is relatively good.

From the result above, it can be concluded that volunteers' translator shows translation quality at average is good based on the percentage of the data. This proves that the volunteers' translator of "Chrysanthemum" storybooks is capable in dealing with the translation.

2. Reader Response

From the analysis of the questionnaire distributed to the children in Ganesa Library at Friday 12th and Saturday 13th July 2019, the researcher found that most of the children understand textually and contextually from "Chrysanthemum" children storybooks. Based on this data also, it prove that the translation quality of readability from this storybook is high readable.

a. Textual

In this aspect, the data from Aria Kusumawati got average 3,35 with 83% and Selly Nuraini got 3,45 with 86%. It means that from the questionnaire, most of the children understand what is the "Chrysanthemum" childrens' storybooks about, from the story, the plot, character, moral and value.

b. Experiential

In this aspect, the data from Aria Kusumawati got average 3,26 with 81% and Selly Nuraini got 3,35 with 83%. It means that from the questionnaire, most of the children easily can imagine the story based on the picture, feel curious with the story.

c. Psychological

In this aspect, the data from Aria Kusumawati got average 3,45 with 86% and Selly Nuraini got 3,41 with 85%. It means that from the questionnaire, most of the children think that the story is look like real, prove by the children feel angry when Chrysanthemum got bully and feel happy with the ending of the story. Based on the questionnaire also, it can be stated that this book is suitable for children.

d. Social

In this aspect, the data from Aria Kusumawati got average 3,78 with 94% and Selly Nuraini got 3,68 with 92%. It means that from the questionnaire, most of the children in social life can apply the moral and value from this storybook such as, to be kind with other friends, not to bully other friend, respect or love their parents, teachers and friends, and the last is to remind other friend not to do bullying.

e. Cultural

In this aspect, the data from Aria Kusumawati got average 3,31 with 82% and Selly Nuraini got 3,31 with 82%. It means that from the questionnaire, the culture in storybook relate with childrens' life. For example, their parents teach to always positive thinking and kind to all of people, sometimes bully still appear in their region. Based on this questionnaire also, the children automatically learn about English language or vocab from reading this storybook. After read the storybooks, children indirectly will be curious and read another kind of storybook and its good to build literacy from young learner.

Based on the average of data counted from age, that the highest score of Aria Kusumawatis' questionnaire is in 8 years old with average 3,48 and the highest score of Selly Nurainis' questionnaire is in 11 years old with average 3,8. The data relate with Piagets' theory that children in 7 until 11 years old is in concrete operational stage, it means that during this stage, children begin to thinking logically about concrete events. Their thinking becomes more logical and organized, but still very concrete. Children begin using inductive logic, or reasoning from specific information to a general principle. The children read the storybook and connect the story with the real life and real incident that happen around them such as bullying, parenting life, school life.

The researcher also did interview to 2 children in Ganesa, they are Bitu and Afwa. Bitu is a student in SD N 1 Kleco at fifth grade, the researcher interviewed at Friday 12 July 2019. Bitu loves English language, she can retell the story clearly and mention the moral value from the storybooks. She

also learn many vocabulary from the storybooks such as, *begrudging*, *discontended* and *jaundiced*, she also said that this storybook can be a media to learn English. Afwa is a student in SDIT Al Madinah at sixth grade, the researcher interviewed at Saturday, 13 July 2019. Afwa couldn't retell the story clearly, but she can mention the moral value from the storybooks. Afwa said that she doesn't like English lesson because its difficult for her but she assumed that this storybook can be one of the media in teaching and learning English. Eventhough she doesn't learn so much vocabulary from the storybooks, but she learned to read the English language and Indonesian language at the same time. It proves that "Chrysanthemum" childrens' storybook is a good media to learn and introduce English since childhood.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents two parts namely conclusion and suggestion. The conclusion is concerned with the summary of the result. This chapter shows the result of translation quality of accuracy and acceptability, also the description of reader response. Meanwhile, suggestion is presented to offer some suggestions for the students and lecture, translator, and future researchers.

A. Conclusion

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

1. Translation Quality of Accuracy and Acceptability.

- a. The analysis of accuracy shows that most of translation is accurate. It can be conclude that the average score of accuracy from all raters are 95 data accurate (76%), 28 data less accurate (22,4%), 2 data inaccurate (1,6%) for Aria Kusumawati translation product and 101 data accurate (80,8%), 20 data less accurate (16%), 4 data inaccurate (3,2%) for Selly Nuraini translation product. It means that the most of the data translated accurately. Thus, children can read the storybook in Indonesian same as in the English version.

b. The analysis of acceptability shows that most of translation is acceptable. It can be conclude that the average score of acceptability from all raters are 94 data acceptable (75,2%), 29 data less acceptable (23,3%), 2 data unacceptable (1,6%) for Aria Kusumawati translation product and 99 data acceptable (79,2%), 22 data less acceptable (17,6%), 4 data unacceptable (3,2%) for Selly Nuraini translation product. It means that the most of the data translated acceptable. Thus, children can get the message from the storybook because the translation product was translated naturally same as the readers' culture and point of view.

2. The analysis of reader reponse shows that "Chrysanthemum" childrens storybook easily understood by children. Based on the precentage of the questionnaire, the storybook that translated by Aria Kusumawati is the children 85,2% agree with the statement and the storybook that translated by Selly Nuraini is the children 85,6% agree with the statement. It means that "Chrysanthemum" childrens' storybook is a good media to learn and introduce English since childhood.

B. Suggestion

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 in source text and the culture in Target text is a needed in order to produce quality translation especially in accuracy and acceptability that is easy to understand by the target readers.

In the profession of translator, before being a professional translator there is a stage called volunteers translator to get a lot of experiences, thus for translator always try to get practiced.

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..

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.

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APPENDIX 1

DATA RATER 1

Mr. Arkin Haris

CHRYSANTHEMUM

By : Aria Kusumawati

Datum	Data	Accuracy			Acceptability			Explanation
		1	2	3	1	2	3	
001/01	The day she was born was the happiest day in her parent's lives.			✓			✓	
	Hari kelahirannya adalah hari paling bahagia untuk kedua orang tuanya.							
002/01	"She's perfect," said her mother.		✓				✓	Perfect disini diartikan sempurna nya semua secara fisik, bukan cuma cantik.
	"dia sangat cantik" kata ibunya							
003/01	"Absolutely," said her father.			✓			✓	
	"tentu saja" kata ayahnya							
004/01	And she was.			✓			✓	
	<i>Dan dia begitu sangat sempurna.</i>							
005/01	She was absolutely perfect.			✓			✓	

Aria Kusumawati / Mr. Arkin Haris

	Dan dia begitu sangat sempurna.							
006/02	“Her name must be everything she is,” said her mother.			✓			✓	
	“namanya harus sesuai dengan dirinya” kata ibunya.							
007/02	“Her name must be absolutely perfect,” said her father.			✓			✓	
	“namanya harus sempurna” kata ayahnya							
008/02	And it was.			✓			✓	
	Chrysanthemum.							
009/02	Her parents named her Chrysanthemum.			✓			✓	
	Orang tuanya memberi nama dia Chrysanthemum.							
010/03	Chrysanthemum grew and grew and grew.		✓			✓		Terjemahannya menggunakan kalimat tidak efektif karena pengulangan katanya.
	Chrysanthemum tumbuh dan tumbuh dan tumbuh.							
011/03	And when she was old enough to appreciate it, Chrysanthemum loved her name.			✓			✓	

	Dan ketika dia cukup dewasa untuk memahaminya. Chrysanthemum menyukai namanya.							
012/04	She loved the way it sounded when her mother woke her up.			✓			✓	
	Dia menyukai cara ibunya memanggil namanya saat membangunkannya.							
013/04	She loved the way it sounded when her father called her for dinner.			✓			✓	
	Dia menyukai cara ayahnya memanggil namanya saat makan malam.							
014/04	And she loved the way it sounded when she whispered it to herself in the bathroom mirror.			✓			✓	
	Dan dia menyukai ketika dia membisikan namanya di depan kaca kamar mandinya.							
015/04	Chrysanthemum, Chrysanthemum, Chrysanthemum.			✓			✓	
	Chrysanthemum,Chrysanthemum,Chrysanthemum							
016/05	Chrysanthemum loved the way her name looked when it was written with ink on an			✓			✓	

	envelope.							
	Chrysanthemum , menyukai namanya ketika di tuliskan dengan tinta di atas sebuah amplop.							
017/05	She loved the way it looked when it was written with icing on her birthday cake.			✓			✓	
	Dia menyukai namanya ketika di tuliskan di atas kue ulangtahunnya.							
018/05	And she loved the way it looked when she wrote it herself with her fat orange crayon.			✓			✓	
	Dan dia menyukai ketika dia menuliskannya dengan crayon besar oranye miliknya.							
019/06	Chrysanthemum thought her name was absolutely perfect.			✓			✓	
	Chrysanthemum berpikir namanya begitu sempurna							
020/06	And then she started school.			✓			✓	
	dan kemudian dia mulai masuk sekolah.							
021/06	On the first day, Chrysanthemum wore her sunniest dress and her brightest smile.		✓			✓		Sunniest dress yang dimaksudkan disini adalah bajunya yang paling bagus.

	Pada hari pertama, Chrysanthemum menggunakan pakaian paling cerah dan tersenyum lebar.							
022/06	She ran all the way. Dia berlari-lari .		✓			✓		Aria tidak menerjemahkan kata “ all the way”
023/06	“Hooray!” said Chrysanthemum. “School!” “horee” kata Chrysanthemum “ sekolah !”			✓			✓	
024/07	But when Mrs. Chud took roll call, everyone giggled upon hearing Chrysanthemum’s name. Tapi ketika Ibu Chud mengabsen, semuanya tertawa ketika mendengar nama Chrysanthemum.			✓			✓	
025/08	“It’s so long,” said Jo. “Itu terlalu panjang” kata Jo			✓			✓	
026/08	“It scarcely fits on your name tag,” said Rita, pointing. “ Itu tidak cocok dengan tanda pengenalnya” Kata Rita		✓			✓		Sacrely fits disini maksudnya adalah tidak muat.
027/08	“I’m named after my grandmother,” said			✓			✓	

	Victoria.							
	“Aku di beri nama seperti nama nenekku” kata Victoria							
028/08	“You’re named after a flower?”			✓			✓	
	“kau di beri nama seperti bunga”							
029/08	Chrysanthemum wilted.			✓			✓	
	Chrysanthemum murung.							
030/08	She did not think her name was absolutely perfect.			✓			✓	
	Dia tidak berpikir namanya begitu sempurna.							
031/08	She thought it was absolutely dreadful.			✓			✓	
	Dia berpikir namanya begitu buruk.							
032/09	The rest of the day was not much better.			✓			✓	
	Hari itu menjadi tidak baik.							
033/09	During naptime Victoria raised her hand and informed Mrs. Chud that Chrysanthemum’s name was spelled with thirteen letters.		✓			✓		Aria menambahkan kata bangun, padahal dalam konteks tidak ada.
	Ketika waktu tidur siang Victoria bangun dan mengangkat tanggannya lalu menyampaikan							

	kepada Ibu Chud bahwa nama Chrysanthemum harus dieja dengan 13 huruf.							
034/09	“That’s exactly half as many letters as there are in the entire alphabet?” Victoria explained. Persis seperti separuh dari semua huruf abjad. Penjelasan Victoria.			✓			✓	
035/09	“Thank you for sharing that with us, Victoria,” said Mrs. Chud. “Terimakasih untuk penjelasanmu Victoria” Kata Ibu chud.			✓			✓	
036/09	“Now put your head down.” “Sekarang lettakan kepalamu”	✓			✓			Head down sebenarnya diartikan menjadi “tidurlah”
037/10	“If I had a name like yours, I’d change it,” Victoria said as the students lined up to go home. “Jika aku mempunyai nama sepertimu,aku pasti akan mengubahnya.” Kata Victoria ketika siswa sedang berbaris untuk pulang ke rumah.			✓			✓	
038/10	I wish I could, thought Chrysanthemum miserably.		✓			✓		Thought itu seharusnya diartikan pikir saja.

	“aku harap aku bisa. Pikiran buruk Chrysanthemum.							
039/11	“Welcome home!” said her mother.			✓			✓	
	“ Selamat datang” kata Ibunya							
040/11	“Welcome home!” said her father.			✓			✓	
	“ Selamat datang” Kata Ayahnya							
041/11	“School is no place for me,” said Chrysanthemum.			✓			✓	
	Sekolah bukan tempat cocok untukku. Kata Chrysanthemum.							
042/11	“My name is too long. It scarcely fits on my name tag. And I’m named after a flower!”		✓			✓		Sacrely fits disini maksudnya adalah tidak muat.
	“Namaku terlalu panjang” . “Itu tidak cocok dengan tanda pengenalku. Dan aku di namai seperti bunga”							
043/11	“Oh, pish,” said her mother.			✓			✓	
	“Oh sayang,” Kata ibunya. “Namamu sangat sempurna”							
044/11	“Your name is beautiful and precious and priceless and fascinating and winsome,” said			✓			✓	

	her father.							
	“Dan berharga, yak ternilai dan mempesona dan menawan” kata ayahnya.							
045/11	“It’s everything you are,” said her mother.			✓			✓	
	“Itu segalanya tentangmu” kata Ibunya							
046/11	“Absolutely perfect,” said her father.			✓			✓	
	“Begitu sempurna” kata ayahnya							
047/12	Chrysanthemum felt much better after her favorite dinner (macaroni and cheese with ketchup) and an evening filled with hugs and kisses and Parcheesi.			✓			✓	
	Chrysanthemum merasa lebih baik setelah makan malam makanan favoritnya. (macaroni dengan keju dan saus tomat) dan malam itu dia mendapat pelukan, ciuman dan parcheesi.							
048/13	That night Chrysanthemum dreamed that her name was Jane.			✓			✓	
	Malam itu Chrysanthemum bermimpi bahwa namanya adalah Jane.							
049/13	It was an extremely pleasant dream.			✓			✓	

	Itu adalah mimpi yang indah.							
050/14	The next morning Chrysanthemum wore her most comfortable jumper. Pada hari berikutnya Chrysanthemum menggunakan sweternya yang paling nyaman .			✓			✓	
051/14	She walked to school as slowly as she could. Dia berjalan ke sekolah dengan sangat pelan			✓			✓	
052/14	She dragged her feet in the dirt. Dia menyeret kakinya menjadi kotor.	✓			✓			Konteks disini yang di maksud adalah saat Chrysanthemum menulis namanya dengan kakinya.
053/14	Chrysanthemum, Chrysanthemum, Chrysanthemum. She wrote. Chrysanthemum,Chrysanthemum,Chrysanthemum.Dia menuliskannya.			✓			✓	
054/15	“She even looks like a flower,” said Victoria, as Chrysanthemum entered the playground. “Dia terlihat seperti Bunga” kata Victoria saat Chrysanthemum menuju ke taman bermain.			✓			✓	
055/15	“Let’s pick her,” said Rita, pointing. “Mari kita memetikny” kata Rita			✓			✓	

	menunjuknya.							
056/15	“Let’s smell her,” said Jo.		✓			✓		Smell = bau Cium = kiss
	“Ayo kita menciumnya” kata Jo.							
057/15	Chrysanthemum wilted.			✓			✓	
	Chrysanthemum murung.							
058/15	She did not think her name was absolutely perfect.		✓			✓		Think = pikir/berpikir
	Dia tidak menyangka namanya begitu sempurna.							
059/15	She thought it was absolutely dreadful.			✓			✓	
	Dia pikir namanya begitu buruk							
060/16	The rest of the day was not much better.			✓			✓	
	Hari itu menjadi tidak baik.							
061/16	During naptime Victoria raised her hand and said, “A chrysanthemum is a flower.			✓			✓	
	Ketika jam tidur siang Victoria mengangkat tangan dan berkata, Chrysanthemum adalah sebuah bunga ,							
062/16	It lives in a garden with worms and other		✓			✓		It seharusnya merujuk kepada bunga nya.

	dirty things.”							
	dia tinggal di kebun dengan cacing-cacing dan benda kotor lainnya.							
063/16	“Thank you for sharing that with us, Victoria,” said Mrs. Chud.			✓			✓	
	“Terimakasih sudah menjelaskan Victoria” Kata Ibu Chud.							
064/16	“Now put your head down.”	✓			✓			Head down sebenarnya diartikan menjadi “tidurlah”
	Sekarang letakan kepalamu.							
065/17	“I just cannot believe your name,” Victoria said as the students lined up to go home.		✓			✓		Seharusnya diartikan tidak percaya dengan namamu, jika mempercayai akan berbeda maksud.
	“Aku hanya tak bisa mempercayai namamu” kata Victoria saat berbaris pulang kerumah.							
066/17	Neither can I, thought Chrysanthemum miserably.			✓			✓	
	Jika aku bisa. Pikiran buruk Chrysanthemum							
067/18	“School is no place for me,” said Chrysanthemum.			✓			✓	
	“Sekolah bukan tempat cocok untukku “ kata Chrysanthemum.							

068/18	“They said I even look like a flower. They pretended to pick me and smell me.”		✓			✓		Smell = bau, jadi seharusnya mencium bauku
	“Mereka bilang aku seperti bunga . Mereka menganggapku begitu dan ingin menciumku.”							
069/18	“Oh, pish,” said her mother. “They’re just jealous.”			✓			✓	
	“ oh sayang” kata ibunya. “ Mereka hanya cemburu”							
070/18	“And envious and begrudging and discontented and jaundiced,” said her father.			✓			✓	
	Cemburu dan iri tidak senang dan berprasangka” kata ayahnya.							
071/18	“Who wouldn’t be jealous of a name like yours?” said her mother.			✓			✓	
	“ Siapa yang tidak akan merasa cemburu dengan namamu?” kata ibunya.							
072/18	“After all, it’s absolutely perfect,” said her father.			✓			✓	
	“Setelah semua ini, semua akan menjadi baik” kata ayahnya.							
073/19	Chrysanthemum felt a trifle better after her favorite dessert (chocolate cake with			✓			✓	

	buttercream frosting) and another evening filled with hugs and kisses and Parcheesi.							
	Chrysanthemum merasa lebih baik setelah makan kue favoritnya. (kue coklat dengan krim mentega yang telah di bekukan) dan malam itu dia mendapat pelukan dan ciuman dan Parcheesi.							
074/20	That night Chrysanthemum dreamed that she really was a chrysanthemum.			✓			✓	
	Malam itu Chrysanthemum bermimpi bahwa dia benar- benar menjadi Bunga Chrysanthemum.							
075/20	She sprouted leaves and petals.			✓			✓	
	Daun dan bunganya mulai tumbuh.							
076/20	Victoria picked her and plucked the leaves and petals one by one until there was nothing left but a scrawny stem.			✓			✓	
	Victoria memilih dan memetik kelopak bunganya satu persatu hingga tak ada yang tersisa hingga batangnya kurus.							
077/20	It was the worst nightmare of Chrysanthemum's life.			✓			✓	

	Itu mimpi terburuk dalam hidup Chrysanthemum.							
078/21	Chrysanthemum wore her outfit with seven pockets the next morning. Chrysanthemum memakai baju dengan 7 kantong di hari berikutnya.			✓			✓	
079/21	She loaded the pockets with her most prized possessions and her good luck charms. Dia mengisi sakunya dengan benda berharganya dan anting-antingnya.		✓			✓		Goodluck charms itu benda keberuntungannya.
080/21	Chrysanthemum took the longest route possible to school.She stopped and stared at each and every flower. Chrysanthemum mengambil jalur terpanjang ke sekolahnya. Dia berhenti dan melihat setiap bunga.			✓			✓	
081/21	“Chrysanthemum, Chrysanthemum, Chrysanthemum,” the flowers seemed to say Chrysanthemum,Chrysanthemum,Chrysanthemum. Bunga itu seperti memanggilnya.			✓			✓	
082/22	That morning the students were introduced to			✓			✓	

	Mrs. Twinkle, the music teacher.							
	Pagi itu murid-murid dikenalkan kepada ibu Twinkle, guru seni musik.							
083/22	Her voice was like something out of a dream, as was everything else about her.			✓			✓	
	Suaranya seperti sesuatu dari dunia mimpi, sesuatu yang menunjukkan dirinya.							
084/22	The students were speechless.			✓			✓	
	Murid-murid terdiam.							
085/22	They thought Mrs. Twinkle was an indescribable wonder.			✓			✓	
	Mereka berpikir ibu Twinkle itu sangat mengagumkan.							
086/22	They went out of their way to make a nice impression.			✓			✓	
	Mereka berusaha memberi kesan yang baik.							
087/23	Mrs. Twinkle led the students in scales.			✓			✓	
	Ibu Twinkle mulai memimpin para siswa.							

088/23	Then she assigned roles for the class musical. Kemudian dia memberi tugas memilih peran untuk kelas drama musikal.	✓			✓			Seharusnya dipilih, bukan memilih
089/23	Victoria was chosen as the dainty Fairy Queen. Victoria memilih sebagai ratu peri yang cantik.	✓			✓			
090/23	Rita was chosen as the spiffy Butterfly Princess. Rita memilih sebagai putri kupu-kupu.	✓			✓			
091/23	Jo was chosen as the all- important Pixie messenger. Jo memilih sebagai peri pembawa kabar penting	✓			✓			
092/23	And Chrysanthemum was chosen as a daisy. dan Chrysanthemum sebagai bunga daisy.			✓			✓	
093/24	“Chrysanthemum’s a daisy! Chrysanthemum’s a daisy!” Jo, Rita, and Victoria chanted, thinking it was wildly funny.	✓			✓			Funny disini artinya bias jadi sebuah lelucon yang lucu.

	Chrysanthemum adalah bunga daisy,Chrysanthemum adalah Bunga daisy . Jo,Rita dan Victoria bernyanyi, mereka pikir itu sangat menyenangkan.							
094/24	Chrysanthemum wilted.			✓			✓	
	Chrysanthemum murung.							
095/24	She did not think her name was absolutely perfect.			✓			✓	
	Dia berpikir namanya tidak begitu sempurna.							
096/24	She thought it was absolutely dreadful.			✓			✓	
	Dia berpikir namanya begitu buruk.							
097/25	“What’s so humorous?” asked Mrs. Twinkle.			✓			✓	
	“Apa yang lucu?” tanya ibu Twinkle							
098/25	“Chrysanthemum!” was the answer.			✓			✓	
	“Chrysanthemum” semua menjawab							
099/25	“Her name is so long,” said Jo.			✓			✓	
	“ Namanya sangat panjang” Kata jo							
100/25	“It scarcely fits on her name tag,” said Rita,		✓			✓		

	pointing.							
	“Itu tidak cocok dengan tanda pengenalnya” kata Rita . Menunjuknya							
101/25	“I’m named after my grandmother,” said Victoria.			✓			✓	
	“Aku di beri nama seperti nenekku” kata Victoria							
102/25	“She’s named after a flower!”			✓			✓	
	“ Kau di beri nama seperti bunga”							
103/26	“My name is long,” said Mrs. Twinkle. “It is?” said Jo.			✓			✓	
	“ Namaku juga panjang” kata Ibu Twinkle . “Benarkah ?” Kata Jo							
104/26	“My name would scarcely fit on a name tag,” said Mrs. Twinkle. “It would?” said Rita, pointing.			✓			✓	
	“ Namaku juga hampir tidak cocok dengan tanda pengenalku” kata ibu Twinkle.“Benarkah?” kata Rita. Menunjuknya.							
105/26	“And- - - “ said Mrs. Twinkle, “I’m named			✓			✓	

	after a flower, too!” “You are?” said Victoria. Dan.... kata Ibu Twinkle “ aku juga dinamai bunga” “ Benarkah itu? “Kata Victoria”							
106/26	“Yes,” said Mrs. Twinkle. “Iya” Kata ibu Twikle.			✓			✓	
107/26	“My name is Delphinium. Delphinium Twinkle. And if my baby is a girl, I’m considering Chrysanthemum as a name. “namaku adalah Delphinium Twinkle. Dan jika anakku nanti perempuan,aku akan memberikan nama Chrysanthemum.			✓			✓	
108/26	I think it’s absolutely perfect.” Aku pikir itu nama sangat bagus”			✓			✓	
109/27	Chrysanthemum could scarcely believe her ears. Chrysanthemum hampir tidak mempercayai apa yang dia dengar.			✓			✓	
110/27	She blushed.		✓			✓		

	Dia memerah,							
111/27	She beamed.	✓			✓			
	gembira							
112/27	She bloomed. Chrysanthemum, Chrysanthemum, Chrysanthemum.			✓			✓	
	dan senang. Chrysanthemum, Chrysanthemum,Chrysanthemum.							
113/28	Jo, Rita, and Victoria looked at Chrysanthemum longingly.			✓			✓	
	Jo,Rita dan Victoria melihatke arah Chrysanthemum.							
114/28	“Call me Marigold,” said Jo.			✓			✓	
	“panggil aku Marigold” kata Jo							
115/28	“I’m Carnation,” said Rita, pointing.			✓			✓	
	“Aku Carnation kata Rita menunjuk							
116/28	“My name is Lily of the Valley,” said Victoria.			✓			✓	
	“Namaku Lily dari Valley, “kata Victoria							
117/29	Chrysanthemum did not think her name was			✓			✓	

	absolutely perfect.							
	Chrysanthemum berpikir namanya tidak begitu sempurna.							
118/29	She knew it!			✓			✓	
	Dia mengetahui itu							
119/30	EPILOGUE:			✓			✓	
	Bagian Akhir :							
120/30	Overall, the class musical was a huge success.			✓			✓	
	Secara keseluruhan, penampilan kelas musik sangat sukses.							
121/30	Chrysanthemum was absolutely perfect as a daisy.			✓			✓	Bagai seharusnya sebagai.
	Chrysanthemum terlihat sangat cantik bagai bunga daisy.							
122/30	Victoria made the only mistake: She completely forgot her lines as the dainty Fairy Queen.		✓			✓		Bukan sebagai, harunya bagian dialog nya.
	Victoria hanya membuat kesalahan bahwa dia benar-benar lupa sebagai ratu peri cantik.							

123/30	Chrysanthemum thought it was wildly funny, and she giggled throughout the entire Dance of the Flowers.			✓			✓	
	Chrysanthemum berpikir bahwa itu sangat menyenangkan dan dia tertawa ketika semua bunga keluar dan menari.							
124/30	Eventually, Mrs. Twinkle gave birth to a healthy baby girl.			✓			✓	
	Akhinya, Ibu Twinkle melahirkan bayi perempuan dengan sehat.							
125/30	And, of course, she named her Chrysanthemum.			✓			✓	
	Dan tentu saja dia memberikan nama Chrysanthemum.							

Mr. Arkin Haris

CHRYSANTHEMUM

By : Selly Nuraini

Datum	Data	Accuracy			Acceptability			Information
		1	2	3	1	2	3	
001/01	The day she was born was the happiest day in her parent's lives.			✓			✓	
	Hari ketika dia lahir adalah dari yang paling membahagiakan bagi orang tuanya.							
002/01	"She's perfect," said her mother.			✓			✓	Perfect seharusnya di artikan sempurna
	"dia terlihat sempurna" kata ibunya.							
003/01	"Absolutely," said her father.			✓			✓	
	"tentu saja" kata ayahnya.							
004/01	And she was.		✓				✓	Lebih baik di artikan dengan kalimat selanjutnya.
	Inilah dia.							
005/01	She was absolutely perfect.			✓			✓	

Selly Nuraini / Mr. Arkin Haris

	Dia sangatlah sempurna.							
006/02	“Her name must be everything she is,” said her mother.			✓			✓	
	“namanya harus menggambarkan dirinya” kata ibunya.							
007/02	“Her name must be absolutely perfect,” said her father.			✓			✓	
	“namanya harus sangat sempurna” kata ayahnya.							
008/02	And it was. Chrysanthemum.		✓			✓		Lebih baik diartikan langsung dengan kalimat setelahnya.
	Dan inilah dia.							
009/02	Her parents named her Chrysanthemum.			✓			✓	
	Orang tuanya memberinya nama Chrysanthemum.							
010/03	Chrysanthemum grew and grew and grew.		✓				✓	Kurang akurat karena penggunaan kata nya kurang familiar di bahasa target. Bisa diartikan “tumbuh dan terus tumbuh”
	Chrysanthemum terus tumbuh dan tumbuh.							
011/03	And when she was old enough to appreciate it, Chrysanthemum loved her name.		✓			✓		
	Dan ketika dia sudah cukup dewasa untuk menghargai namanya, Chrysanthemum							

	menyukai namanya.							
012/04	She loved the way it sounded when her mother woke her up.	✓			✓			Loved the way itu diartikan cara
	Dia menyukai suara ketika ibunya membangunkannya.							
013/04	She loved the way it sounded when her father called her for dinner.	✓			✓			
	Dia menyukai suara ketika ayahnya memanggilnya untuk makan malam.							
014/04	And she loved the way it sounded when she whispered it to herself in the bathroom mirror.	✓			✓			
	Dia menyukai suara yang dia bisikkan kepada dirinya sendiri di depan kaca kamar mandi.							
015/04	Chrysanthemum, Chrysanthemum, Chrysanthemum.			✓			✓	
	Chrysanthemum,Chrysanthemum,Chrysanthemum							
016/05	Chrysanthemum loved the way her name looked when it was written with ink on an envelope.	✓			✓			

	Chrysanthemum menyukai bagaimana namanya tertulis dengan tinta pada sebuah amplop.							
017/05	She loved the way it looked when it was written with icing on her birthday cake.	✓			✓			
	Chrysanthemum menyukai bagaimana namanya tertulis pada kue ulang tahunnya.							
018/05	And she loved the way it looked when she wrote it herself with her fat orange crayon.	✓			✓			
	Dan Chrysanthemum menyukai bagaimana namanya terlihat saat dia menulis namanya sendiri dengan krayon besar yang berwarna oranye.							
019/06	Chrysanthemum thought her name was absolutely perfect.			✓			✓	
	Chrysanthemum berfikir bahwa namanya sangat sempurna.							
020/06	And then she started school.		✓			✓		Akan nya seharusnya tidak dimasukkan, karna merubah makna akan mulai, seharusnya mulai.
	Kemudian dia akan mulai bersekolah.							
021/06	On the first day, Chrysanthemum wore her sunniest dress and her brightest smile.			✓			✓	

	Pada hari pertama, dia memakai baju yang cerah dan dengan senyum yang mengembang.							
022/06	She ran all the way.			✓			✓	
	Dia berlari sepanjang jalan.							
023/06	“Hooray!” said Chrysanthemum. “School!”			✓			✓	
	“Horee!” kata Chrysanthemum. “Sekolah”							
024/07	But when Mrs. Chud took roll call, everyone giggled upon hearing Chrysanthemum’s name.			✓			✓	
	Tetapi ketika Mr.Chud sedang mengabsen, semua murid tertawa saat mendengar nama Chrysanthemum.							
025/08	“It’s so long,” said Jo.			✓			✓	
	“ Namanya sangat panjang!” kata Jo.							
026/08	“It scarcely fits on your name tag,” said Rita, pointing.			✓			✓	
	“ kartunya tidak cukup untuk menulis namanya” kata Rita,sambil menunjuk.							
027/08	“I’m named after my grandmother,” said			✓			✓	

	Victoria.							
	“ Namaku seperti nenekku” kata Victoria .							
028/08	“You’re named after a flower?”			✓			✓	
	” Namamu seperti nama bunga!”							
029/08	Chrysanthemum wilted.		✓			✓		Lesu disini sebaiknya lebih ke lelah setelah melakukan sesuatu
	Chrysanthemum terlihat lesu.							
030/08	She did not think her name was absolutely perfect.			✓			✓	
	Dia tidak berpikir bahwa namanya sangat sempurna.							
031/08	She thought it was absolutely dreadful.		✓			✓		
	Dia berpikir bahwa namanya sangat menakutkan.							
032/09	The rest of the day was not much better.			✓			✓	
	Dan setelah saat itu semuanya tidak lebih baik.							
033/09	During naptime Victoria raised her hand and informed Mrs. Chud that Chrysanthemum’s name was spelled with thirteen letters.			✓			✓	

	Saat waktu tidur siang Victoria mengangkat tangannya dan memberitahu Mr. Chud bahwa nama Chrysanthemum terdiri dari tiga belas huruf.							
034/09	<p>“That’s exactly half as many letters as there are in the entire alphabet?” Victoria explained.</p> <p>“Itu jelas jumlahnya sudah setengah dari jumlah keseluruhan alfabet yang ada!” Victoria menjelaskan.</p>			✓			✓	
035/09	<p>“Thank you for sharing that with us, Victoria,” said Mrs. Chud.</p> <p>“Terimakasih sudah berbagi dengan kita. Victoria “ kata Mr.Chud.</p>		✓			✓		
036/09	<p>“Now put your head down.”</p> <p>“Sekarang turunkan tanganmu”</p>	✓			✓			Artinya seharusnya adalah tidurlah.
037/10	<p>“If I had a name like yours, I’d change it,” Victoria said as the students lined up to go home.</p> <p>“Jika aku mempunyai nama sepertimu,maka aku akan menggantinya, “kata Victoria saat berada di barisan murid yang akan pulang.</p>			✓			✓	

038/10	I wish I could, thought Chrysanthemum miserably.			✓			✓	
	Kuharap aku bisa, pikir Chrysanthemum dengan sedih.							
039/11	“Welcome home!” said her mother.		✓			✓		Tidak sesuai dengan konteks.
	“Kau sudah pulang!” kata ibunya							
040/11	“Welcome home!” said her father.		✓			✓		
	“Kamu sudah pulang!” Kata ayahnya							
041/11	“School is no place for me,” said Chrysanthemum.			✓			✓	
	“Sekolah adalah tempat yang kurang tepat untukku” kata Chrysanthemum.							
042/11	“My name is too long. It scarcely fits on my name tag. And I’m named after a flower!”			✓			✓	
	“Namaku terlalu panjang, kartuku tidak muat untuk menulis namaku, dan namaku seperti nama bunga!”							
043/11	“Oh, pish,” said her mother.			✓			✓	
	“oh sayang” kata ibunya. “namamu cantik”							
044/11	“Your name is beautiful and precious and			✓			✓	

	priceless and fascinating and winsome,” said her father.							
	“Dan berharga dan tak ternilai dan mempesona dan menarik, “ kata ayahnya.							
045/11	“It’s everything you are,” said her mother.			✓			✓	
	“ Namamu menggambarkan dirimu” kata ibunya							
046/11	“Absolutely perfect,” said her father.			✓			✓	
	“Sangat sempurna,” kata ayahnya							
047/12	Chrysanthemum felt much better after her favorite dinner (macaroni and cheese with ketchup) and an evening filled with hugs and kisses and Parcheesi.		✓			✓		Kurang tepat dengan kata ”mendapat”.
	Chrysanthemum merasa jauh lebih baik setelah mendapat makan malam favoritnya (makaroni dan keju dengan kecap) dan sore harinya diisi pelukan, ciuman dan parcheesi.							
048/13	That night Chrysanthemum dreamed that her name was Jane.			✓			✓	
	Pada malam harinya Chrysanthemum							

	bermimpi bahwa namanya adalah Jane.							
049/13	It was an extremely pleasant dream.			✓			✓	
	Ini mimpi yang menyenangkan.							
050/14	The next morning Chrysanthemum wore her most comfortable jumper.			✓			✓	
	Pada keesokan harinya, Chrysanthemum memakai switer yang paling nyaman.							
051/14	She walked to school as slowly as she could.			✓			✓	
	Dia berjalan menuju sekolah sepele mungkin yang dia bisa.							
052/14	She dragged her feet in the dirt.			✓			✓	
	Dia menulis dengan kakinya di tanah.							
053/14	Chrysanthemum, Chrysanthemum, Chrysanthemum. She wrote.			✓			✓	
	Dia menuliskan Chrysanthemum, Chrysanthemum, Chrysanthemum							
054/15	“She even looks like a flower,” said Victoria, as Chrysanthemum entered the playground.			✓			✓	

	“ Dia tetap terlihat seperti bunga “ kata Victoria saat Chrysanthemum sampai di taman bermain.							
055/15	“Let’s pick her,” said Rita, pointing.			✓			✓	
	“ Ayo petik dia,” kata Rita,sambil menunjuk.							
056/15	“Let’s smell her,” said Jo.			✓			✓	
	“Ayo cium baunya” kata Jo							
057/15	Chrysanthemum wilted.		✓			✓		
	Chrysanthemum terlihat lesu.							
058/15	She did not think her name was absolutely perfect.			✓			✓	
	Dia tidak berpikir bahwa namanya sangat sempurna.							
059/15	She thought it was absolutely dreadful.		✓			✓		
	Dia berpikir bahwa namanya sangat menakutkan.							
060/16	The rest of the day was not much better.			✓			✓	
	Dan setelah saat itu semuanya tidak lebih baik.							

061/16	During naptime Victoria raised her hand and said, "A chrysanthemum is a flower.	✓			✓			
	Saat waktu tidur siang Victoria mengangkat tangannya dan berkata.							
062/16	It lives in a garden with worms and other dirty things."	✓			✓			
	--							
063/16	"Thank you for sharing that with us, Victoria," said Mrs. Chud.	✓			✓			
	--							
064/16	"Now put your head down."	✓			✓			
	--							
065/17	"I just cannot believe your name," Victoria said as the students lined up to go home.			✓			✓	
	"Aku masih tidak percaya dengan namamu" kata Victoria saat berada di barisan murid yang akan pulang.							
066/17	Neither can I, thought Chrysanthemum miserably.			✓			✓	
	Aku juga tidak bisa,fikir Chrysanthemum							

	dengan sedih.							
067/18	“School is no place for me,” said Chrysanthemum.			✓			✓	
	“ Sekolah adalah tempat yang kurang tepat untukku” kata Chrysanthemum.							
068/18	“They said I even look like a flower. They pretended to pick me and smell me.”			✓			✓	
	“Mereka berkata bahwa aku seperti nama bunga. Mereka berpura-pura ingin memetikku dan menciumku!”							
069/18	“Oh, pish,” said her mother. “They’re just jealous. “			✓			✓	
	“ Oh sayang” kata ibunya. “mereka hanya cemburu”							
070/18	“And envious and begrudging and discontented and jaundiced,” said her father.			✓			✓	
	“ Dan cemburu, dan iri, dan tidak senang dan tidak suka” kata ayahnya.							
071/18	“Who wouldn’t be jealous of a name like yours?” said her mother.			✓			✓	
	“ Siapa yang tidak iri dengan nama							

	sepertimu?” kata ibunya							
072/18	“After all, it’s absolutely perfect,” said her father.			✓			✓	
	“ Sejauh ini,namamu sangat sempurna. Kata ayahnya.							
073/19	Chrysanthemum felt a trifle better after her favorite dessert (chocolate cake with buttercream frosting) and another evening filled with hugs and kisses and Parcheesi.		✓			✓		Mendapat bukan kata yang tepat untuk makan malam.
	Chrysanthemum merasa sedikit lebih baik setelah dia mendapat makanan penutup favoritnya (kue coklat dengan krim di atasnya) dan sore harinya diisi dengan pelukan,ciuman dan parcheesi.							
074/20	That night Chrysanthemum dreamed that she really was a chrysanthemum.			✓			✓	
	Pada malam harinya,Chrysanthemum bermimpi bahwa dirinya adalah bunga krisan sungguhan..							
075/20	She sprouted leaves and petals.			✓			✓	
	Dia mempunyai daun dan kelopak bunga .							
076/20	Victoria picked her and plucked the leaves and petals one by one until there was nothing			✓			✓	

	left but a scrawny stem.						
	Victoria memetikanya dan mencabut daun dan kelopak bunga. Satu per satu hingga tinggal tangkai.						
077/20	It was the worst nightmare of Chrysanthemum's life.			✓			✓
	Ini adalah mimpi yang paling buruk dalam hidup Chrysanthemum.						
078/21	Chrysanthemum wore her outfit with seven pockets the next morning.			✓			✓
	Pada keesokan harinya Chrysanthemum memakai bajunya yang memiliki tujuh kantong.						
079/21	She loaded the pockets with her most prized possessions and her good luck charms.			✓			✓
	Dan mengisi kantungnya dengan hadiah paling berharga miliknya, dan benda keberuntungannya.						
080/21	Chrysanthemum took the longest route possible to school. She stopped and stared at each and every flower.		✓			✓	
	Chrysanthemum memilih jalan yang paling jauh menuju sekolahnya. Dia berhenti dan						

	menatap setiap dan semua bunga.							
081/21	“Chrysanthemum, Chrysanthemum, Chrysanthemum,” the flowers seemed to say			✓			✓	
	“Chrysanthemum,Chrysanthemum,Chrysanthemum” Bunga-bunga itu seperti berbicara.							
082/22	That morning the students were introduced to Mrs. Twinkle, the music teacher.			✓			✓	
	Pada pagi hari ini murid-murid dikenalkan dengan Mrs. Twinkle ,guru musik.							
083/22	Her voice was like something out of a dream, as was everything else about her.			✓			✓	
	Suara Mrs. Twinkle sangat indah,seperti dirinya.							
084/22	The students were speechless.			✓			✓	
	Murid-murid terdiam.							
085/22	They thought Mrs. Twinkle was an indescribable wonder.			✓			✓	
	Mereka berfikir bahwa Mrs. Twinkle benar-benar sempurna.							
086/22	They went out of their way to make a nice		✓			✓		Went out of their way itu berusaha.

	impression.							
	Mereka mempunyai rencana sendiri untuk mendapat kesan yang bagus.							
087/23	Mrs. Twinkle led the students in scales.			✓			✓	
	Mrs.Twinke membagi murid-murid menjadi beberapa kelompok							
088/23	Then she assigned roles for the class musical.	✓			✓			Roles itu peran
	Dan dia menetapkan peraturan untuk kelas musik.							
089/23	Victoria was chosen as the dainty Fairy Queen.			✓			✓	
	Victoria terpilih menjadi Ratu peri yang cantik.							
090/23	Rita was chosen as the spiffy Butterfly Princess.			✓			✓	
	Rita terpilih menjadi Putri kupu-kupu yang indah.							
091/23	Jo was chosen as the all- important Pixie messenger.	✓			✓			all- important Pixie messenger itu pembawa kabar penting.
	Jo terpilih menjadi pengirim bubuk pixie.							

092/23	And Chrysanthemum was chosen as a daisy.			✓			✓	
	Dan Chrysanthemum terpilih menjadi bunga aster.							
093/24	“Chrysanthemum’s a daisy! Chrysanthemum’s a daisy!” Jo, Rita, and Victoria chanted, thinking it was wildly funny.			✓			✓	
	“Chrysanthemum si bunga aster, Chrysanthemum si bunga aster” Jo, Rita dan Victoria bernyanyi, berfikir bahwa itu sangat lucu.							
094/24	Chrysanthemum wilted.		✓			✓		
	Chrysanthemum terlihat lesu.							
095/24	She did not think her name was absolutely perfect.			✓			✓	
	Dia tidak berpikir bahwa namanya sangat sempurna.							
096/24	She thought it was absolutely dreadful.		✓			✓		Dreadful bias juga buruk.
	Dia berpikir bahwa namanya sangat menakutkan.							
097/25	“What’s so humorous?” asked Mrs. Twinkle.			✓			✓	

	“Apakah ada yang lucu?” tanya Mrs. Twinkle.							
098/25	“Chrysanthemum!” was the answer.			✓			✓	
	“Chrysanthemum!” jawab mereka.							
099/25	“Her name is so long,” said Jo.			✓			✓	
	“ Namanya sangat panjang !” kata Jo							
100/25	“It scarcely fits on her name tag,” said Rita, pointing.			✓			✓	
	“ Kartunya tidak cukup untuk menulis namanya,” kata Rita, sambil menunjuk.							
101/25	“I’m named after my grandmother,” said Victoria.			✓			✓	
	“ Namaku seperti nenekku.” kata Victoria.							
102/25	“She’s named after a flower!”	✓			✓			Namanya karena she itu orang ke 3
	“Namamu seperti nama bunga!”							
103/26	“My name is long,” said Mrs. Twinkle. “It is?” said Jo.			✓			✓	
	“Namaku juga panjang “ kata Mrs Twinkle. “ apakah benar? “ kata Jo.							

104/26	“My name would scarcely fit on a name tag,” said Mrs. Twinkle. “It would?” said Rita, pointing.			✓			✓	
	“Namaku juga tidak cukup di tulis pada kartuku” kata Mrs. Twinkle. “Apakah benar?”							
105/26	“And- - - “ said Mrs. Twinkle, “I’m named after a flower, too!” “You are?” said Victoria.			✓			✓	
	“ Dan...” Kata Mrs.Twinkle. “Namaku juga seperti nama bunga!” “ Benarkah?” kata Victoria							
106/26	“Yes,” said Mrs. Twinkle.			✓			✓	
	“ Ya “ kata Mrs.Twinkle.							
107/26	“My name is Delphinium. Delphinium Twinkle. And if my baby is a girl, I’m considering Chrysanthemum as a name.			✓			✓	
	“Namaku Dhelphinium. Dhelphinium Twinkle. Dan jika aku mempunyai anak perempuan, aku ingin memberinya nama Chrysanthemum.							
108/26	I think it’s absolutely perfect.”			✓			✓	
	Menurutku itu sangat sempurna.							

109/27	Chrysanthemum could scarcely believe her ears.			✓			✓	
	Chrysanthemum hampir tidak percaya dengan apa yang dia dengar.							
110/27	She blushed.			✓			✓	
	Dia tersipu							
111/27	She beamed.			✓			✓	
	Dia berseri-seri							
112/27	She bloomed. Chrysanthemum, Chrysanthemum, Chrysanthemum.			✓			✓	
	Dia sangat senang. Chrysanthemum, Chrysanthemum, Chrysanthemum.							
113/28	Jo, Rita, and Victoria looked at Chrysanthemum longingly.		✓			✓		Longingly lebih baik tidak di artikan.
	Jo,Rita dan Victoria melihat Chrysanthemum dengan penuh keinginan.							
114/28	“Call me Marigold,” said Jo.			✓			✓	
	“ Panggil aku Marigold” kata Jo.							
115/28	“I’m Carnation,” said Rita, pointing.			✓			✓	

	“ Aku Carnation” kata Rita, sambil menunjuk.						
116/28	“My name is Lily of the Valley,” said Victoria.			✓			✓
	“ Namaku adalah Lily of the Valley” kata Victoria.						
117/29	Chrysanthemum did not think her name was absolutely perfect.			✓			✓
	Chrysanthemum tidak berpikir bahwa namanya sangat sempurna.						
118/29	She knew it!			✓			✓
	Dia tahu itu!						
119/30	EPILOGUE:			✓			✓
	Bagian Terakhir						
120/30	Overall, the class musical was a huge success.			✓			✓
	Secara keseluruhan, kelas musik berjalan lancar.						
121/30	Chrysanthemum was absolutely perfect as a daisy.			✓			✓
	Chrysanthemum sangat sempurna saat						

	berperan sebagai bunga aster.							
122/30	Victoria made the only mistake: She completely forgot her lines as the dainty Fairy Queen.			✓			✓	
	Victoria hanya melakukan kesalahan : Dia lupa dialognya saat berperan sebagai Ratu Peri yang cantik.							
123/30	Chrysanthemum thought it was wildly funny, and she giggled throughout the entire Dance of the Flowers.		✓			✓		Wildly funny itu sangat lucu.
	Chrysanthemum berpikir bahwa itu lucu dan dia tertawa sepanjang tarian Bunga.							
124/30	Eventually, Mrs. Twinkle gave birth to a healthy baby girl.			✓			✓	
	Pada akhirnya, Mrs. Twinkle melahirkan anak perempuan yang sehat.							
125/30	And, of course, she named her Chrysanthemum.			✓			✓	
	Dan tentunya, dia memberikan nama Chrysanthemum.							

APPENDIX 2

DATA RATER 2

Mr. Bayu Dewa M

CHRYSANTHEMUM

By : Selly Nuraini

Datum	Data	Accuracy			Acceptability			Explanation
		1	2	3	1	2	3	
001/01	The day she was born was the happiest day in her parent's lives.			✓			✓	
	Hari ketika dia lahir adalah dari yang paling membahagiakan bagi orang tuanya.							
002/01	"She's perfect," said her mother.			✓			✓	
	"dia terlihat sempurna" kata ibunya.							
003/01	"Absolutely," said her father.			✓			✓	
	"tentu saja" kata ayahnya.							
004/01	And she was.		✓			✓		Dan memang
	Inilah dia.							
005/01	She was absolutely perfect.			✓			✓	

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	Dia sangatlah sempurna.							
006/02	“Her name must be everything she is,” said her mother.			✓			✓	
	“namanya harus menggambarkan dirinya” kata ibunya.							
007/02	“Her name must be absolutely perfect,” said her father.			✓			✓	
	“namanya harus sangat sempurna” kata ayahnya.							
008/02	And it was. Chrysanthemum.			✓			✓	
	Dan inilah dia.							
009/02	Her parents named her Chrysanthemum.			✓			✓	
	Orang tuanya memberinya nama Chrysanthemum.							
010/03	Chrysanthemum grew and grew and grew.			✓			✓	
	Chrysanthemum terus tumbuh dan tumbuh.							
011/03	And when she was old enough to appreciate it, Chrysanthemum loved her name.			✓			✓	
	Dan ketika dia sudah cukup dewasa untuk menghargai namanya, Chrysanthemum							

	menyukai namanya.							
012/04	She loved the way it sounded when her mother woke her up. Dia menyukai suara ketika ibunya membangunkannya.		✓			✓		Suara .. namanya diucapkan.
013/04	She loved the way it sounded when her father called her for dinner. Dia menyukai suara ketika ayahnya memanggilnya untuk makan malam.		✓			✓		
014/04	And she loved the way it sounded when she whispered it to herself in the bathroom mirror. Dia menyukai suara yang dia bisikkan kepada dirinya sendiri di depan kaca kamar mandi.		✓			✓		
015/04	Chrysanthemum, Chrysanthemum, Chrysanthemum. Chrysanthemum,Chrysanthemum,Chrysanthemum			✓			✓	
016/05	Chrysanthemum loved the way her name looked when it was written with ink on an envelope.			✓			✓	

	Chrysanthemum menyukai bagaimana namanya tertulis dengan tinta pada sebuah amplop.							
017/05	She loved the way it looked when it was written with icing on her birthday cake.		✓			✓		Icing = dengan krim gula
	Chrysanthemum menyukai bagaimana namanya tertulis pada kue ulang tahunnya.							
018/05	And she loved the way it looked when she wrote it herself with her fat orange crayon.			✓			✓	
	Dan Chrysanthemum menyukai bagaimana namanya terlihat saat dia menulis namanya sendiri dengan krayon besar yang berwarna oranye.							
019/06	Chrysanthemum thought her name was absolutely perfect.			✓			✓	
	Chrysanthemum berfikir bahwa namanya sangat sempurna.							
020/06	And then she started school.		✓			✓		Akan nya dihilangkan.
	Kemudian dia akan mulai bersekolah.							
021/06	On the first day, Chrysanthemum wore her sunniest dress and her brightest smile.		✓			✓		Sunniest = paling cerah.

	Pada hari pertama, dia memakai baju yang cerah dan dengan senyum yang mengembang.							Senyum yang ceria
022/06	She ran all the way. Dia berlari sepanjang jalan.			✓			✓	
023/06	“Hooray!” said Chrysanthemum. “School!” “Horee!” kata Chrysanthemum. “Sekolah”			✓			✓	
024/07	But when Mrs. Chud took roll call, everyone giggled upon hearing Chrysanthemum’s name. Tetapi ketika Mr.Chud sedang mengabsen, semua murid tertawa saat mendengar nama Chrysanthemum.			✓			✓	
025/08	“It’s so long,” said Jo. “ Namanya sangat panjang!” kata Jo.			✓			✓	
026/08	“It scarcely fits on your name tag,” said Rita, pointing. “ kartunya tidak cukup untuk menulis namanya” kata Rita,sambil menunjuk.			✓			✓	
027/08	“I’m named after my grandmother,” said			✓			✓	

	Victoria.							
	“ Namaku seperti nenekku” kata Victoria .							
028/08	“You’re named after a flower?”			✓			✓	
	” Namamu seperti nama bunga!”							
029/08	Chrysanthemum wilted.		✓			✓		Lesu seharusnya murung
	Chrysanthemum terlihat lesu.							
030/08	She did not think her name was absolutely perfect.		✓			✓		Dia berpikir bahwa namanya tidaklah sempurna
	Dia tidak berpikir bahwa namanya sangat sempurna.							
031/08	She thought it was absolutely dreadful.			✓			✓	
	Dia berpikir bahwa namanya sangat menakutkan.							
032/09	The rest of the day was not much better.			✓			✓	
	Dan setelah saat itu semuanya tidak lebih baik.							
033/09	During naptime Victoria raised her hand and informed Mrs. Chud that Chrysanthemum’s name was spelled with thirteen letters.			✓			✓	

	Saat waktu tidur siang Victoria mengangkat tangannya dan memberitahu Mr. Chud bahwa nama Chrysanthemum terdiri dari tiga belas huruf.							
034/09	<p>“That’s exactly half as many letters as there are in the entire alphabet?” Victoria explained.</p> <p>“Itu jelas jumlahnya sudah setengah dari jumlah keseluruhan alfabet yang ada!” Victoria menjelaskan.</p>			✓			✓	
035/09	<p>“Thank you for sharing that with us, Victoria,” said Mrs. Chud.</p> <p>“Terimakasih sudah berbagi dengan kita. Victoria “ kata Mr.Chud.</p>		✓			✓		Mr seharusnya diartikan sebagai ibu
036/09	<p>“Now put your head down.”</p> <p>“Sekarang turunkan tanganmu”</p>	✓			✓			Sekarang kembali tidur.
037/10	<p>“If I had a name like yours, I’d change it,” Victoria said as the students lined up to go home.</p> <p>“Jika aku mempunyai nama sepertimu,maka aku akan menggantinya, “kata Victoria saat berada di barisan murid yang akan pulang.</p>			✓			✓	

038/10	I wish I could, thought Chrysanthemum miserably.			✓			✓	
	Kuharap aku bisa, pikir Chrysanthemum dengan sedih.							
039/11	“Welcome home!” said her mother.		✓			✓		Selamat datang di rumah nak.
	“Kau sudah pulang!” kata ibunya							
040/11	“Welcome home!” said her father.		✓			✓		
	“Kamu sudah pulang!” Kata ayahnya							
041/11	“School is no place for me,” said Chrysanthemum.			✓			✓	
	“Sekolah adalah tempat yang kurang tepat untukku” kata Chrysanthemum.							
042/11	“My name is too long. It scarcely fits on my name tag. And I’m named after a flower!”			✓			✓	
	“Namaku terlalu panjang, kartuku tidak muat untuk menulis namaku, dan namaku seperti nama bunga!”							
043/11	“Oh, pish,” said her mother.			✓			✓	
	“oh sayang” kata ibunya. “namamu cantik”							
044/11	“Your name is beautiful and precious and			✓			✓	

	priceless and fascinating and winsome,” said her father.							
	“Dan berharga dan tak ternilai dan mempesona dan menarik, “ kata ayahnya.							
045/11	“It’s everything you are,” said her mother.			✓			✓	
	“ Namamu menggambarkan dirimu” kata ibunya							
046/11	“Absolutely perfect,” said her father.			✓			✓	
	“Sangat sempurna,” kata ayahnya							
047/12	Chrysanthemum felt much better after her favorite dinner (macaroni and cheese with ketchup) and an evening filled with hugs and kisses and Parcheesi.			✓			✓	
	Chrysanthemum merasa jauh lebih baik setelah mendapat makan malam favoritnya (makaroni dan keju dengan kecap) dan sore harinya diisi pelukan, ciuman dan parcheesi.							
048/13	That night Chrysanthemum dreamed that her name was Jane.			✓			✓	
	Pada malam harinya Chrysanthemum							

	bermimpi bahwa namanya adalah Jane.							
049/13	It was an extremely pleasant dream.		✓				✓	Extremely = sangat
	Ini mimpi yang menyenangkan.							
050/14	The next morning Chrysanthemum wore her most comfortable jumper.			✓			✓	
	Pada keesokan harinya, Chrysanthemum memakai switer yang paling nyaman.							
051/14	She walked to school as slowly as she could.			✓			✓	
	Dia berjalan menuju sekolah sepele mungkin yang dia bisa.							
052/14	She dragged her feet in the dirt.			✓			✓	
	Dia menulis dengan kakinya di tanah.							
053/14	Chrysanthemum, Chrysanthemum, Chrysanthemum. She wrote.			✓			✓	
	Dia menuliskan Chrysanthemum, Chrysanthemum, Chrysanthemum							
054/15	“She even looks like a flower,” said Victoria, as Chrysanthemum entered the playground.			✓			✓	

	“ Dia tetap terlihat seperti bunga “ kata Victoria saat Chrysanthemum sampai di taman bermain.							
055/15	“Let’s pick her,” said Rita, pointing.			✓			✓	
	“ Ayo petik dia,” kata Rita,sambil menunjuk.							
056/15	“Let’s smell her,” said Jo.			✓			✓	
	“Ayo cium baunya” kata Jo							
057/15	Chrysanthemum wilted.		✓			✓		
	Chrysanthemum terlihat lesu.							
058/15	She did not think her name was absolutely perfect.		✓			✓		Dia kembali berfikir bahwa namanya tidaklah begitu sempurna
	Dia tidak berpikir bahwa namanya sangat sempurna.							
059/15	She thought it was absolutely dreadful.			✓			✓	
	Dia berpikir bahwa namanya sangat menakutkan.							
060/16	The rest of the day was not much better.			✓			✓	
	Dan setelah saat itu semuanya tidak lebih baik.							

061/16	During naptime Victoria raised her hand and said, "A chrysanthemum is a flower.			✓			✓	
	Saat waktu tidur siang Victoria mengangkat tangannya dan berkata.							
062/16	It lives in a garden with worms and other dirty things."	✓			✓			
	--							
063/16	"Thank you for sharing that with us, Victoria," said Mrs. Chud.	✓			✓			
	--							
064/16	"Now put your head down."	✓			✓			
	--							
065/17	"I just cannot believe your name," Victoria said as the students lined up to go home.			✓			✓	
	"Aku masih tidak percaya dengan namamu" kata Victoria saat berada di barisan murid yang akan pulang.							
066/17	Neither can I, thought Chrysanthemum miserably.			✓			✓	
	Aku juga tidak bisa,fikir Chrysanthemum							

	dengan sedih.							
067/18	“School is no place for me,” said Chrysanthemum.			✓			✓	
	“ Sekolah adalah tempat yang kurang tepat untukku” kata Chrysanthemum.							
068/18	“They said I even look like a flower. They pretended to pick me and smell me.”			✓			✓	
	“Mereka berkata bahwa aku seperti nama bunga. Mereka berpura-pura ingin memetikku dan menciumku!”							
069/18	“Oh, pish,” said her mother. “They’re just jealous. “			✓			✓	
	“ Oh sayang” kata ibunya. “mereka hanya cemburu”							
070/18	“And envious and begrudging and discontented and jaundiced,” said her father.		✓			✓		Tidak senang dan tidak suka itu sama saja, lebih baik salah satunya.
	“ Dan cemburu, dan iri, dan tidak senang dan tidak suka” kata ayahnya.							
071/18	“Who wouldn’t be jealous of a name like yours?” said her mother.			✓			✓	
	“ Siapa yang tidak iri dengan nama							

	sepertimu?” kata ibunya							
072/18	“After all, it’s absolutely perfect,” said her father.			✓			✓	
	“ Se jauh ini,namamu sangat sempurna. Kata ayahnya.							
073/19	Chrysanthemum felt a trifle better after her favorite dessert (chocolate cake with buttercream frosting) and another evening filled with hugs and kisses and Parcheesi.			✓			✓	
	Chrysanthemum merasa sedikit lebih baik setelah dia mendapat makanan penutup favoritnya (kue coklat dengan krim di atasnya) dan sore harinya diisi dengan pelukan,ciuman dan parcheesi.							
074/20	That night Chrysanthemum dreamed that she really was a chrysanthemum.			✓			✓	
	Pada malam harinya,Chrysanthemum bermimpi bahwa dirinya adalah bunga krisan sungguhan..							
075/20	She sprouted leaves and petals.			✓			✓	
	Dia mempunyai daun dan kelopak bunga .							
076/20	Victoria picked her and plucked the leaves and petals one by one until there was nothing			✓			✓	

	left but a scrawny stem.							
	Victoria memetikanya dan mencabut daun dan kelopak bunga. Satu per satu hingga tinggal tangkai.							
077/20	It was the worst nightmare of Chrysanthemum's life.			✓			✓	
	Ini adalah mimpi yang paling buruk dalam hidup Chrysanthemum.							
078/21	Chrysanthemum wore her outfit with seven pockets the next morning.			✓			✓	
	Pada keesokan harinya Chrysanthemum memakai bajunya yang memiliki tujuh kantong.							
079/21	She loaded the pockets with her most prized possessions and her good luck charms.		✓			✓		Hadiah diganti dengan barang
	Dan mengisi kantungnya dengan hadiah paling berharga miliknya, dan benda keberuntungannya.							
080/21	Chrysanthemum took the longest route possible to school. She stopped and stared at each and every flower.			✓			✓	
	Chrysanthemum memilih jalan yang paling jauh menuju sekolahnya. Dia berhenti dan							

	menatap setiap dan semua bunga.							
081/21	“Chrysanthemum, Chrysanthemum, Chrysanthemum,” the flowers seemed to say			✓			✓	
	“Chrysanthemum,Chrysanthemum,Chrysanthemum” Bunga-bunga itu seperti berbicara.							
082/22	That morning the students were introduced to Mrs. Twinkle, the music teacher.		✓			✓		Mrs tidak di terjemahkan
	Pada pagi hari ini murid-murid dikenalkan dengan Mrs. Twinkle ,guru musik.							
083/22	Her voice was like something out of a dream, as was everything else about her.		✓			✓		Mrs tidak di terjemahkan
	Suara Mrs. Twinkle sangat indah,seperti dirinya.							
084/22	The students were speechless.			✓			✓	
	Murid-murid terdiam.							
085/22	They thought Mrs. Twinkle was an indescribable wonder.		✓			✓		
	Mereka berfikir bahwa Mrs. Twinkle benar-benar sempurna.							
086/22	They went out of their way to make a nice			✓			✓	

	impression.							
	Mereka mempunyai rencana sendiri untuk mendapat kesan yang bagus.							
087/23	Mrs. Twinkle led the students in scales.		✓			✓		
	Mrs.Twinke membagi murid-murid menjadi beberapa kelompok							
088/23	Then she assigned roles for the class musical.			✓			✓	
	Dan dia menetapkan peraturan untuk kelas musik.							
089/23	Victoria was chosen as the dainty Fairy Queen.			✓			✓	
	Victoria terpilih menjadi Ratu peri yang cantik.							
090/23	Rita was chosen as the spiffy Butterfly Princess.			✓			✓	
	Rita terpilih menjadi Putri kupu-kupu yang indah.							
091/23	Jo was chosen as the all- important Pixie messenger.		✓			✓		Pengrim = utusan
	Jo terpilih menjadi pengirim bubuk pixie.							

092/23	And Chrysanthemum was chosen as a daisy.			✓			✓	
	Dan Chrysanthemum terpilih menjadi bunga aster.							
093/24	“Chrysanthemum’s a daisy! Chrysanthemum’s a daisy!” Jo, Rita, and Victoria chanted, thinking it was wildly funny.			✓			✓	
	“Chrysanthemum si bunga aster, Chrysanthemum si bunga aster” Jo, Rita dan Victoria bernyanyi, berfikir bahwa itu sangat lucu.							
094/24	Chrysanthemum wilted.		✓			✓		
	Chrysanthemum terlihat lesu.							
095/24	She did not think her name was absolutely perfect.		✓			✓		Jadi dia berpikir lagi...
	Dia tidak berpikir bahwa namanya sangat sempurna.							
096/24	She thought it was absolutely dreadful.			✓			✓	
	Dia berpikir bahwa namanya sangat menakutkan.							
097/25	“What’s so humorous?” asked Mrs. Twinkle.		✓			✓		Mrs tidak di terjemahkan

	“Apakah ada yang lucu?” tanya Mrs. Twinkle.							
098/25	“Chrysanthemum!” was the answer.			✓			✓	
	“Chrysanthemum!” jawab mereka.							
099/25	“Her name is so long,” said Jo.			✓			✓	
	“ Namanya sangat panjang !” kata Jo							
100/25	“It scarcely fits on her name tag,” said Rita, pointing.			✓			✓	
	“ Kartunya tidak cukup untuk menulis namanya,” kata Rita, sambil menunjuk.							
101/25	“I’m named after my grandmother,” said Victoria.			✓			✓	
	“ Namaku seperti nenekku.” kata Victoria.							
102/25	“She’s named after a flower!”			✓			✓	
	“Namamu seperti nama bunga!”							
103/26	“My name is long,” said Mrs. Twinkle. “It is?” said Jo.		✓			✓		Mrs tidak di terjemahkan
	“Namaku juga panjang “ kata Mrs Twinkle.							

	“ apakah benar? “ kata Jo.						
104/26	“My name would scarcely fit on a name tag,” said Mrs. Twinkle. “It would?” said Rita, pointing. “Namaku juga tidak cukup di tulis pada kartuku” kata Mrs. Twinkle. “Apakah benar?”	✓			✓		
105/26	“And- - - “ said Mrs. Twinkle, “I’m named after a flower, too!” “You are?” said Victoria. “ Dan...” Kata Mrs.Twinkle. “Namaku juga seperti nama bunga!” “ Benarkah?” kata Victoria	✓			✓		
106/26	“Yes,” said Mrs. Twinkle. “ Ya “ kata Mrs.Twinkle.	✓			✓		
107/26	“My name is Delphinium. Delphinium Twinkle. And if my baby is a girl, I’m considering Chrysanthemum as a name. “Namaku Dhelphinium. Dhelphinium Twinkle. Dan jika aku mempunyai anak perempuan, aku ingin memberinya nama Chrysanthemum.		✓			✓	
108/26	I think it’s absolutely perfect.”		✓			✓	

	Menurutku itu sangat sempurna.							
109/27	Chrysanthemum could scarcely believe her ears.			✓			✓	
	Chrysanthemum hampir tidak percaya dengan apa yang dia dengar.							
110/27	She blushed.			✓			✓	
	Dia tersipu							
111/27	She beamed.			✓			✓	
	Dia berseri-seri							
112/27	She bloomed. Chrysanthemum, Chrysanthemum, Chrysanthemum.			✓			✓	
	Dia sangat senang. Chrysanthemum, Chrysanthemum, Chrysanthemum.							
113/28	Jo, Rita, and Victoria looked at Chrysanthemum longingly.			✓			✓	
	Jo,Rita dan Victoria melihat Chrysanthemum dengan penuh keinginan.							
114/28	“Call me Marigold,” said Jo.			✓			✓	
	“ Panggil aku Marigold” kata Jo.							

115/28	"I'm Carnation," said Rita, pointing.			✓			✓	
	" Aku Carnation" kata Rita, sambil menunjuk.							
116/28	"My name is Lily of the Valley," said Victoria.			✓			✓	
	" Namaku adalah Lily of the Valley" kata Victoria.							
117/29	Chrysanthemum did not think her name was absolutely perfect.			✓			✓	
	Chrysanthemum tidak berpikir bahwa namanya sangat sempurna.							
118/29	She knew it!			✓			✓	
	Dia tahu itu!							
119/30	EPILOGUE:			✓			✓	
	Bagian Terakhir							
120/30	Overall, the class musical was a huge success.			✓			✓	
	Secara keseluruhan, kelas musik berjalan lancar.							
121/30	Chrysanthemum was absolutely perfect as a			✓			✓	

	daisy.							
	Chrysanthemum sangat sempurna saat berperan sebagai bunga aster.							
122/30	Victoria made the only mistake: She completely forgot her lines as the dainty Fairy Queen.			✓			✓	
	Victoria hanya melakukan kesalahan : Dia lupa dialognya saat berperan sebagai Ratu Peri yang cantik.							
123/30	Chrysanthemum thought it was wildly funny, and she giggled throughout the entire Dance of the Flowers.			✓			✓	
	Chrysanthemum berpikir bahwa itu lucu dan dia tertawa sepanjang tarian Bunga.							
124/30	Eventually, Mrs. Twinkle gave birth to a healthy baby girl.		✓			✓		
	Pada akhirnya, Mrs. Twinkle melahirkan anak perempuan yang sehat.							
125/30	And, of course, she named her Chrysanthemum.			✓			✓	
	Dan tentunya, dia memberikan nama Chrysanthemum.							

Selly Nuraini / Mr. Bayu Dewa Murti

Mr. Bayu Dewa M.

CHRYSANTHEMUM

By : Aria Kusumawati

Datum	Data	Accuracy			Acceptability			Explanation
		1	2	3	1	2	3	
001/01	The day she was born was the happiest day in her parent's lives.			✓			✓	
	Hari kelahirannya adalah hari paling bahagia untuk kedua orang tuanya.							
002/01	"She's perfect," said her mother.			✓			✓	
	"dia sangat cantik" kata ibunya							
003/01	"Absolutely," said her father.			✓			✓	
	"tentu saja" kata ayahnya							
004/01	And she was.			✓		✓		Terjadi pengulangan dengan kalimat berikutnya
	<i>Dan dia begitu sangat sempurna.</i>							
005/01	She was absolutely perfect.			✓			✓	

Aria Kusumawati / Mr. Bayu Dewa Murti

	Dan dia begitu sangat sempurna.							
006/02	“Her name must be everything she is,” said her mother.			✓			✓	
	“namanya harus sesuai dengan dirinya” kata ibunya.							
007/02	“Her name must be absolutely perfect,” said her father.			✓			✓	
	“namanya harus sempurna” kata ayahnya							
008/02	And it was.	✓			✓			Tidak diterjemahkan.
	Chrysanthemum.							
009/02	Her parents named her Chrysanthemum.			✓			✓	
	Orang tuanya memberi nama dia Chrysanthemum.							
010/03	Chrysanthemum grew and grew and grew.			✓			✓	
	Chrysanthemum tumbuh dan tumbuh dan tumbuh.							
011/03	And when she was old enough to appreciate it, Chrysanthemum loved her name.			✓			✓	

	Dan ketika dia cukup dewasa untuk memahaminya. Chrysanthemum menyukai namanya.							
012/04	She loved the way it sounded when her mother woke her up. Dia menyukai cara ibunya memanggil namanya saat membangunkannya.			✓			✓	
013/04	She loved the way it sounded when her father called her for dinner. Dia menyukai cara ayahnya memanggil namanya saat makan malam.			✓			✓	
014/04	And she loved the way it sounded when she whispered it to herself in the bathroom mirror. Dan dia menyukai ketika dia membisikkan namanya di depan kaca kamar mandinya.			✓			✓	
015/04	Chrysanthemum, Chrysanthemum, Chrysanthemum. Chrysanthemum, Chrysanthemum, Chrysanthemum			✓			✓	
016/05	Chrysanthemum loved the way her name looked when it was written with ink on an			✓			✓	

	envelope.							
	Chrysanthemum , menyukai namanya ketika di tuliskan dengan tinta di atas sebuah amplop.							
017/05	She loved the way it looked when it was written with icing on her birthday cake.		✓			✓		Icing seharusnya dimasukkan artinya yaitu “dengan krim gula”
	Dia menyukai namanya ketika di tuliskan di atas kue ulangtahunnya.							
018/05	And she loved the way it looked when she wrote it herself with her fat orange crayon.			✓			✓	
	Dan dia menyukai ketika dia menuliskannya dengan crayon besar oranye miliknya.							
019/06	Chrysanthemum thought her name was absolutely perfect.			✓			✓	
	Chrysanthemum berpikir namanya begitu sempurna							
020/06	And then she started school.			✓			✓	
	dan kemudian dia mulai masuk sekolah.							
021/06	On the first day, Chrysanthemum wore her sunniest dress and her brightest smile.			✓			✓	

	Pada hari pertama, Chrysanthemum menggunakan pakaian paling cerah dan tersenyum lebar.							
022/06	She ran all the way. Dia berlari-lari .		✓			✓		
023/06	“Hooray!” said Chrysanthemum. “School!” “horee” kata Chrysanthemum “ sekolah !”			✓			✓	
024/07	But when Mrs. Chud took roll call, everyone giggled upon hearing Chrysanthemum’s name. Tapi ketika Ibu Chud mengabsen, semuanya tertawa ketika mendengar nama Chrysanthemum.			✓			✓	
025/08	“It’s so long,” said Jo. “Itu terlalu panjang” kata Jo			✓			✓	
026/08	“It scarcely fits on your name tag,” said Rita, pointing. “ Itu tidak cocok dengan tanda pengenalnya” Kata Rita		✓			✓		Tidak muat, bukan tidak cocok.
027/08	“I’m named after my grandmother,” said			✓			✓	

	Victoria.							
	“Aku di beri nama seperti nama nenekku” kata Victoria							
028/08	“You’re named after a flower?”			✓			✓	
	“kau di beri nama seperti bunga”							
029/08	Chrysanthemum wilted.			✓			✓	
	Chrysanthemum murung.							
030/08	She did not think her name was absolutely perfect.		✓			✓		
	Dia tidak berpikir namanya begitu sempurna.							
031/08	She thought it was absolutely dreadful.			✓			✓	
	Dia berpikir namanya begitu buruk.							
032/09	The rest of the day was not much better.			✓			✓	
	Hari itu menjadi tidak baik.							
033/09	During naptime Victoria raised her hand and informed Mrs. Chud that Chrysanthemum’s name was spelled with thirteen letters.			✓			✓	
	Ketika waktu tidur siang Victoria bangun dan mengangkat tanggannya lalu menyampaikan							

	kepada Ibu Chud bahwa nama Chrysanthemum harus dieja dengan 13 huruf.							
034/09	“That’s exactly half as many letters as there are in the entire alphabet?” Victoria explained. Persis seperti separuh dari semua huruf abjad. Penjelasan Victoria.			✓			✓	
035/09	“Thank you for sharing that with us, Victoria,” said Mrs. Chud. “Terimakasih untuk penjelasanmu Victoria” Kata Ibu chud.			✓			✓	
036/09	“Now put your head down.” “Sekarang lettakan kepalamu”	✓			✓			Sekarang tidurlah
037/10	“If I had a name like yours, I’d change it,” Victoria said as the students lined up to go home. “Jika aku mempunyai nama sepertimu,aku pasti akan mengubahnya.” Kata Victoria ketika siswa sedang berbaris untuk pulang ke rumah.			✓			✓	
038/10	I wish I could, thought Chrysanthemum miserably.			✓			✓	

	“aku harap aku bisa. Pikiran buruk Chrysanthemum.							
039/11	“Welcome home!” said her mother.			✓			✓	
	“ Selamat datang” kata Ibunya							
040/11	“Welcome home!” said her father.			✓			✓	
	“ Selamat datang” Kata Ayahnya							
041/11	“School is no place for me,” said Chrysanthemum.			✓			✓	
	Sekolah bukan tempat cocok untukku. Kata Chrysanthemum.							
042/11	“My name is too long. It scarcely fits on my name tag. And I’m named after a flower!”			✓			✓	
	“Namaku terlalu panjang” . “Itu tidak cocok dengan tanda pengenalku. Dan aku di namai seperti bunga”							
043/11	“Oh, pish,” said her mother.			✓			✓	
	“Oh sayang,” Kata ibunya. “Namamu sangat sempurna”							
044/11	“Your name is beautiful and precious and priceless and fascinating and winsome,” said		✓				✓	“beautiful” akan lebih tepat diartikan

	her father.							menjadi indah.
	“Dan berharga, yak ternilai dan mempesona dan menawan” kata ayahnya.							
045/11	“It’s everything you are,” said her mother.			✓			✓	
	“Itu segalanya tentangmu” kata Ibunya							
046/11	“Absolutely perfect,” said her father.			✓			✓	
	“Begitu sempurna” kata ayahnya							
047/12	Chrysanthemum felt much better after her favorite dinner (macaroni and cheese with ketchup) and an evening filled with hugs and kisses and Parcheesi.			✓			✓	
	Chrysanthemum merasa lebih baik setelah makan malam makanan favoritnya. (macaroni dengan keju dan saus tomat) dan malam itu dia mendapat pelukan, ciuman dan parcheesi.							
048/13	That night Chrysanthemum dreamed that her name was Jane.			✓			✓	
	Malam itu Chrysanthemum bermimpi bahwa namanya adalah Jane.							
049/13	It was an extremely pleasant dream.		✓				✓	Extremely tidak diterjemahkan

	Itu adalah mimpi yang indah.							
050/14	The next morning Chrysanthemum wore her most comfortable jumper. Pada hari berikutnya Chrysanthemum menggunakan sweternya yang paling nyaman .		✓				✓	Pagi hari berikutnya menjadi, esok harinya.
051/14	She walked to school as slowly as she could. Dia berjalan ke sekolah dengan sangat pelan			✓			✓	
052/14	She dragged her feet in the dirt. Dia menyeret kakinya menjadi kotor.		✓			✓		Ditambahi “ketanah”
053/14	Chrysanthemum, Chrysanthemum, Chrysanthemum. She wrote. Chrysanthemum,Chrysanthemum,Chrysanthemum.Dia menuliskannya.			✓			✓	
054/15	“She even looks like a flower,” said Victoria, as Chrysanthemum entered the playground. “Dia terlihat seperti Bunga” kata Victoria saat Chrysanthemum menuju ke taman bermain.			✓			✓	
055/15	“Let’s pick her,” said Rita, pointing. “Mari kita memetikny” kata Rita			✓			✓	

	menunjuknya.							
056/15	“Let’s smell her,” said Jo.		✓			✓		Mencium baunya.
	“Ayo kita menciumnya” kata Jo.							
057/15	Chrysanthemum wilted.			✓			✓	
	Chrysanthemum murung.							
058/15	She did not think her name was absolutely perfect.		✓			✓		“tidak yakin”
	Dia tidak menyangka namanya begitu sempurna.							
059/15	She thought it was absolutely dreadful.			✓			✓	
	Dia pikir namanya begitu buruk							
060/16	The rest of the day was not much better.			✓			✓	
	Hari itu menjadi tidak baik.							
061/16	During naptime Victoria raised her hand and said, “A chrysanthemum is a flower.			✓			✓	
	Ketika jam tidur siang Victoria mengangkat tangan dan berkata, Chrysanthemum adalah sebuah bunga ,							
062/16	It lives in a garden with worms and other			✓			✓	

	dirty things.”							
	dia tinggal di kebun dengan cacing-cacing dan benda kotor lainnya.							
063/16	“Thank you for sharing that with us, Victoria,” said Mrs. Chud.			✓			✓	
	“Terimakasih sudah menjelaskan Victoria” Kata Ibu Chud.							
064/16	“Now put your head down.”	✓			✓			
	Sekarang letakan kepalamu.							
065/17	“I just cannot believe your name,” Victoria said as the students lined up to go home.		✓			✓		Bias dengan “aku heran dengan namamu/ aku merasa aneh dengan namamu/ aku tak percaya orangtuamu memberikan naama itu kepadamu”
	“Aku hanya tak bisa mempercayai namamu” kata Victoria saat berbaris pulang kerumah.							
066/17	Neither can I, thought Chrysanthemum miserably.		✓			✓		
	Jika aku bisa. Pikiran buruk Chrysanthemum							
067/18	“School is no place for me,” said Chrysanthemum.			✓			✓	
	“Sekolah bukan tempat cocok untukku “ kata Chrysanthemum.							

068/18	“They said I even look like a flower. They pretended to pick me and smell me.”		✓			✓		Bahkan, seolah olah memetikku.
	“Mereka bilang aku seperti bunga . Mereka menganggapku begitu dan ingin menciumku.”							
069/18	“Oh, pish,” said her mother. “They’re just jealous.”			✓			✓	
	“ oh sayang” kata ibunya. “ Mereka hanya cemburu”							
070/18	“And envious and begrudging and discontented and jaundiced,” said her father.		✓			✓		Berprasangka buruk.
	Cemburu dan iri tidak senang dan berprasangka” kata ayahnya.							
071/18	“Who wouldn’t be jealous of a name like yours?” said her mother.			✓			✓	
	“ Siapa yang tidak akan merasa cemburu dengan namamu?” kata ibunya.							
072/18	“After all, it’s absolutely perfect,” said her father.	✓			✓			Lagipula, namamu begitu sempruna
	“Setelah semua ini, semua akan menjadi baik” kata ayahnya.							
073/19	Chrysanthemum felt a trifle better after her favorite dessert (chocolate cake with			✓			✓	

	buttercream frosting) and another evening filled with hugs and kisses and Parcheesi.							
	Chrysanthemum merasa lebih baik setelah makan kue favoritnya. (kue coklat dengan krim mentega yang telah di bekukan) dan malam itu dia mendapat pelukan dan ciuman dan Parcheesi.							
074/20	That night Chrysanthemum dreamed that she really was a chrysanthemum.			✓			✓	
	Malam itu Chrysanthemum bermimpi bahwa dia benar- benar menjadi Bunga Chrysanthemum.							
075/20	She sprouted leaves and petals.			✓			✓	
	Daun dan bunganya mulai tumbuh.							
076/20	Victoria picked her and plucked the leaves and petals one by one until there was nothing left but a scrawny stem.			✓			✓	
	Victoria memilih dan memetik kelopak bunganya satu persatu hingga tak ada yang tersisa hingga batangnya kurus.							
077/20	It was the worst nightmare of Chrysanthemum's life.			✓			✓	

	Itu mimpi terburuk dalam hidup Chrysanthemum.							
078/21	Chrysanthemum wore her outfit with seven pockets the next morning. Chrysanthemum memakai baju dengan 7 kantong di hari berikutnya.			✓			✓	
079/21	She loaded the pockets with her most prized possessions and her good luck charms. Dia mengisi sakunya dengan benda berharganya dan anting-antingnya.		✓			✓		Goodluck charms = benda keberuntungannya Most = paling dan seharusnya “saku sakunya”
080/21	Chrysanthemum took the longest route possible to school.She stopped and stared at each and every flower. Chrysanthemum mengambil jalur terpanjang ke sekolahnya. Dia berhenti dan melihat setiap bunga.			✓			✓	
081/21	“Chrysanthemum, Chrysanthemum, Chrysanthemum,” the flowers seemed to say Chrysanthemum,Chrysanthemum,Chrysanthemum. Bunga itu seperti memanggilnya.			✓			✓	
082/22	That morning the students were introduced to			✓			✓	

	Mrs. Twinkle, the music teacher.							
	Pagi itu murid-murid dikenalkan kepada ibu Twinkle, guru seni musik.							
083/22	Her voice was like something out of a dream, as was everything else about her.			✓			✓	
	Suaranya seperti sesuatu dari dunia mimpi, sesuatu yang menunjukkan dirinya.							
084/22	The students were speechless.			✓			✓	
	Murid-murid terdiam.							
085/22	They thought Mrs. Twinkle was an indescribable wonder.			✓			✓	
	Mereka berpikir ibu Twinkle itu sangat mengagumkan.							
086/22	They went out of their way to make a nice impression.			✓			✓	
	Mereka berusaha memberi kesan yang baik.							
087/23	Mrs. Twinkle led the students in scales.			✓			✓	
	Ibu Twinkle mulai memimpin para siswa.							

088/23	Then she assigned roles for the class musical.			✓			✓	
	Kemudian dia memberi tugas memilih peran untuk kelas drama musikal.							
089/23	Victoria was chosen as the dainty Fairy Queen.		✓			✓		Dipilih bukan memilih
	Victoria memilih sebagai ratu peri yang cantik.							
090/23	Rita was chosen as the spiffy Butterfly Princess.		✓			✓		
	Rita memilih sebagai putri kupu-kupu.							
091/23	Jo was chosen as the all- important Pixie messenger.		✓			✓		
	Jo memilih sebagai peri pembawa kabar penting							
092/23	And Chrysanthemum was chosen as a daisy.		✓			✓		
	dan Chrysanthemum sebagai bunga daisy.							
093/24	“Chrysanthemum’s a daisy! Chrysanthemum’s a daisy!” Jo, Rita, and Victoria chanted, thinking it was wildly funny.		✓			✓		Daisy = aster. Jadi seharusnya bunga aster

	Chrysanthemum adalah bunga daisy,Chrysanthemum adalah Bunga daisy . Jo,Rita dan Victoria bernyanyi, mereka pikir itu sangat menyenangkan.							
094/24	Chrysanthemum wilted.			✓			✓	
	Chrysanthemum murung.							
095/24	She did not think her name was absolutely perfect.			✓			✓	
	Dia berpikir namanya tidak begitu sempurna.							
096/24	She thought it was absolutely dreadful.			✓			✓	
	Dia berpikir namanya begitu buruk.							
097/25	“What’s so humorous?” asked Mrs. Twinkle.			✓			✓	
	“Apa yang lucu?” tanya ibu Twinkle							
098/25	“Chrysanthemum!” was the answer.			✓			✓	
	“Chrysanthemum” semua menjawab							
099/25	“Her name is so long,” said Jo.			✓			✓	
	“ Namanya sangat panjang” Kata jo							
100/25	“It scarcely fits on her name tag,” said Rita,		✓			✓		Tidak muat

	pointing.							
	“Itu tidak cocok dengan tanda pengenalnya” kata Rita . Menunjuknya							
101/25	“I’m named after my grandmother,” said Victoria.			✓			✓	
	“Aku di beri nama seperti nenekku” kata Victoria							
102/25	“She’s named after a flower!”		✓			✓		Dia bukan Kau, karena orang ke 3
	“ Kau di beri nama seperti bunga”							
103/26	“My name is long,” said Mrs. Twinkle. “It is?” said Jo.			✓			✓	
	“ Namaku juga panjang” kata Ibu Twinkle . “Benarkah ?” Kata Jo							
104/26	“My name would scarcely fit on a name tag,” said Mrs. Twinkle. “It would?” said Rita, pointing.		✓			✓		
	“ Namaku juga hampir tidak cocok dengan tanda pengenalku” kata ibu Twinkle.“Benarkah?” kata Rita. Menunjuknya.							
105/26	“And- - - “ said Mrs. Twinkle, “I’m named			✓			✓	

	after a flower, too!” “You are?” said Victoria. Dan.... kata Ibu Twinkle “ aku juga dinamai bunga” “ Benarkah itu? “Kata Victoria”							
106/26	“Yes,” said Mrs. Twinkle. “Iya” Kata ibu Twikle.			✓			✓	
107/26	“My name is Delphinium. Delphinium Twinkle. And if my baby is a girl, I’m considering Chrysanthemum as a name. “namaku adalah Delphinium Twinkle. Dan jika anakku nanti perempuan,aku akan memberikan nama Chrysanthemum.			✓			✓	
108/26	I think it’s absolutely perfect.” Aku pikir itu nama sangat bagus”			✓			✓	
109/27	Chrysanthemum could scarcely believe her ears. Chrysanthemum hampir tidak mempercayai apa yang dia dengar.			✓			✓	
110/27	She blushed.			✓			✓	

	Dia memerah,							
111/27	She beamed.			✓			✓	
	gembira							
112/27	She bloomed. Chrysanthemum, Chrysanthemum, Chrysanthemum.			✓			✓	
	dan senang. Chrysanthemum, Chrysanthemum, Chrysanthemum.							
113/28	Jo, Rita, and Victoria looked at Chrysanthemum longingly.			✓			✓	
	Jo, Rita dan Victoria melihat ke arah Chrysanthemum.							
114/28	“Call me Marigold,” said Jo.			✓			✓	
	“panggil aku Marigold” kata Jo							
115/28	“I’m Carnation,” said Rita, pointing.			✓			✓	
	“Aku Carnation kata Rita menunjuk							
116/28	“My name is Lily of the Valley,” said Victoria.			✓			✓	
	“Namaku Lily dari Valley, “kata Victoria							

117/29	Chrysanthemum did not think her name was absolutely perfect.	✓			✓			Tidak menyangka / mengira kalau namanya begitu sempurna.
	Chrysanthemum berpikir namanya tidak begitu sempurna.							
118/29	She knew it!			✓			✓	
	Dia mengetahui itu							
119/30	EPILOGUE:			✓			✓	
	Bagian Akhir :							
120/30	Overall, the class musical was a huge success.			✓			✓	
	Secara keseluruhan, penampilan kelas musik sangat sukses.							
121/30	Chrysanthemum was absolutely perfect as a daisy.		✓			✓		
	Chrysanthemum terlihat sangat cantik bagai bunga daisy.							
122/30	Victoria made the only mistake: She completely forgot her lines as the dainty Fairy Queen.			✓			✓	
	Victoria hanya membuat kesalahan bahwa dia benar-benar lupa sebagai ratu peri cantik.							

123/30	Chrysanthemum thought it was wildly funny, and she giggled throughout the entire Dance of the Flowers.			✓			✓	
	Chrysanthemum berpikir bahwa itu sangat menyenangkan dan dia tertawa ketika semua bunga keluar dan menari.							
124/30	Eventually, Mrs. Twinkle gave birth to a healthy baby girl.			✓			✓	
	Akhinya, Ibu Twinkle melahirkan bayi perempuan dengan sehat.							
125/30	And, of course, she named her Chrysanthemum.			✓			✓	
	Dan tentu saja dia memberikan nama Chrysanthemum.							

APPENDIX 3

DATA RATER 3

Mrs. Lilik Istiqomah

CHRYSANTHEMUM

By : Aria Kusumawati

Datum	Data	Accuracy			Acceptability			Information
		1	2	3	1	2	3	
001/01	The day she was born was the happiest day in her parent's lives.			✓			✓	
	Hari kelahirannya adalah hari paling bahagia untuk kedua orang tuanya.							
002/01	"She's perfect," said her mother.			✓			✓	
	"dia sangat cantik" kata ibunya							
003/01	"Absolutely," said her father.			✓			✓	
	"tentu saja" kata ayahnya							
004/01	And she was.			✓			✓	
	<i>Dan dia begitu sangat sempurna.</i>							
005/01	She was absolutely perfect.			✓			✓	

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	Dan dia begitu sangat sempurna.							
006/02	“Her name must be everything she is,” said her mother.			✓			✓	
	“namanya harus sesuai dengan dirinya” kata ibunya.							
007/02	“Her name must be absolutely perfect,” said her father.			✓			✓	
	“namanya harus sempurna” kata ayahnya							
008/02	And it was.	✓			✓			
	Chrysanthemum.							
009/02	Her parents named her Chrysanthemum.		✓				✓	
	Orang tuanya memberi nama dia Chrysanthemum.							
010/03	Chrysanthemum grew and grew and grew.			✓			✓	
	Chrysanthemum tumbuh dan tumbuh dan tumbuh.							
011/03	And when she was old enough to appreciate it, Chrysanthemum loved her name.			✓			✓	

	Dan ketika dia cukup dewasa untuk memahaminya. Chrysanthemum menyukai namanya.							
012/04	She loved the way it sounded when her mother woke her up. Dia menyukai cara ibunya memanggil namanya saat membangunkannya.			✓			✓	
013/04	She loved the way it sounded when her father called her for dinner. Dia menyukai cara ayahnya memanggil namanya saat makan malam.			✓			✓	
014/04	And she loved the way it sounded when she whispered it to herself in the bathroom mirror. Dan dia menyukai ketika dia membisikan namanya di depan kaca kamar mandinya.			✓			✓	
015/04	Chrysanthemum, Chrysanthemum, Chrysanthemum. Chrysanthemum, Chrysanthemum, Chrysanthemum			✓			✓	
016/05	Chrysanthemum loved the way her name looked when it was written with ink on an			✓			✓	

	envelope.							
	Chrysanthemum , menyukai namanya ketika di tuliskan dengan tinta di atas sebuah amplop.							
017/05	She loved the way it looked when it was written with icing on her birthday cake.			✓			✓	
	Dia menyukai namanya ketika di tuliskan di atas kue ulangtahunnya.							
018/05	And she loved the way it looked when she wrote it herself with her fat orange crayon.			✓			✓	
	Dan dia menyukai ketika dia menuliskannya dengan crayon besar oranye miliknya.							
019/06	Chrysanthemum thought her name was absolutely perfect.			✓			✓	
	Chrysanthemum berpikir namanya begitu sempurna							
020/06	And then she started school.			✓			✓	
	dan kemudian dia mulai masuk sekolah.							
021/06	On the first day, Chrysanthemum wore her sunniest dress and her brightest smile.			✓			✓	

	Pada hari pertama, Chrysanthemum menggunakan pakaian paling cerah dan tersenyum lebar.							
022/06	She ran all the way. Dia berlari-lari .			✓			✓	
023/06	“Hooray!” said Chrysanthemum. “School!” “horee” kata Chrysanthemum “ sekolah !”			✓			✓	
024/07	But when Mrs. Chud took roll call, everyone giggled upon hearing Chrysanthemum’s name. Tapi ketika Ibu Chud mengabsen, semuanya tertawa ketika mendengar nama Chrysanthemum.			✓			✓	
025/08	“It’s so long,” said Jo. “Itu terlalu panjang” kata Jo		✓			✓		
026/08	“It scarcely fits on your name tag,” said Rita, pointing. “ Itu tidak cocok dengan tanda pengenalnya” Kata Rita		✓			✓		
027/08	“I’m named after my grandmother,” said			✓			✓	

	Victoria.							
	“Aku di beri nama seperti nama nenekku” kata Victoria							
028/08	“You’re named after a flower?”			✓			✓	
	“kau di beri nama seperti bunga”							
029/08	Chrysanthemum wilted.			✓			✓	
	Chrysanthemum murung.							
030/08	She did not think her name was absolutely perfect.		✓			✓		
	Dia tidak berpikir namanya begitu sempurna.							
031/08	She thought it was absolutely dreadful.			✓			✓	
	Dia berpikir namanya begitu buruk.							
032/09	The rest of the day was not much better.		✓			✓		
	Hari itu menjadi tidak baik.							
033/09	During naptime Victoria raised her hand and informed Mrs. Chud that Chrysanthemum’s name was spelled with thirteen letters.			✓			✓	
	Ketika waktu tidur siang Victoria bangun dan mengangkat tanggannya lalu menyampaikan							

	kepada Ibu Chud bahwa nama Chrysanthemum harus dieja dengan 13 huruf.							
034/09	“That’s exactly half as many letters as there are in the entire alphabet?” Victoria explained. Persis seperti separuh dari semua huruf abjad. Penjelasan Victoria.			✓			✓	
035/09	“Thank you for sharing that with us, Victoria,” said Mrs. Chud. “Terimakasih untuk penjelasanmu Victoria” Kata Ibu chud.		✓				✓	
036/09	“Now put your head down.” “Sekarang lettakan kepalamu”	✓				✓		
037/10	“If I had a name like yours, I’d change it,” Victoria said as the students lined up to go home. “Jika aku mempunyai nama sepertimu,aku pasti akan mengubahnya.” Kata Victoria ketika siswa sedang berbaris untuk pulang ke rumah.			✓			✓	
038/10	I wish I could, thought Chrysanthemum miserably.		✓			✓		

	“aku harap aku bisa. Pikiran buruk Chrysanthemum.							
039/11	“Welcome home!” said her mother.		✓			✓		
	“ Selamat datang” kata Ibunya							
040/11	“Welcome home!” said her father.		✓			✓		
	“ Selamat datang” Kata Ayahnya							
041/11	“School is no place for me,” said Chrysanthemum.			✓			✓	
	Sekolah bukan tempat cocok untukku. Kata Chrysanthemum.							
042/11	“My name is too long. It scarcely fits on my name tag. And I’m named after a flower!”		✓			✓		
	“Namaku terlalu panjang” . “Itu tidak cocok dengan tanda pengenalku. Dan aku di namai seperti bunga”							
043/11	“Oh, pish,” said her mother.			✓			✓	
	“Oh sayang,” Kata ibunya. “Namamu sangat sempurna”							
044/11	“Your name is beautiful and precious and priceless and fascinating and winsome,” said		✓			✓		

	her father.							
	“Dan berharga, yak ternilai dan mempesona dan menawan” kata ayahnya.							
045/11	“It’s everything you are,” said her mother.		✓			✓		
	“Itu segalanya tentangmu” kata Ibunya							
046/11	“Absolutely perfect,” said her father.			✓			✓	
	“Begitu sempurna” kata ayahnya							
047/12	Chrysanthemum felt much better after her favorite dinner (macaroni and cheese with ketchup) and an evening filled with hugs and kisses and Parcheesi.		✓			✓		
	Chrysanthemum merasa lebih baik setelah makan malam makanan favoritnya. (macaroni dengan keju dan saus tomat) dan malam itu dia mendapat pelukan, ciuman dan parcheesi.							
048/13	That night Chrysanthemum dreamed that her name was Jane.			✓			✓	
	Malam itu Chrysanthemum bermimpi bahwa namanya adalah Jane.							
049/13	It was an extremely pleasant dream.			✓			✓	

	Itu adalah mimpi yang indah.							
050/14	The next morning Chrysanthemum wore her most comfortable jumper. Pada hari berikutnya Chrysanthemum menggunakan sweternya yang paling nyaman .			✓			✓	
051/14	She walked to school as slowly as she could. Dia berjalan ke sekolah dengan sangat pelan			✓			✓	
052/14	She dragged her feet in the dirt. Dia menyeret kakinya menjadi kotor.		✓			✓		
053/14	Chrysanthemum, Chrysanthemum, Chrysanthemum. She wrote. Chrysanthemum,Chrysanthemum,Chrysanthemum.Dia menuliskannya.		✓			✓		
054/15	“She even looks like a flower,” said Victoria, as Chrysanthemum entered the playground. “Dia terlihat seperti Bunga” kata Victoria saat Chrysanthemum menuju ke taman bermain.			✓			✓	
055/15	“Let’s pick her,” said Rita, pointing. “Mari kita memetiknyanya” kata Rita		✓			✓		

	menunjuknya.							
056/15	“Let’s smell her,” said Jo.		✓			✓		
	“Ayo kita menciumnya” kata Jo.							
057/15	Chrysanthemum wilted.			✓			✓	
	Chrysanthemum murung.							
058/15	She did not think her name was absolutely perfect.		✓			✓		
	Dia tidak menyangka namanya begitu sempurna.							
059/15	She thought it was absolutely dreadful.			✓			✓	
	Dia pikir namanya begitu buruk							
060/16	The rest of the day was not much better.		✓			✓		
	Hari itu menjadi tidak baik.							
061/16	During naptime Victoria raised her hand and said, “A chrysanthemum is a flower.			✓			✓	
	Ketika jam tidur siang Victoria mengangkat tangan dan berkata, Chrysanthemum adalah sebuah bunga ,							
062/16	It lives in a garden with worms and other			✓			✓	

	dirty things.”							
	dia tinggal di kebun dengan cacing-cacing dan benda kotor lainnya.							
063/16	“Thank you for sharing that with us, Victoria,” said Mrs. Chud.			✓			✓	
	“Terimakasih sudah menjelaskan Victoria” Kata Ibu Chud.							
064/16	“Now put your head down.”	✓			✓			
	Sekarang letakan kepalamu.							
065/17	“I just cannot believe your name,” Victoria said as the students lined up to go home.		✓			✓		
	“Aku hanya tak bisa mempercayai namamu” kata Victoria saat berbaris pulang kerumah.							
066/17	Neither can I, thought Chrysanthemum miserably.	✓			✓			
	Jika aku bisa. Pikiran buruk Chrysanthemum							
067/18	“School is no place for me,” said Chrysanthemum.			✓			✓	
	“Sekolah bukan tempat cocok untukku “ kata Chrysanthemum.							

068/18	“They said I even look like a flower. They pretended to pick me and smell me.”		✓			✓	
	“Mereka bilang aku seperti bunga . Mereka menganggapku begitu dan ingin menciumku.”						
069/18	“Oh, pish,” said her mother. “They’re just jealous.”			✓			✓
	“ oh sayang” kata ibunya. “ Mereka hanya cemburu”						
070/18	“And envious and begrudging and discontented and jaundiced,” said her father.			✓			✓
	Cemburu dan iri tidak senang dan berprasangka” kata ayahnya.						
071/18	“Who wouldn’t be jealous of a name like yours?” said her mother.			✓			✓
	“ Siapa yang tidak akan merasa cemburu dengan namamu?” kata ibunya.						
072/18	“After all, it’s absolutely perfect,” said her father.			✓			✓
	“Setelah semua ini, semua akan menjadi baik” kata ayahnya.						
073/19	Chrysanthemum felt a trifle better after her favorite dessert (chocolate cake with			✓			✓

	buttercream frosting) and another evening filled with hugs and kisses and Parcheesi.							
	Chrysanthemum merasa lebih baik setelah makan kue favoritnya. (kue coklat dengan krim mentega yang telah di bekukan) dan malam itu dia mendapat pelukan dan ciuman dan Parcheesi.							
074/20	That night Chrysanthemum dreamed that she really was a chrysanthemum.			✓			✓	
	Malam itu Chrysanthemum bermimpi bahwa dia benar- benar menjadi Bunga Chrysanthemum.							
075/20	She sprouted leaves and petals.			✓			✓	
	Daun dan bunganya mulai tumbuh.							
076/20	Victoria picked her and plucked the leaves and petals one by one until there was nothing left but a scrawny stem.		✓			✓		
	Victoria memilih dan memetik kelopak bunganya satu persatu hingga tak ada yang tersisa hingga batangnya kurus.							
077/20	It was the worst nightmare of Chrysanthemum's life.			✓			✓	

	Itu mimpi terburuk dalam hidup Chrysanthemum.							
078/21	Chrysanthemum wore her outfit with seven pockets the next morning. Chrysanthemum memakai baju dengan 7 kantong di hari berikutnya.			✓			✓	
079/21	She loaded the pockets with her most prized possessions and her good luck charms. Dia mengisi sakunya dengan benda berharganya dan anting-antingnya.	✓			✓			
080/21	Chrysanthemum took the longest route possible to school.She stopped and stared at each and every flower. Chrysanthemum mengambil jalur terpanjang ke sekolahnya. Dia berhenti dan melihat setiap bunga.			✓			✓	
081/21	“Chrysanthemum, Chrysanthemum, Chrysanthemum,” the flowers seemed to say Chrysanthemum,Chrysanthemum,Chrysanthemum. Bunga itu seperti memanggilnya.			✓			✓	
082/22	That morning the students were introduced to			✓			✓	

	Mrs. Twinkle, the music teacher.							
	Pagi itu murid-murid dikenalkan kepada ibu Twinkle, guru seni musik.							
083/22	Her voice was like something out of a dream, as was everything else about her.		✓			✓		
	Suaranya seperti sesuatu dari dunia mimpi, sesuatu yang menunjukkan dirinya.							
084/22	The students were speechless.			✓			✓	
	Murid-murid terdiam.							
085/22	They thought Mrs. Twinkle was an indescribable wonder.			✓			✓	
	Mereka berpikir ibu Twinkle itu sangat mengagumkan.							
086/22	They went out of their way to make a nice impression.			✓			✓	
	Mereka berusaha memberi kesan yang baik.							
087/23	Mrs. Twinkle led the students in scales.	✓			✓			
	Ibu Twinkle mulai memimpin para siswa.							

088/23	Then she assigned roles for the class musical.		✓			✓		
	Kemudian dia memberi tugas memilih peran untuk kelas drama musikal.							
089/23	Victoria was chosen as the dainty Fairy Queen.		✓			✓		
	Victoria memilih sebagai ratu peri yang cantik.							
090/23	Rita was chosen as the spiffy Butterfly Princess.		✓			✓		
	Rita memilih sebagai putri kupu-kupu.							
091/23	Jo was chosen as the all- important Pixie messenger.		✓			✓		
	Jo memilih sebagai peri pembawa kabar penting							
092/23	And Chrysanthemum was chosen as a daisy.			✓			✓	
	dan Chrysanthemum sebagai bunga daisy.							
093/24	“Chrysanthemum’s a daisy! Chrysanthemum’s a daisy!” Jo, Rita, and Victoria chanted, thinking it was wildly funny.		✓			✓		

	Chrysanthemum adalah bunga daisy,Chrysanthemum adalah Bunga daisy . Jo,Rita dan Victoria bernyanyi, mereka pikir itu sangat menyenangkan.							
094/24	Chrysanthemum wilted.			✓			✓	
	Chrysanthemum murung.							
095/24	She did not think her name was absolutely perfect.			✓		✓		
	Dia berpikir namanya tidak begitu sempurna.							
096/24	She thought it was absolutely dreadful.			✓			✓	
	Dia berpikir namanya begitu buruk.							
097/25	“What’s so humorous?” asked Mrs. Twinkle.		✓				✓	
	“Apa yang lucu?” tanya ibu Twinkle							
098/25	“Chrysanthemum!” was the answer.			✓			✓	
	“Chrysanthemum” semua menjawab							
099/25	“Her name is so long,” said Jo.			✓			✓	
	“ Namanya sangat panjang” Kata jo							
100/25	“It scarcely fits on her name tag,” said Rita,		✓			✓		

	pointing.							
	“Itu tidak cocok dengan tanda pengenalnya” kata Rita . Menunjuknya							
101/25	“I’m named after my grandmother,” said Victoria.			✓			✓	
	“Aku di beri nama seperti nenekku” kata Victoria							
102/25	“She’s named after a flower!”			✓			✓	
	“ Kau di beri nama seperti bunga”							
103/26	“My name is long,” said Mrs. Twinkle. “It is?” said Jo.			✓			✓	
	“ Namaku juga panjang” kata Ibu Twinkle . “Benarkah ?” Kata Jo							
104/26	“My name would scarcely fit on a name tag,” said Mrs. Twinkle. “It would?” said Rita, pointing.		✓			✓		
	“ Namaku juga hampir tidak cocok dengan tanda pengenalku” kata ibu Twinkle.“Benarkah?” kata Rita. Menunjuknya.							
105/26	“And- - - “ said Mrs. Twinkle, “I’m named			✓			✓	

	after a flower, too!” “You are?” said Victoria. Dan.... kata Ibu Twinkle “ aku juga dinamai bunga” “ Benarkah itu? “Kata Victoria”							
106/26	“Yes,” said Mrs. Twinkle. “Iya” Kata ibu Twikle.			✓			✓	
107/26	“My name is Delphinium. Delphinium Twinkle. And if my baby is a girl, I’m considering Chrysanthemum as a name. “namaku adalah Delphinium Twinkle. Dan jika anakku nanti perempuan,aku akan memberikan nama Chrysanthemum.			✓			✓	
108/26	I think it’s absolutely perfect.” Aku pikir itu nama sangat bagus”			✓			✓	
109/27	Chrysanthemum could scarcely believe her ears. Chrysanthemum hampir tidak mempercayai apa yang dia dengar.			✓			✓	
110/27	She blushed.		✓			✓		

	Dia memerah,							
111/27	She beamed.		✓			✓		
	gembira							
112/27	She bloomed. Chrysanthemum, Chrysanthemum, Chrysanthemum.			✓			✓	
	dan senang. Chrysanthemum,Chrysanthemum,Chrysanthe mum.							
113/28	Jo, Rita, and Victoria looked at Chrysanthemum longingly.		✓			✓		
	Jo,Rita dan Victoria melihatke arah Chrysanthemum.							
114/28	“Call me Marigold,” said Jo.			✓			✓	
	“panggil aku Marigold” kata Jo							
115/28	“I’m Carnation,” said Rita, pointing.			✓			✓	
	“Aku Carnation kata Rita menunjuk							
116/28	“My name is Lily of the Valley,” said Victoria.			✓			✓	
	“Namaku Lily dari Valley, “kata Victoria							

117/29	Chrysanthemum did not think her name was absolutely perfect.			✓			✓	
	Chrysanthemum berpikir namanya tidak begitu sempurna.							
118/29	She knew it!			✓			✓	
	Dia mengetahui itu							
119/30	EPILOGUE:			✓			✓	
	Bagian Akhir :							
120/30	Overall, the class musical was a huge success.			✓			✓	
	Secara keseluruhan, penampilan kelas musik sangat sukses.							
121/30	Chrysanthemum was absolutely perfect as a daisy.		✓			✓		
	Chrysanthemum terlihat sangat cantik bagai bunga daisy.							
122/30	Victoria made the only mistake: She completely forgot her lines as the dainty Fairy Queen.	✓			✓			
	Victoria hanya membuat kesalahan bahwa dia benar-benar lupa sebagai ratu peri cantik.							

123/30	Chrysanthemum thought it was wildly funny, and she giggled throughout the entire Dance of the Flowers.		✓			✓		
	Chrysanthemum berpikir bahwa itu sangat menyenangkan dan dia tertawa ketika semua bunga keluar dan menari.							
124/30	Eventually, Mrs. Twinkle gave birth to a healthy baby girl.			✓			✓	
	Akhinya, Ibu Twinkle melahirkan bayi perempuan dengan sehat.							
125/30	And, of course, she named her Chrysanthemum.			✓			✓	
	Dan tentu saja dia memberikan nama Chrysanthemum.							

Mrs. Lilik Istiqomah

CHRYSANTHEMUM

By : Selly Nuraini

Datum	Data	Accuracy			Acceptability			Information
		1	2	3	1	2	3	
001/01	The day she was born was the happiest day in her parent's lives.			✓			✓	
	Hari ketika dia lahir adalah dari yang paling membahagiakan bagi orang tuanya.							
002/01	"She's perfect," said her mother.			✓			✓	
	"dia terlihat sempurna" kata ibunya.							
003/01	"Absolutely," said her father.			✓			✓	
	"tentu saja" kata ayahnya.							
004/01	And she was.		✓			✓		Ya, sangat sempurna
	Inilah dia.							
005/01	She was absolutely perfect.			✓			✓	

Selly Nuraini / Mrs. Lilik Istiqomah

	Dia sangatlah sempurna.							
006/02	“Her name must be everything she is,” said her mother.			✓			✓	
	“namanya harus menggambarkan dirinya” kata ibunya.							
007/02	“Her name must be absolutely perfect,” said her father.			✓			✓	
	“namanya harus sangat sempurna” kata ayahnya.							
008/02	And it was. Chrysanthemum.			✓			✓	
	Dan inilah dia.							
009/02	Her parents named her Chrysanthemum.			✓			✓	
	Orang tuanya memberinya nama Chrysanthemum.							
010/03	Chrysanthemum grew and grew and grew.			✓			✓	
	Chrysanthemum terus tumbuh dan tumbuh.							
011/03	And when she was old enough to appreciate it, Chrysanthemum loved her name.			✓			✓	
	Dan ketika dia sudah cukup dewasa untuk menghargai namanya, Chrysanthemum							

	menyukai namanya.							
012/04	She loved the way it sounded when her mother woke her up.			✓			✓	
	Dia menyukai suara ketika ibunya membangunkannya.							
013/04	She loved the way it sounded when her father called her for dinner.			✓			✓	
	Dia menyukai suara ketika ayahnya memanggilnya untuk makan malam.							
014/04	And she loved the way it sounded when she whispered it to herself in the bathroom mirror.			✓			✓	Bisikkan
	Dia menyukai suara yang dia bisikkan kepada dirinya sendiri di depan kaca kamar mandi.							
015/04	Chrysanthemum, Chrysanthemum, Chrysanthemum.			✓			✓	
	Chrysanthemum,Chrysanthemum,Chrysanthemum							
016/05	Chrysanthemum loved the way her name looked when it was written with ink on an envelope.			✓			✓	

	Chrysanthemum menyukai bagaimana namanya tertulis dengan tinta pada sebuah amplop.							
017/05	She loved the way it looked when it was written with icing on her birthday cake.			✓			✓	
	Chrysanthemum menyukai bagaimana namanya tertulis pada kue ulang tahunnya.							
018/05	And she loved the way it looked when she wrote it herself with her fat orange crayon.			✓			✓	
	Dan Chrysanthemum menyukai bagaimana namanya terlihat saat dia menulis namanya sendiri dengan krayon besar yang berwarna oranye.							
019/06	Chrysanthemum thought her name was absolutely perfect.			✓			✓	
	Chrysanthemum berfikir bahwa namanya sangat sempurna.							
020/06	And then she started school.			✓			✓	
	Kemudian dia akan mulai bersekolah.							
021/06	On the first day, Chrysanthemum wore her sunniest dress and her brightest smile.			✓			✓	

	Pada hari pertama, dia memakai baju yang cerah dan dengan senyum yang mengembang.							
022/06	She ran all the way.			✓			✓	
	Dia berlari sepanjang jalan.							
023/06	“Hooray!” said Chrysanthemum. “School!”			✓			✓	Aku sekolah!
	“Horee!” kata Chrysanthemum. “Sekolah”							
024/07	But when Mrs. Chud took roll call, everyone giggled upon hearing Chrysanthemum’s name.			✓			✓	
	Tetapi ketika Mr.Chud sedang mengabsen, semua murid tertawa saat mendengar nama Chrysanthemum.							
025/08	“It’s so long,” said Jo.			✓			✓	
	“ Namanya sangat panjang!” kata Jo.							
026/08	“It scarcely fits on your name tag,” said Rita, pointing.		✓				✓	Menulis harusnya ditulisi.
	“ kartunya tidak cukup untuk menulis namanya” kata Rita,sambil menunjuk.							
027/08	“I’m named after my grandmother,” said			✓			✓	

	Victoria.							
	“ Namaku seperti nenekku” kata Victoria .							
028/08	“You’re named after a flower?”			✓			✓	
	” Namamu seperti nama bunga!”							
029/08	Chrysanthemum wilted.			✓			✓	
	Chrysanthemum terlihat lesu.							
030/08	She did not think her name was absolutely perfect.			✓			✓	Dia berpikir bahwa namanya tidak sempurna
	Dia tidak berpikir bahwa namanya sangat sempurna.							
031/08	She thought it was absolutely dreadful.			✓			✓	Dreadful = Sangat jelek
	Dia berpikir bahwa namanya sangat menakutkan.							
032/09	The rest of the day was not much better.			✓			✓	Saat = Kejadian itu
	Dan setelah saat itu semuanya tidak lebih baik.							
033/09	During naptime Victoria raised her hand and informed Mrs. Chud that Chrysanthemum’s name was spelled with thirteen letters.			✓			✓	

	Saat waktu tidur siang Victoria mengangkat tangannya dan memberitahu Mr. Chud bahwa nama Chrysanthemum terdiri dari tiga belas huruf.							
034/09	<p>“That’s exactly half as many letters as there are in the entire alphabet?” Victoria explained.</p> <p>“Itu jelas jumlahnya sudah setengah dari jumlah keseluruhan alfabet yang ada!” Victoria menjelaskan.</p>			✓			✓	
035/09	<p>“Thank you for sharing that with us, Victoria,” said Mrs. Chud.</p> <p>“Terimakasih sudah berbagi dengan kita. Victoria “ kata Mr.Chud.</p>		✓			✓		Berbagi dengan kita = memberitahu kita
036/09	<p>“Now put your head down.”</p> <p>“Sekarang turunkan tanganmu”</p>	✓			✓			
037/10	<p>“If I had a name like yours, I’d change it,” Victoria said as the students lined up to go home.</p> <p>“Jika aku mempunyai nama sepertimu,maka aku akan menggantinya, “kata Victoria saat berada di barisan murid yang akan pulang.</p>			✓			✓	

038/10	I wish I could, thought Chrysanthemum miserably.			✓			✓	
	Kuharap aku bisa, pikir Chrysanthemum dengan sedih.							
039/11	“Welcome home!” said her mother.			✓			✓	Sudah pulang ya
	“Kau sudah pulang!” kata ibunya							
040/11	“Welcome home!” said her father.			✓			✓	Wah kamu pulang
	“Kamu sudah pulang!” Kata ayahnya							
041/11	“School is no place for me,” said Chrysanthemum.			✓			✓	
	“Sekolah adalah tempat yang kurang tepat untukku” kata Chrysanthemum.							
042/11	“My name is too long. It scarcely fits on my name tag. And I’m named after a flower!”		✓				✓	Ditulis bukan menulis
	“Namaku terlalu panjang, kartuku tidak muat untuk menulis namaku, dan namaku seperti nama bunga!”							
043/11	“Oh, pish,” said her mother.			✓			✓	
	“oh sayang” kata ibunya. “namamu cantik”							
044/11	“Your name is beautiful and precious and			✓			✓	

	priceless and fascinating and winsome,” said her father.							
	“Dan berharga dan tak ternilai dan mempesona dan menarik, “ kata ayahnya.							
045/11	“It’s everything you are,” said her mother.			✓			✓	
	“ Namamu menggambarkan dirimu” kata ibunya							
046/11	“Absolutely perfect,” said her father.			✓			✓	
	“Sangat sempurna,” kata ayahnya							
047/12	Chrysanthemum felt much better after her favorite dinner (macaroni and cheese with ketchup) and an evening filled with hugs and kisses and Parcheesi.			✓			✓	Mendapatnya di hilangkan saja, Parcheesi = bermain ular tangga.
	Chrysanthemum merasa jauh lebih baik setelah mendapat makan malam favoritnya (makaroni dan keju dengan kecap) dan sore harinya diisi pelukan,ciuman dan parcheesi.							
048/13	That night Chrysanthemum dreamed that her name was Jane.			✓			✓	
	Pada malam harinya Chrysanthemum							

	bermimpi bahwa namanya adalah Jane.							
049/13	It was an extremely pleasant dream.			✓			✓	Mimpi yang menyenangkan
	Ini mimpi yang menyenangkan.							
050/14	The next morning Chrysanthemum wore her most comfortable jumper.			✓			✓	
	Pada keesokan harinya, Chrysanthemum memakai switer yang paling nyaman.							
051/14	She walked to school as slowly as she could.			✓			✓	
	Dia berjalan menuju sekolah sepele mungkin yang dia bisa.							
052/14	She dragged her feet in the dirt.			✓			✓	
	Dia menulis dengan kakinya di tanah.							
053/14	Chrysanthemum, Chrysanthemum, Chrysanthemum. She wrote.			✓			✓	
	Dia menuliskan Chrysanthemum, Chrysanthemum, Chrysanthemum							
054/15	“She even looks like a flower,” said Victoria, as Chrysanthemum entered the playground.			✓			✓	

	“ Dia tetap terlihat seperti bunga “ kata Victoria saat Chrysanthemum sampai di taman bermain.							
055/15	“Let’s pick her,” said Rita, pointing.			✓			✓	
	“ Ayo petik dia,” kata Rita,sambil menunjuk.							
056/15	“Let’s smell her,” said Jo.			✓			✓	
	“Ayo cium baunya” kata Jo							
057/15	Chrysanthemum wilted.		✓				✓	Murung
	Chrysanthemum terlihat lesu.							
058/15	She did not think her name was absolutely perfect.			✓			✓	Dia berpikir namanya tidak indah
	Dia tidak berpikir bahwa namanya sangat sempurna.							
059/15	She thought it was absolutely dreadful.			✓			✓	
	Dia berpikir bahwa namanya sangat menakutkan.							
060/16	The rest of the day was not much better.			✓			✓	
	Dan setelah saat itu semuanya tidak lebih baik.							

061/16	During naptime Victoria raised her hand and said, "A chrysanthemum is a flower.			✓			✓	
	Saat waktu tidur siang Victoria mengangkat tangannya dan berkata.							
062/16	It lives in a garden with worms and other dirty things."	✓			✓			
	--							
063/16	"Thank you for sharing that with us, Victoria," said Mrs. Chud.	✓			✓			
	--							
064/16	"Now put your head down."	✓			✓			
	--							
065/17	"I just cannot believe your name," Victoria said as the students lined up to go home.			✓			✓	
	"Aku masih tidak percaya dengan namamu" kata Victoria saat berada di barisan murid yang akan pulang.							
066/17	Neither can I, thought Chrysanthemum miserably.			✓			✓	
	Aku juga tidak bisa,fikir Chrysanthemum							

	dengan sedih.							
067/18	“School is no place for me,” said Chrysanthemum. “ Sekolah adalah tempat yang kurang tepat untukku” kata Chrysanthemum.			✓			✓	
068/18	“They said I even look like a flower. They pretended to pick me and smell me.” “Mereka berkata bahwa aku seperti nama bunga. Mereka berpura-pura ingin memetikku dan menciumku!”			✓			✓	
069/18	“Oh, pish,” said her mother. “They’re just jealous. “ “ Oh sayang” kata ibunya. “mereka hanya cemburu”			✓			✓	
070/18	“And envious and begrudging and discontented and jaundiced,” said her father. “ Dan cemburu, dan iri, dan tidak senang dan tidak suka” kata ayahnya.		✓			✓		Dan cemburu, iri dan tidak senang
071/18	“Who wouldn’t be jealous of a name like yours?” said her mother. “ Siapa yang tidak iri dengan nama			✓			✓	

	sepertimu?” kata ibunya							
072/18	“After all, it’s absolutely perfect,” said her father.			✓			✓	
	“ Se jauh ini,namamu sangat sempurna. Kata ayahnya.							
073/19	Chrysanthemum felt a trifle better after her favorite dessert (chocolate cake with buttercream frosting) and another evening filled with hugs and kisses and Parcheesi.		✓			✓		
	Chrysanthemum merasa sedikit lebih baik setelah dia mendapat makanan penutup favoritnya (kue coklat dengan krim di atasnya) dan sore harinya diisi dengan pelukan,ciuman dan parcheesi.							
074/20	That night Chrysanthemum dreamed that she really was a chrysanthemum.			✓			✓	
	Pada malam harinya,Chrysanthemum bermimpi bahwa dirinya adalah bunga krisan sungguhan..							
075/20	She sprouted leaves and petals.			✓			✓	
	Dia mempunyai daun dan kelopak bunga .							
076/20	Victoria picked her and plucked the leaves and petals one by one until there was nothing			✓			✓	

	left but a scrawny stem.							
	Victoria memetikanya dan mencabut daun dan kelopak bunga. Satu per satu hingga tinggal tangkai.							
077/20	It was the worst nightmare of Chrysanthemum's life.			✓			✓	
	Ini adalah mimpi yang paling buruk dalam hidup Chrysanthemum.							
078/21	Chrysanthemum wore her outfit with seven pockets the next morning.			✓			✓	
	Pada keesokan harinya Chrysanthemum memakai bajunya yang memiliki tujuh kantong.							
079/21	She loaded the pockets with her most prized possessions and her good luck charms.			✓			✓	
	Dan mengisi kantungnya dengan hadiah paling berharga miliknya, dan benda keberuntungannya.							
080/21	Chrysanthemum took the longest route possible to school. She stopped and stared at each and every flower.			✓			✓	
	Chrysanthemum memilih jalan yang paling jauh menuju sekolahnya. Dia berhenti dan							

	menatap setiap dan semua bunga.							
081/21	“Chrysanthemum, Chrysanthemum, Chrysanthemum,” the flowers seemed to say			✓			✓	
	“Chrysanthemum,Chrysanthemum,Chrysanthemum” Bunga-bunga itu seperti berbicara.							
082/22	That morning the students were introduced to Mrs. Twinkle, the music teacher.			✓			✓	
	Pada pagi hari ini murid-murid dikenalkan dengan Mrs. Twinkle ,guru musik.							
083/22	Her voice was like something out of a dream, as was everything else about her.			✓			✓	
	Suara Mrs. Twinkle sangat indah,seperti dirinya.							
084/22	The students were speechless.			✓			✓	
	Murid-murid terdiam.							
085/22	They thought Mrs. Twinkle was an indescribable wonder.			✓			✓	
	Mereka berfikir bahwa Mrs. Twinkle benar-benar sempurna.							
086/22	They went out of their way to make a nice			✓			✓	

	impression.							
	Mereka mempunyai rencana sendiri untuk mendapat kesan yang bagus.							
087/23	Mrs. Twinkle led the students in scales.			✓			✓	
	Mrs.Twinke membagi murid-murid menjadi beberapa kelompok							
088/23	Then she assigned roles for the class musical.		✓			✓		Dia memilihku peran untuk kelas music
	Dan dia menetapkan peraturan untuk kelas musik.							
089/23	Victoria was chosen as the dainty Fairy Queen.			✓			✓	
	Victoria terpilih menjadi Ratu peri yang cantik.							
090/23	Rita was chosen as the spiffy Butterfly Princess.			✓			✓	
	Rita terpilih menjadi Putri kupu-kupu yang indah.							
091/23	Jo was chosen as the all- important Pixie messenger.			✓			✓	
	Jo terpilih menjadi pengirim bubuk pixie.							

092/23	And Chrysanthemum was chosen as a daisy.			✓			✓	Aster boleh, daisy boleh
	Dan Chrysanthemum terpilih menjadi bunga aster.							
093/24	“Chrysanthemum’s a daisy! Chrysanthemum’s a daisy!” Jo, Rita, and Victoria chanted, thinking it was wildly funny.			✓			✓	
	“Chrysanthemum si bunga aster, Chrysanthemum si bunga aster” Jo, Rita dan Victoria bernyanyi, berfikir bahwa itu sangat lucu.							
094/24	Chrysanthemum wilted.			✓			✓	Murung
	Chrysanthemum terlihat lesu.							
095/24	She did not think her name was absolutely perfect.			✓			✓	Dia berpikir namanya jelek
	Dia tidak berpikir bahwa namanya sangat sempurna.							
096/24	She thought it was absolutely dreadful.			✓			✓	
	Dia berpikir bahwa namanya sangat menakutkan.							
097/25	“What’s so humorous?” asked Mrs. Twinkle.			✓			✓	

	“Apakah ada yang lucu?” tanya Mrs. Twinkle.							
098/25	“Chrysanthemum!” was the answer.			✓			✓	
	“Chrysanthemum!” jawab mereka.							
099/25	“Her name is so long,” said Jo.			✓			✓	
	“ Namanya sangat panjang !” kata Jo							
100/25	“It scarcely fits on her name tag,” said Rita, pointing.			✓			✓	Ditulisi
	“ Kartunya tidak cukup untuk menulis namanya,” kata Rita, sambil menunjuk.							
101/25	“I’m named after my grandmother,” said Victoria.			✓			✓	
	“ Namaku seperti nenekku.” kata Victoria.							
102/25	“She’s named after a flower!”			✓			✓	
	“Namamu seperti nama bunga!”							
103/26	“My name is long,” said Mrs. Twinkle. “It is?” said Jo.			✓			✓	
	“Namaku juga panjang “ kata Mrs Twinkle.							

	“ apakah benar? “ kata Jo.							
104/26	“My name would scarcely fit on a name tag,” said Mrs. Twinkle. “It would?” said Rita, pointing. “Namaku juga tidak cukup di tulis pada kartuku” kata Mrs. Twinkle. “Apakah benar?”			✓			✓	
105/26	“And- - - “ said Mrs. Twinkle, “I’m named after a flower, too!” “You are?” said Victoria. “ Dan...” Kata Mrs.Twinkle. “Namaku juga seperti nama bunga!” “ Benarkah?” kata Victoria			✓			✓	
106/26	“Yes,” said Mrs. Twinkle. “ Ya “ kata Mrs.Twinkle.			✓			✓	
107/26	“My name is Delphinium. Delphinium Twinkle. And if my baby is a girl, I’m considering Chrysanthemum as a name. “Namaku Dhelphinium. Dhelphinium Twinkle. Dan jika aku mempunyai anak perempuan, aku ingin memberinya nama Chrysanthemum.			✓			✓	
108/26	I think it’s absolutely perfect.”			✓			✓	Sangat indah

	Menurutku itu sangat sempurna.							
109/27	Chrysanthemum could scarcely believe her ears.			✓			✓	
	Chrysanthemum hampir tidak percaya dengan apa yang dia dengar.							
110/27	She blushed.			✓			✓	
	Dia tersipu							
111/27	She beamed.			✓			✓	
	Dia berseri-seri							
112/27	She bloomed. Chrysanthemum, Chrysanthemum, Chrysanthemum.			✓			✓	
	Dia sangat senang. Chrysanthemum, Chrysanthemum, Chrysanthemum.							
113/28	Jo, Rita, and Victoria looked at Chrysanthemum longingly.			✓			✓	
	Jo,Rita dan Victoria melihat Chrysanthemum dengan penuh keinginan.							
114/28	“Call me Marigold,” said Jo.			✓			✓	
	“ Panggil aku Marigold” kata Jo.							

115/28	"I'm Carnation," said Rita, pointing.			✓			✓	
	" Aku Carnation" kata Rita, sambil menunjuk.							
116/28	"My name is Lily of the Valley," said Victoria.			✓			✓	
	" Namaku adalah Lily of the Valley" kata Victoria.							
117/29	Chrysanthemum did not think her name was absolutely perfect.			✓			✓	
	Chrysanthemum tidak berpikir bahwa namanya sangat sempurna.							
118/29	She knew it!			✓			✓	
	Dia tahu itu!							
119/30	EPILOGUE:			✓			✓	Penutup
	Bagian Terakhir							
120/30	Overall, the class musical was a huge success.			✓			✓	
	Secara keseluruhan, kelas musik berjalan lancar.							
121/30	Chrysanthemum was absolutely perfect as a			✓			✓	

	daisy.							
	Chrysanthemum sangat sempurna saat berperan sebagai bunga aster.							
122/30	Victoria made the only mistake: She completely forgot her lines as the dainty Fairy Queen.			✓			✓	
	Victoria hanya melakukan kesalahan : Dia lupa dialognya saat berperan sebagai Ratu Peri yang cantik.							
123/30	Chrysanthemum thought it was wildly funny, and she giggled throughout the entire Dance of the Flowers.			✓			✓	Sepanjang kelas music yang berjudul "dance of the flowers"
	Chrysanthemum berpikir bahwa itu lucu dan dia tertawa sepanjang tarian Bunga.							
124/30	Eventually, Mrs. Twinkle gave birth to a healthy baby girl.			✓			✓	
	Pada akhirnya, Mrs. Twinkle melahirkan anak perempuan yang sehat.							
125/30	And, of course, she named her Chrysanthemum.			✓			✓	
	Dan tentunya, dia memberikan nama Chrysanthemum.							

Selly Nuraini / Mrs. Lilik Istiqomah

APPENDIX 4

Numbering Report

VOLUNTEERS' IDENTITY

1. Name : Aria Kusuma Wati
Srnr : 133211009
Major : English Letters
Faculty : Cultures And Language Faculty
Address : Ngrombo, Baki
Trans. Experience : Volunteers'students In Ganesa Library 2015

2. Name : Selly Nuraini
Srnr : 153211075
Major : English Letters
Faculty : Cultures And Language Faculty
Address : Ngrombo, Baki
Trans. Experience : Volunteers'students In Ganesa Library 2015

NO	ACCURACY		ARIA KUSUMAWATI		CATEGORY
	R1	R2	R3	AVERAGE	
	3	3	3	3	A
002	2	3	3	2.666666667	A
003	3	3	3	3	A
004	3	3	3	3	A
005	3	3	3	3	A
006	3	3	3	3	A
007	3	3	3	3	A
008	3	1	1	1.666666667	B
009	3	3	2	2.666666667	A
010	2	3	3	2.666666667	A
011	3	3	3	3	A
012	3	3	3	3	A
013	3	3	3	3	A
014	3	3	3	3	A
015	3	3	3	3	A
016	3	3	3	3	A
017	3	2	3	2.666666667	A
018	3	3	3	3	A
019	3	3	3	3	A
020	3	3	3	3	A
021	2	3	3	2.666666667	A
022	2	2	3	2.333333333	B
023	3	3	3	3	A
024	3	3	3	3	A
025	3	3	2	2.666666667	A
026	2	2	2	2	B
027	3	3	3	3	A
028	3	3	3	3	A
029	3	3	3	3	A
030	3	2	2	2.333333333	B
031	3	3	3	3	A
032	3	3	2	2.666666667	A
033	2	3	3	2.666666667	A
034	3	3	3	3	A
035	3	3	2	2.666666667	A
036	1	1	1	1	C
037	3	3	3	3	A
038	2	3	2	2.333333333	B
039	3	3	2	2.666666667	A

040	3	3	2	2.666666667	A
041	3	3	3	3	A
042	2	3	2	2.333333333	B
043	3	3	3	3	A
044	3	2	2	2.333333333	B
045	3	3	2	2.666666667	A
046	3	3	3	3	A
047	3	3	2	2.666666667	A
048	3	3	3	3	A
049	3	2	3	2.666666667	A
050	3	2	3	2.666666667	A
051	3	3	3	3	A
052	1	2	2	1.666666667	B
053	3	3	2	2.666666667	A
054	3	3	3	3	A
055	3	3	2	2.666666667	A
056	2	2	2	2	B
057	3	3	3	3	A
058	2	2	2	2	B
059	3	3	3	3	A
060	3	3	2	2.666666667	A
061	3	3	3	3	A
062	2	3	3	2.666666667	A
063	3	3	3	3	A
064	1	1	1	1	C
065	2	2	2	2	B
066	3	2	1	2	B
067	3	3	3	3	A
068	2	2	2	2	B
069	3	3	3	3	A
070	3	2	3	2.666666667	A
071	3	3	3	3	A
072	3	1	3	2.333333333	B
073	3	3	3	3	A
074	3	3	3	3	A
075	3	3	3	3	A
076	3	3	2	2.666666667	A
077	3	3	3	3	A
078	3	3	3	3	A
079	2	2	1	1.666666667	B
080	3	3	3	3	A

081	3	3	3	3	A
082	3	3	3	3	A
083	3	3	2	2.666666667	A
084	3	3	3	3	A
085	3	3	3	3	A
086	3	3	3	3	A
087	3	3	1	2.333333333	B
088	1	3	2	2	B
089	3	2	2	2.333333333	B
090	1	2	2	1.666666667	B
091	1	2	2	1.666666667	B
092	3	2	3	2.666666667	A
093	1	2	2	1.666666667	B
094	3	3	3	3	A
095	3	3	3	3	A
096	3	3	3	3	A
097	3	3	2	2.666666667	A
098	3	3	3	3	A
099	3	3	3	3	A
100	2	2	2	2	B
101	3	3	3	3	A
102	3	2	3	2.666666667	A
103	3	3	3	3	A
104	3	2	2	2.333333333	B
105	3	3	3	3	A
106	3	3	3	3	A
107	3	3	3	3	A
108	3	3	3	3	A
109	3	3	3	3	A
110	2	3	2	2.333333333	B
111	1	3	2	2	B
112	3	3	3	3	A
113	3	3	2	2.666666667	A
114	3	3	3	3	A
115	3	3	3	3	A
116	3	3	3	3	A
117	3	1	3	2.333333333	B
118	3	3	3	3	A
119	3	3	3	3	A
120	3	3	3	3	A
121	2	2	2	2	B

122	3	3	1	2.333333333	B
123	3	3	2	2.666666667	A
124	3	3	3	3	A
125	3	3	3	3	A

ACCURACY		SELY NURAINI				
NO	R1	R2	R3	AVERAGE	CATEGORY	
1	3	3	3	3	A	
002	3	3	3	3	A	
003	3	3	3	3	A	
004	2	2	2	2	B	
005	3	3	3	3	A	
006	3	3	3	3	A	
007	3	3	3	3	A	
008	2	3	3	2.666666667	A	
009	3	3	3	3	A	
010	2	3	3	2.666666667	A	
011	2	3	3	2.666666667	A	
012	1	2	3	2	B	
013	1	2	3	2	B	
014	1	2	3	2	B	
015	3	3	3	3	A	
016	1	3	3	2.333333333	B	
017	1	2	3	2	B	
018	1	3	3	2.333333333	B	
019	3	3	3	3	A	
020	2	2	3	2.333333333	B	
021	3	2	3	2.666666667	A	
022	3	3	3	3	A	
023	3	3	3	3	A	
024	3	3	3	3	A	
025	3	3		3	A	
026	3	3	2	2.666666667	A	
027	3	3	3	3	A	
028	3	3	3	3	A	
029	2	2	3	2.333333333	B	
030	3	2	3	2.666666667	A	
031	3	3	3	3	A	
032	2	3	3	2.666666667	A	
033	3	3	3	3	A	
034	3	3	3	3	A	
035	2	2	2	2	B	
036	1	1	1	1	CC	
037	3	3	3	3	A	
038	3	3	3	3	A	
039	2	2	3	2.333333333	B	

040	2	2	3	2.333333333	B
041	3	3	3	3	A
042	3	3	2	2.666666667	A
043	3	3	3	3	A
044	3	3	3	3	A
045	3	3	3	3	A
046	3	3	3	3	A
047	2	3	3	2.666666667	A
048	3	3	3	3	A
049	3	2	3	2.666666667	A
050	3	3	3	3	A
051	3	3	3	3	A
052	3	3	3	3	A
053	3	3	3	3	A
054	3	3	3	3	A
055	3	3	3	3	A
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058	3	2	3	2.666666667	A
059	2	3	3	2.666666667	A
060	3	3	3	3	A
061	1	3	3	2.333333333	B
062	1	1	1	1	C
063	1	1	1	1	C
064	1	1	1	1	C
065	3	3	3	3	A
066	3	3	3	3	A
067	3	3	3	3	A
068	3	3	3	3	A
069	3	3	3	3	A
070	3	2	2	2.333333333	B
071	3	3	3	3	A
072	3	3	3	3	A
073	2	3	2	2.333333333	B
074	3	3	3	3	A
075	3	3	3	3	A
076	3	3	3	3	A
077	3	3	3	3	A
078	3	3	3	3	A
079	3	2	3	2.666666667	A
080	2	3	3	2.666666667	A

081	3	3	3	3	A
082	3	2	3	2.666666667	A
083	3	2	3	2.666666667	A
084	3	3	3	3	A
085	3	2	3	2.666666667	A
086	2	3	3	2.666666667	A
087	3	2	3	2.666666667	A
088	1	3	2	2	B
089	3	3	3	3	A
090	3	3	3	3	A
091	1	2	3	2	B
092	3	3	3	3	A
093	3	3	3	3	A
094	2	2	3	2.333333333	B
095	3	2	3	2.666666667	A
096	2	3	3	2.666666667	A
097	3	2	3	2.666666667	A
098	3	3	3	3	A
099	3	3	3	3	A
100	3	3	3	3	A
101	3	3	3	3	A
102	1	3	3	2.333333333	B
103	3	2	3	2.666666667	A
104	3	2	3	2.666666667	A
105	3	2	3	2.666666667	A
106	3	2	3	2.666666667	A
107	3	3	3	3	A
108	3	3	3	3	A
109	3	3	3	3	A
110	3	3	3	3	A
111	3	3	3	3	A
112	3	3	3	3	A
113	2	3	3	2.666666667	A
114	3	3	3	3	A
115	3	3	3	3	A
116	3	3	3	3	A
117	3	3	3	3	A
118	3	3	3	3	A
119	3	3	3	3	A
120	3	3	3	3	A
121	3	3	3	3	A

122	3	3	3	3	A
123	2	3	3	2.666666667	A
124	3	2	3	2.666666667	A
125	3	3	3	3	A

NO	ACCEPTABILITY		ARIA KUSUMAWATI		CATEGORY
		R2	R3	AVERAGE	
001	3	3	3	3	A
002	3	3	3	3	A
003	3	3	3	3	A
004	3	2	3	2.666666667	A
005	3	3	3	3	A
006	3	3	3	3	A
007	3	3	3	3	A
008	3	1	1	1.666666667	B
009	3	3	2	2.666666667	A
010	2	3	3	2.666666667	A
011	3	3	3	3	A
012	3	3	3	3	A
013	3	3	3	3	A
014	3	3	3	3	A
015	3	3	3	3	A
016	3	3	3	3	A
017	3	2	3	2.666666667	A
018	3	3	3	3	A
019	3	3	3	3	A
020	3	3	3	3	A
021	2	3	3	2.666666667	A
022	2	2	3	2.333333333	B
023	3	3	3	3	A
024	3	3	3	3	A
025	3	3	2	2.666666667	A
026	2	2	2	2	B
027	3	3	3	3	A
028	3	3	3	3	A
029	3	3	3	3	A
030	3	2	2	2.333333333	B
031	3	3	3	3	A
032	3	3	2	2.666666667	A
033	2	3	2	2.333333333	B
034	3	3	2	2.666666667	A
035	3	3	2	2.666666667	A
036	1	1	2	1.333333333	C
037	3	3	3	3	A
038	2	3	2	2.333333333	B
039	3	3	2	2.666666667	A

040	3	3	2	2.666666667	A
041	3	3	3	3	A
042	2	3	2	2.333333333	B
043	3	3	3	3	A
044	3	3	2	2.666666667	A
045	3	3	2	2.666666667	A
046	3	3	3	3	A
047	3	3	2	2.666666667	A
048	3	3	3	3	A
049	3	3	3	3	A
050	3	3	3	3	A
051	3	3	3	3	A
052	1	2	2	1.666666667	B
053	3	3	2	2.666666667	A
054	3	3	3	3	A
055	3	3	2	2.666666667	A
056	2	2	2	2	B
057	3	3	3	3	A
058	2	2	2	2	B
059	3	3	3	3	A
060	3	3	2	2.666666667	A
061	3	3	3	3	A
062	2	3	3	2.666666667	A
063	3	3	3	3	A
064	1	1	1	1	C
065	2	2	2	2	B
066	3	2	1	2	B
067	3	3	3	3	A
068	2	2	2	2	B
069	3	3	3	3	A
070	3	2	3	2.666666667	A
071	3	3	3	3	A
072	3	1	3	2.333333333	B
073	3	3	3	3	A
074	3	3	3	3	A
075	3	3	3	3	A
076	3	3	2	2.666666667	A
077	3	3	3	3	A
078	3	3	3	3	A
079	2	2	1	1.666666667	B
080	3	3	3	3	A

081	3	3	3	3	A
082	3	3	3	3	A
083	3	3	2	2.666666667	A
084	3	3	3	3	A
085	3	3	3	3	A
086	3	3	3	3	A
087	3	3	1	2.333333333	B
088	1	3	2	2	B
089	3	2	2	2.333333333	B
090	1	2	2	1.666666667	B
091	1	2	2	1.666666667	B
092	3	2	3	2.666666667	A
093	1	2	2	1.666666667	B
094	3	3	3	3	A
095	3	3	2	2.666666667	A
096	3	3	3	3	A
097	3	3	3	3	A
098	3	3	3	3	A
099	3	3	3	3	A
100	2	2	2	2	B
101	3	3	3	3	A
102	3	2	3	2.666666667	A
103	3	3	3	3	A
104	3	2	2	2.333333333	B
105	3	3	3	3	A
106	3	3	3	3	A
107	3	3	3	3	A
108	3	3	3	3	A
109	3	3	3	3	A
110	2	3	2	2.333333333	B
111	1	3	2	2	B
112	3	3	3	3	A
113	3	3	2	2.666666667	A
114	3	3	3	3	A
115	3	3	3	3	A
116	3	3	3	3	A
117	3	1	3	2.333333333	B
118	3	3	3	3	A
119	3	3	3	3	A
120	3	3	3	3	A
121	2	2	2	2	B

122	3	3	1	2.333333333	B
123	3	3	2	2.666666667	A
124	3	3	3	3	A
125	3	3	3	3	A

NO	SELY NURAINI		ACCEPTABILITY		CATEGORY
	R1	R2	R3	AVERAGE	
1	3	3	3	3	A
002	3	3	3	3	A
003	3	3	3	3	A
004	3	2	2	2.333333333	B
005	3	3	3	3	A
006	3	3	3	3	A
007	3	3	3	3	A
008	3	3	3	3	A
009	3	3	3	3	A
010	2	3	3	2.666666667	A
011	2	3	3	2.666666667	A
012	1	2	3	2	B
013	1	2	3	2	B
014	1	2	3	2	B
015	3	3	3	3	A
016	1	3	3	2.333333333	B
017	1	2	3	2	B
018	1	3	3	2.333333333	B
019	3	3	3	3	A
020	2	2	3	2.333333333	B
021	3	2	3	2.666666667	A
022	3	3	3	3	A
023	3	3	3	3	A
024	3	3	3	3	A
025	3	3	3	3	A
026	3	3	2	2.666666667	A
027	3	3	3	3	A
028	3	3	3	3	A
029	2	2	3	2.333333333	B
030	3	2	3	2.666666667	A
031	3	3	3	3	A
032	2	3	3	2.666666667	A
033	3	3	3	3	A
034	3	3	3	3	A
035	2	2	2	2	B
036	1	1	1	1	C
037	3	3	3	3	A
038	3	3	3	3	A
039	2	2	3	2.333333333	B

040	2	2	3	2.333333333	B
041	3	3	3	3	A
042	3	3	2	2.666666667	A
043	3	3	3	3	A
044	3	3	3	3	A
045	3	3	3	3	A
046	3	3	3	3	A
047	2	3	3	2.666666667	B
048	3	3	3	3	A
049	3	2	3	2.666666667	B
050	3	3	3	3	A
051	3	3	3	3	A
052	3	3	3	3	A
053	3	3	3	3	A
054	3	3	3	3	A
055	3	3	3	3	A
056	3	3	3	3	A
057	2	2	3	2.333333333	B
058	3	2	3	2.666666667	A
059	2	3	3	2.666666667	A
060	3	3	3	3	A
061	1	3	3	2.333333333	B
062	1	1	1	1	C
063	1	1	1	1	C
064	1	1	1	1	C
065	3	3	3	3	A
066	3	3	3	3	A
067	3	3	3	3	A
068	3	3	3	3	A
069	3	3	3	3	A
070	3	2	2	2.333333333	B
071	3	3	3	3	A
072	3	3	3	3	A
073	2	3	2	2.333333333	B
074	3	3	3	3	A
075	3	3	3	3	A
076	3	3	3	3	A
077	3	3	3	3	A
078	3	3	3	3	A
079	3	2	3	2.666666667	A
080	2	3	3	2.666666667	A

081	3	3	3	3	A
082	3	2	3	2.666666667	A
083	3	2	3	2.666666667	A
084	3	3	3	3	A
085	3	2	3	2.666666667	A
086	2	3	3	2.666666667	A
087	3	2	3	2.666666667	A
088	1	3	2	2	B
089	3	3	3	3	A
090	3	3	3	3	A
091	1	2	3	2	B
092	3	3	3	3	A
093	3	3	3	3	A
094	2	2	3	2.333333333	B
095	3	2	3	2.666666667	A
096	2	3	3	2.666666667	A
097	3	2	3	2.666666667	A
098	3	3	3	3	A
099	3	3	3	3	A
100	3	3	3	3	A
101	3	3	3	3	A
102	1	3	3	2.333333333	B
103	3	2	3	2.666666667	A
104	3	2	3	2.666666667	A
105	3	2	3	2.666666667	A
106	3	2	3	2.666666667	A
107	3	3	3	3	A
108	3	3	3	3	A
109	3	3	3	3	A
110	3	3	3	3	A
111	3	3	3	3	A
112	3	3	3	3	A
113	2	3	3	2.666666667	A
114	3	3	3	3	A
115	3	3	3	3	A
116	3	3	3	3	A
117	3	3	3	3	A
118	3	3	3	3	A
119	3	3	3	3	A
120	3	3	3	3	A
121	3	3	3	3	A

122	3	3	3	3	A
123	2	3	3	2.666666667	A
124	3	2	3	2.666666667	A
125	3	3	3	3	A

APPENDIX 5

QUESTIONNAIRE

ARIA KUSUMAWATI

Questionnaire of Readers' Response

No	Name/ Age	Textual				Experiential				Psychological				Social				Cultural			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1.	Ashiila / 8	3	4	3	4	3	4	4	3	3	4	3	3	4	4	3	4	4	4	2	3
2.	Maria / 8	4	3	4	3	4	3	3	4	3	4	3	4	4	4	4	4	3	3	2	3
3.	Bryan / 8	3	4	3	3	4	3	4	4	4	3	4	4	4	4	3	4	3	3	4	4
4.	Yanuar / 8	3	4	3	4	3	4	4	3	4	4	3	3	3	4	3	3	4	3	4	3
5.	Rifa / 9	3	3	3	2	3	2	2	2	4	3	2	4	2	4	4	4	4	4	3	4
6.	Thifal / 9	4	3	3	4	3	4	3	4	4	4	3	4	4	4	4	3	3	4	3	4
7.	Azka / 9	4	4	3	4	4	3	3	3	4	4	4	4	4	4	4	4	4	2	2	4
8.	Bulan / 10	4	4	3	3	4	3	4	4	3	4	3	4	4	4	4	4	4	2	3	4
9.	Satria / 10	3	4	4	4	4	3	2	3	3	4	3	4	2	3	4	4	4	3	2	4
10.	Aldi / 11	3	3	4	4	3	3	4	3	3	3	3	4	4	3	4	3	4	2	4	3

11.	Annisa / 11	3	3	2	3	4	3	4	3	3	3	4	3	4	4	4	4	4	1	3	3
12.	Italia / 11	3	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	3	4
13.	Ririn / 11	3	3	3	4	3	2	3	3	3	3	3	3	4	4	4	4	4	3	4	4
14.	Zahra / 12	3	3	2	3	4	3	2	3	3	3	4	3	4	4	4	4	4	1	3	3
15.	Yesi / 12	3	3	3	4	3	2	3	3	3	3	3	3	4	4	4	4	4	3	4	4
Total		49	52	47	53	53	45	49	49	51	53	49	54	55	58	57	57	57	42	46	54
Average		50,25 (3,35)				49 (3,26)				51,75 (3,45)				56,75 (3,78)				49,75 (3,31)			

SELLY NURAINI

Questionnaire of Readers' Response

No	Name/ Age	Textual				Experiential				Psychological				Social				Cultural			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1.	Joce / 8	4	3	3	4	3	3	4	4	3	4	2	4	4	4	4	4	4	3	2	3
2	Faras / 8	4	3	1	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4
3	Jasmine /9	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	4
4	Seva / 9	3	4	4	4	3	4	3	3	3	4	2	4	4	3	4	4	3	2	2	4
5	Haris / 9	4	3	4	4	4	4	3	4	3	4	3	4	4	4	4	4	4	3	4	4
6	Arya /10	3	3	2	2	3	3	3	2	1	2	3	4	4	4	4	3	4	4	3	4
7	Bitu /10	4	4	4	4	3	4	4	3	4	4	3	4	4	4	4	3	4	2	4	4
8	Ridho /10	3	4	4	2	4	4	2	3	3	4	4	3	4	4	4	2	3	2	2	4
9	Salamah /10	4	4	3	4	4	3	3	4	3	4	3	4	3	4	4	4	4	3	4	4
10	Hafsoh /10	4	4	3	4	3	3	4	4	3	4	3	4	4	4	4	4	4	3	3	4

11	Divya /11	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	2	3	4
12	Maulana/12	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	3	3	4	
13	Javina/12	2	3	4	2	4	1	3	2	2	2	3	3	4	3	3	3	4	2	4	3	
14	Tika/12	3	3	3	4	2	1	3	2	2	2	2	4	4	3	3	1	3	4	4	3	
15	Afwa/12	3	3	3	2	3	3	3	2	3	4	4	4	3	3	3	3	3	1	2	3	
Total		53	53	49	52	52	49	51	49	46	53	48	58	58	56	57	50	56	41	46	56	
Average		51,75 (3,45)				50,25 (3,35)				51,25 (3,41)				55,25 (3,68)				49,75 (3,31)				

APPENDIX 6

TRANSCRIPT INTERVIEW

&

DOCUMENTATION

READER RESPONSE TRANSCRIPT

- Day/ Date : Friday, 12 July 2019
- Time/ Place : 11.00 , Ganesa Library
- Name/ Age : Bitu / 11 years old
- Researcher** : Kak bitu kelas berapa ?
- Bitu** : Kelas 4
- Researcher** : Oh kelas 4
- Bitu** : Di sd ?
- Researcher** : Kleco 1.
- Bitu** : Naik kelas 4 ya berarti.?
- Researcher** : Naik kelas 5 ehe
- Bitu** : Oh naik kelas 5
- Researcher** : Besok masuknya senin ?
- Bitu** : Iya
- Researcher** : Trus berarti sekarang umurnya berapa ?
- Bitu** : Nanti September 11 tahun.
- Researcher** : Oh nanti September 11 tahun, tadi udah baca buku ini kan? Suka nggak bukunya?
- Bitu** : Suka
- Researcher** : Suka kan? Ini kan bukunya ada bahasa Inggris dan bahasa Indonesia nya, kamu suka bahasa Inggris kan ?
- Bitu** : Suka
- Researcher** : Kok suka bahasa Inggris kenapa ?
- Bitu** : Karena menarik
- Researcher** : Menarik, di sekolahan juga suka bahasa Inggris kan?
- Bitu** : Suka

- Researcher** : Bukunya gampang nggak dibaca ?
- Bitu** : Gampang
- Researcher** : Mudah paham kan?
- Bitu** : Mudah
- Researcher** : Kalo mudah tadi ceritanya gimana sih ?
- Bitu** : Ceritanya tu jadi ada anak tikus namanya Chrysanthemum, oleh orang tuanya itu diberinama Chrysanthemum karena dia lahirnya itu dianggap sangat sempurna, setelah itu dia tumbuh bsear besar dan besar, dan dia semakin lama menyukai namanya itu, saat dia masuk sekolah dia diejek oleh teman temannya karena namanya sangat panjang.
- Researcher** : Terus ?
- Bitu** : Hingga tidak muat di nama dada , nametag.
- Researcher** : Iya nama dada, nametag.
- Bitu** : Trus sampai dirumah dia mengatakan pada ayahnya, pada ibunya, bahwa dia diejek oleh teman nya, oleh ibu dan ayahnya dia disuruh berbesar hati menyadari bahwa teman temannya Cuma kaya iri gitu, trus esoknya dia tetap diejek karena namanya itu seperti nama bunga samapi mereka mengejeknya akan memetikanya dan dia itu kan seharusnya tinggalnya tu di dalam tanah seperti bunga bunga yang lain.
- Researcher** : Di kebun.
- Bitu** : Trus dia akhirnya berbesar hati karena oleh orangtuanya bahwa tu dia harus bisa kaya memahami bahwa sebenarnya tu teman temannya tu cuma iri.
- Researcher** : Berbaik sangka.
- Bitu** : Esoknya, diapun kembali di ejek, karena kaya mau ada pementasan drama oleh gurunya itu dia dipilih menjadi bunga.
- Researcher** : Bunga aster, bunga daisy ya?
- Bitu** : Iya, dan bunganya itukan Cuma menari nari gitu lo, teman teman yang lain kan ada yang menjadi peri ada yang menjadi putri lalu dia di ejek lagi.
- Researcher** : Sampai akhirnya...
- Bitu** : Sampai akhirnya guru musiknya

- Researcher** : Bu Twinkle,
- Bitu** : Bu twinkle mendengar bahwa ada anak yang sedang mengejek anak lain,
- Researcher** : Lalu?
- Bitu** : Lalu diapun ingin mendengar kenapa kok si Chrysanthemum itu di ejek, namanya terlalu panjang, lalu bu Twinkle berkata ,” sebenarnya namaku juga panjang, bahkan namaku seperti bunga, nama asliku Dephiliium Twinkle dan itupun tidak cukup di nama dadaku dan aku menyukai nama mu Chrysanthemum mungkin anakku yang akan lahir akan ku beri nama Chrysanthemum juga”. Lalu Chrysanthemum pun sangat senang ternyata namanya itu special tidak sekedar nama nama yang pendek, teman teman yang lain pun mendengar lalu mereka pun ingin namanya seperti bunga.
- Researcher** : Gitu kan, sampai akhirnya ?
- Bitu** : Sampai akhirnya pas pentas drama ternyata temennya yang mengolok olok itu
- Researcher** : Victoria
- Bitu** : Iya victoria itu tu malah lupa dialognya,
- Researcher** : Seneng deh Chrisanthemum menari nari itu lucu banget malahan. Trus pesan dari buku ini menurutmu aap kak Bitu?
- Bitu** : Menurutku tu kita tu gak boleh mengejek orang karena namanya panjang. Atau jelek.
- Researcher** : Gaboleh mengejek, trus?
- Bitu** : Bahwa kita tu harus bisa berbesar hati dan mau memaafkan.
- Researcher** : Berbaik sangka sama orang orang, trus sama teman kita harus gimana?
- Bitu** : Kita harus saling menyayangi.
- Researcher** : Tadi juga bisa belajar bahasa inggris juga dari sini
- Bitu** : Bisa.
- Researcher** : Contohnya apa bisa belajar bahasa inggris dari sini?
- Bitu** : Emm jadi tu kayak ada vocabulary yang baru
- Researcher** : Kalau tadi nemunya apa

- Bitu** : Kalau tadi nemunya yang baru itu “begrudging and discontented and jaundiced”
- Researcher** : Itu ya “And envious and begrudging and discontented and jaundiced.” Lalu apa lagi, coba dari awal. Buka buka gapapa
- Bitu** : Dari awal apa ya ?
- Researcher** : Emang suka bahasa inggris kan ya?
- Bitu** : Suka, biasanya pinjamnya bahasa inggris kalau disini.
- Researcher** : Chrysanthemum itu artinya apa kamu tau nggak ?
- Bitu** : Chrysanthemum nggak.
- Researcher** : Bunga krisan, chrysanthemum itu bunga, gambarnya ada disini, giggled tau ngga?
- Bitu** : Tau, tertawa.
- Researcher** : Sunniest dress
- Bitu** : Dress baju, sunniest cerah
- Researcher** : Iya baju yang paling cerah
- Bitu** : Nametag itu nama dada, dreadful?
- Researcher** : Dreadful itu menakutkan menyheramkan. Banyak kan ya berarti? Berarti buku kaya gini cocok ngga buat belajar bahasa inggris ?
- Bitu** : Cocok.

READER RESPONSE TRANSCRIPT

Day/ Date : Saturday, 13 July 2019

Time/ Place : 13.30 , Ganesa Library

Name/ Age : Afwa/ 12 years old

Researcher : Assalamualaikum

Afwa : Waalaikumsalam

Researcher : Tadi namanya siapa?

Afwa : Salafa Afwa Mahmuda

Researcher : Kelas?

Afwa : 6

Researcher : Baru naik kelas 6? Sd nya mana ?

Afwa : SDIT Al Madinah

Researcher : Oh Al Madinah itu. Berarti umurnya masih? Ini berapa?

Afwa : Mau 12.

Researcher : Oh mau 12, trus suka bahasa Inggris gak? Pelajaran bahasa Inggris?

Afwa : Engga,

Researcher : Kenapa?

Afwa : Susah

Researcher : Susahnya kadang dimana, gurunya baik to, ustadz baik?

Afwa : Iya

Researcher : Trus kalo bukanya tadi mudah dibaca ngga?

Afwa : Iya

Researcher : Mudah kan, ceritanya gimana? Ceritain seingetmu aja deh. Tadi pertama si Chrysan..

- Afwa** : Hidup sama orangtuanya waktu sekolah di ejek sama teman temannya karena namanya panjang
- Researcher** : Trus dia pulang kan, ngadu sama orangtuanya trus bilang gimana, udah gapapa mereka cuma iri, gitu kan? Trus sampai akhirnya gimana?
- Afwa** : Punya anak
- Researcher** : Punya anak, Bu Twinkle punya anak, dinamai Chrysanthemum juga. Pesannya yang di dapat disitu berarti apa?
- Afwa** : Kita tidak boleh mengejek,
- Researcher** : Kalau sesama teman kita harus?
- Afwa** : Baik
- Researcher** : Baik, tidak boleh membeda bedakan, ga boleh ngejek namanya, kalau sama orang tua, guru juga gaboleh melawan , apa lagi setau kamu? Kita harus.. kalau orangtuanya tadi kan bilang kita gaboleh kaya gitu,mereka cuma iri, berarti kita harus berprasangka?
- Afwa** : Baik
- Researcher** : Trus kalau buku kaya gitu buat belajar bahasa Inggris cocok gak?
- Afwa** : Iya
- Researcher** : Iya kan? Ada Bahasa Inggris ada Bahasa Indonesianya juga. Mudah kan jadinya, tadi dapet pelajaran bahasa Inggris apa aja disitu? Kata katanya dibaca nggak?
- Afwa** : Dibaca.
- Researcher** : Banyak kan, berarti bisa kan buat belajar bahasa Inggris juga.
- Afwa** : Bisa,
- Researcher** : Oke, makasih ya kak.

Reader Responses' pictures at Ganesa Library



