

**THE ANALYSIS OF STUDENTS' DIFFICULTIES IN TRANSLATING  
ARGUMENTATIVE TEXT FROM ENGLISH TO INDONESIAN  
AT THE FIRST SEMESTER OF THE ELEVENTH GRADE  
OF SMAN 1 ABUNG SELATAN NORTH LAMPUNG  
IN THE ACADEMIC YEAR OF 2022/2023**

**A Thesis**

Submitted as Partial Fulfillment of the Requirement for S1-Degree

**By:  
SINTA DEBI BILLIA  
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**Study Program : English Education**

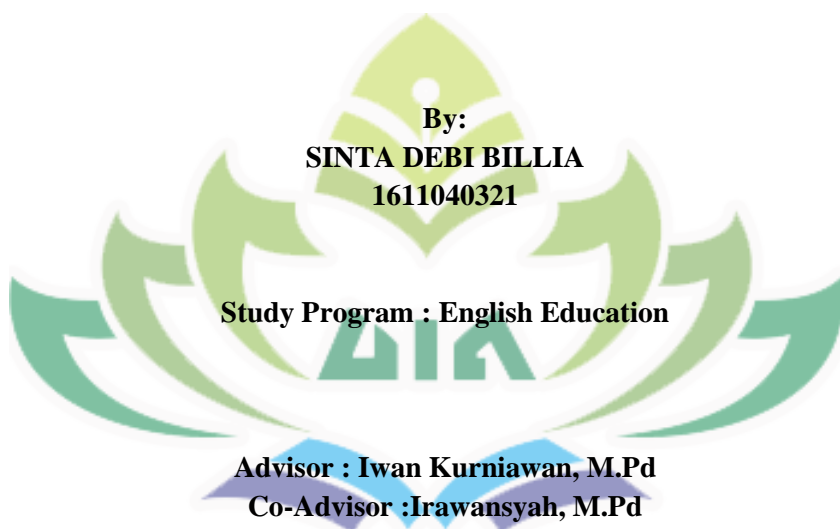


**ENGLISH EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
UNIVERSITAS ISLAMIC NEGERI RADEN INTAN  
LAMPUNG  
2022/2023**

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## ABSTRACT

The researcher conducted of the analysis of students difficulties in translating argumentative text from English to Indonesian which observed and analyzed from students at eleventh grade of SMAN 1 Abung Selatan in the academic year of 2022/2023. The research conducted by using qualitative descriptive method, which describes the natural stated in depth and detail about the difficulties in translating English into Indonesian. The objects of the research were the accuracy, acceptability and readability.

The aim of the research was to know the difficulties of students in translating English into Indonesian. The researcher used reading, analyzing, writing and concluding the score as a students translation product. The instrument used observation, interview and test as a key instrument to help sheet questions and answers and the table of translation quality assessment. The result of the research showed that 68,57% or 24 of 35 students was difficulties in understanding the meaning of the source language so it makes it difficult for them to translate it into the target language as the difficulties in linguistic factor. It was caused by the lack of vocabulary, knowledge and understanding about translation was still less. And 62,85% or 22 of 35 students was difficult in translating words related to cultural values as the difficulties in non-linguistic factor. It can be concluded that students difficulties in linguistic factor more prominent than the non linguistic factor.

**Keyword : *Argumentative Text, Translation English To Indonesian, Analysis Students' Difficulties, Descriptive Qualitative***

## DECLARATION

Hereby, I state this thesis entitled “The Analysis of Students’ Difficulties in Translating From English Into Indonesia At the First Semester of the Eleventh Grade of SMAN 1 Abung Selatan North Lampung in the Academic Year of 2022/2023”. Certify that this thesis is definitely my own work. I am fully responsible for the contents of this thesis, and other researchers opinion or findings included in the thesis are quoted or cited in accordance with ethical standars

Bandar Lampung, 26 December 2022  
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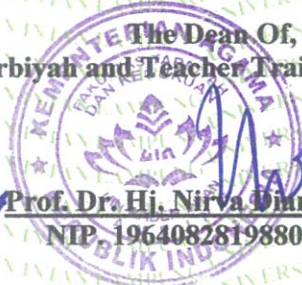
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## MOTTO

هُوَ الَّذِي جَعَلَ لَكُمُ الْأَرْضَ ذَلُولًا فَامْشُوا فِي مَنَاكِبِهَا وَكُلُوا مِن رِّزْقِهِ

وَإِلَيْهِ النُّشُورُ

In the name of Allah, Most Gracious, Most Merciful.

“It is He who made the earth manageable for you, so travel its regions, and eat of His provisions. To Him is the Resurgence”.<sup>1</sup>



---

<sup>1</sup> Abdullah Yusuf 'Ali, *The Holy Qur'an English Translation of The Meanings*, (New Johar: the King Fahd Holy Quran Printing Compelx, 1987), p. 300

## DEDICATION

This thesis is dedicated to :

1. The greatest inspirations in my life, my beloved parents, Mr. Baharuddin and Mrs. Cik Idah who never stop praying and supporting me time to time.
2. My beloved brothers M.Hengki Pratama, Dewan Arif Yunior and Rico Firnando who have already prayed, supported for my success and cheered me up until the completion of this thesis.
3. My beloved lecturers and Almamater UIN Raden Intan Lampung.

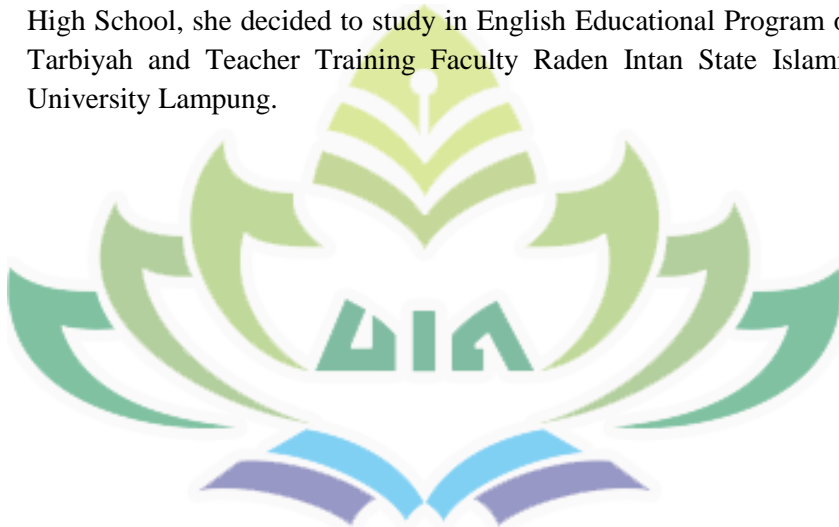




## CURRICULUM VITAE

Sinta Debi Billia was born on January, 01<sup>st</sup> 1998 in Blambangan, North Lampung. Sinta is the last of Mr. Baharuddin and Mrs. Cik Idah. She has three brothers, their names are M.Hengki Pratama, Dewan Arif Yunion and Rico Firnando.

She accomplished her formal education at Elementary School of MIN 5 North Lampung and finished in 2010. She continued at Junior High School of SMPN 1 Abung Selatan, and finished in 2013. After that she continued her school at Senior High School of SMAN 1 Abung Selatan and graduated 2016, After finishing her study in Senior High School, she decided to study in English Educational Program of Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung.



## ACKNOWLEDGEMENT

In the name of Allah, the most gracious, the most beneficent. Praise be to Allah , the almighty God. For blessing Me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and his followers.

This thesis is submitted as a compulsory fulfillment of the requirements for S1 degree of English Education study program at Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung (UIN Raden Intan Lampung).

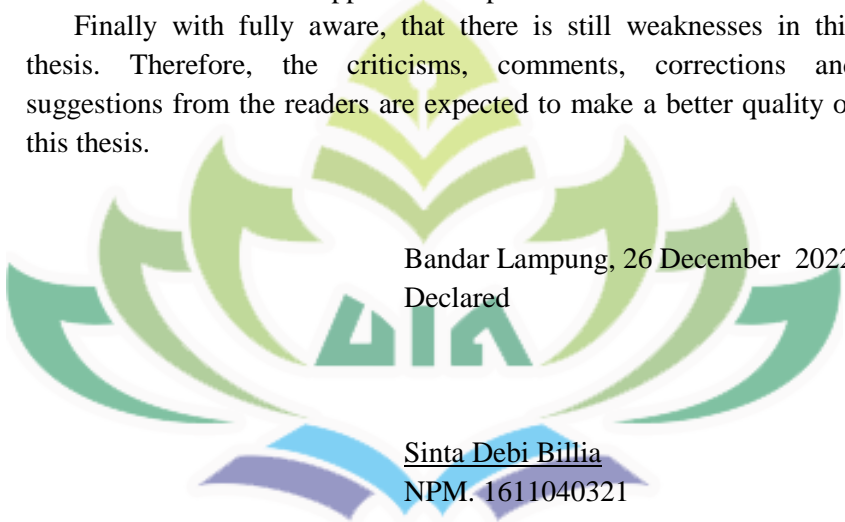
The thesis would never come into completion without help from others. It has obtained a lot of help from many people during writing this thesis and it would be impossible to mention all of them. She wishes, however, to give his sincerest gratitude and appreciation to :

1. Prof. Wan Jamaluddin, PhD., the rector of UIN Raden Intan Lampung.
2. Prof. Dr. Hj. Nirva Diana, M.Pd., the dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with his staff, who has given an opportunity when on going the study until the accomplishment of this thesis.
3. Dr. Mohammad Muhassin, M.Hum., the chairperson of English Education Study Program always patiently guided until the completion of this thesis.
4. Iwan Kurniawan M.Pd, the first Advisor who has been patiently providing the guidance and direction until the completion of this thesis.
5. Irawansyah, M.Pd., the Co-Advisor, for the patience in giving guidance, and support for the finalization of the thesis.
6. Hairani, S.Pd, M.M the headmaster of SMAN 1 Abung Selatan and Intan Suryandari, S.Pd., the English teacher, also teacher and staff there for allowing her to carry out this research in their instruction and for giving contribution while she was conducting the research there.
7. All the students of the First semester of the eleventh grade of SMAN 1 Abung Selatan in the Academic Year of 2021/2022. For

giving nice participation and great attention during the process of the research.

8. All lecturers of the English Departement of UIN Raden Intan Lampung who have taught the researcher since the first year of his study.
9. All of friends especially class F in English Departement 2016 of UIN Raden Intan Lampung who cannot be mentioned individually here.
10. Beloved friends, Achmad Fajri Pratama, Anis Nurhasanah, Annissa Irma Yuanita, Milda Rianti, Ayu Azzahra, Ana Kristiana, Intan Reka Utami, Inatul Khoiriyah dan Nita Ardiyanti who have contributed a lot of support and help me in all condition.

Finally with fully aware, that there is still weaknesses in this thesis. Therefore, the criticisms, comments, corrections and suggestions from the readers are expected to make a better quality of this thesis.



Bandar Lampung, 26 December 2022  
Declared

Sinta Debi Billia  
NPM. 1611040321

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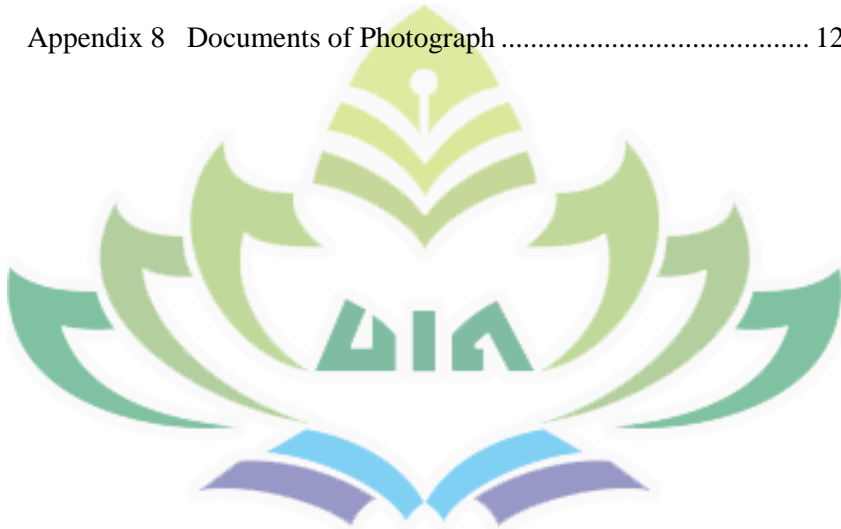
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# CHAPTER I

## INTRODUCTION

### A. Title Affirmation

As the first step to understand the title of this thesis and to avoid misunderstandings in the discussion of the thesis entitled “The Analysis of Students’ Difficulties in Translating Argumentatif Text From English to Indonesia at the First Semester of the Eleventh Grade of SMAN 1 Abung Selatan North Lampung in the Academic Year of 2021/2022 this study will be explained and limit the terms, namely :

#### 1. The Difficulties in Translation

Difficulties can be defined as conditions characterized by certain obstacles to achieving results. Learning difficulties can be interpreted as a condition and a learning process characterized by specific challenges to achieve learning outcomes.<sup>1</sup> It means learning that can be challenges are not just an instructional or pedagogical problem but refer to a psychological problem. Students who get challenged in the learning process will get fewer learning results.

2. Argumentation is giving opinions or the reasons to reinforce or reject an opinion.<sup>2</sup> It means that argumentation is the process of forming reasons, justifying beliefs, and drawing conclusions with the aim of influencing the thoughts and/or actions of others.

### B. Background of The Problem

Translation is challenging thing to do in every process of transferring the meaning from source language (SL) into the target language (TL). It is concluded that way since an unserious

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<sup>1</sup>Dimiyati.(2006).*Belajar dan Pembelajaran*. Jakarta: Rineka Cipta.

<sup>2</sup> Muhammad Solahudin, (2009), *Kiat-Kiat Cepat Belajar Writing*, Jogjakarta: Diva Press, Page.

translation process will lead misunderstanding of the message found in the source language (SL) to the target language (TL). It is generally known that a text contains many factors that sheltering the study itself specially related with the social culture to both language (SL and TL). In other words, a translator has many obstacles at the process of translation in translating a product.

The ability to access written English information becomes one of the problems that causes, Indonesian people unable to understand the meaning of information that published in English. Especially for people in a country where English is regarded as the foreign language as in Indonesia.

From the past until now, English has been studied by students since elementary school. English is no longer a foreign lesson for them, but they still difficult to translate some text in English book becomes one of the problem that students face. They still can not understand and comprehend the meaning of the text from English. When there is a task of translating, they choose the fastest alternative by using a translation machine. After they get the translation results from the translation machine, still they can not edit the sentence for the better, even though they have learned various formulas or tenses for translating sentences. Students should know how to translate by themselves. Translation does not only transform one language to another on, but also give the right information to convey its content well. In this case, foreign literature influences much toward Indonesian literature because they are closely related to each other scientifically.

The differenties between the previous research and the Recent of the research with the titled of “The Influence of the students to Difficulties in Translating Argumentative text from English into Indonesia”. The previous research is the research conducted to teach argumentative text by the teacher. The methodology was used Quantitative Experimental. At school, students translate a lot of texts. One of them is Argumentative text. Argumentation is a verbal and social activity of reason



aimed at increasing (or decreasing) the acceptability of a controversial standpoint for the listener or reader, by putting forward a constellation of propositions intended to justify (or refute) the standpoint before a rational judge.<sup>3</sup>

While the previous research entitled " *Students' Difficulties In Translating Narrative Text From English to Indonesia at UIN Medan*". The previous research was used Quantitative approach in the sample of the research. This research was aimed to find out the causes of the students' problem in translating the narrative text. The researcher was found that there are two factors causing problems in translating from English into Indonesia; linguistic factors and non linguistic factors.

Based on The Interview for the teacher at SMAN 1 Abung Selatan. The researcher did an interview with an English teacher named Intan Pertiwi, S.Pd. and she said that some students had difficulty in learning English, especially in translating text. Most of them only know a little vocabulary in English, students' English are influenced by the pattern of their mother tongue, and they are not interested in learning English. Based on data from the English teacher shows that students' English scores at the second grade students are still low. It is shown in table.

Furthermore, based on the Preliminary research conduct. The researcher found several factors of students' difficulties in learning to translate argumentative texts, namely students had difficulty finding the meaning of the text, students lacked vocabulary, students had difficulty answering reading text questions correctly. In addition, the learning process is also less attractive.

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<sup>3</sup> Barudin, *The Influence of the students to Difficulties in Translating Argumentative text from English into Indonesia*, IAIN Bukit Tinggi, e-Journal International Vol.16 No.01 2020, P.71

**Table 1**  
**Students' English score at the eleventh grade of SMAN 1**  
**ABUNG SELATAN in the academic year 2021/2022<sup>4</sup>**

No	Classes	Accomplished Students English score by the Minimum Criteria of Mastery		Number of Students
		<75	≥75	
1	XI IPA 1	21	14	35
2	XI IPA 2	23	12	35
3	XI IPS 1	18	17	35
4	XI IPS 2	19	17	36
5	XI IPS 3	21	14	35
<b>TOTAL</b>		<b>102</b>	<b>74</b>	<b>176</b>
<b>PERCENTAGE</b>		<b>57,95%</b>	<b>42,05%</b>	<b>100%</b>

From the table 1 showed that the students' English score was still low. students from 176 population the students (57,95%) had score under the minimum criteria of mastery. Only 74 students (42,05%) who pass the minimum criteria mastery. It means that, the students in the first grade of SMAN 1 Abung Selatan had difficulties in learning English. These problems, certainly it needed some of tricks or treatment that the teacher use in the class when they teach translation. The teacher that teach translation, they have to choose the good treatment in order that the students can be easily learn translation or do a translation activity. So, the researcher using argumentative text as the instrument in this research. Before recognize the treatment that can be overcome the problems, and choose the good treatment that the teacher want to use, the most important thing that the teacher should know is about difficulties that students face in

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<sup>4</sup>Intan Pertiwi, *The English Teacher of SMAN 1 Abung Selatan, Data of Students' Translation from English to Indonesian Score at the Second Grade Academic Year 2020/2021*, (January 8th, 2021), Unpublished.

translating argumentative text and know what is the causes of the problems.

### **C. Identification Of The Problem**

Based on background of the problem above, the researcher identified some problems as follows:

1. Students have difficulties to translate argumentative texts from English into Indonesian.
2. Students have difficulties finding the meaning of the texts.
3. Students have lack vocabularies, and
4. Students have difficulties in answering reading text questions correctly.

### **D. Limitation of The Problem**

This research focuses on what are the difficulties faced by the second-grade students of SMAN 1 Abung Selatan and what factors that make the students difficult to translate argumentative text from English to Indonesian.

### **E. Formulation of The Problem**

The problems of this research can be formulated as follows:

1. What are the difficulties face by the first grade students of SMAN 1 Abung Selatan in translating argumentative text from English to Indonesia?
2. What are the factors that make the students difficult in translating argumentative text from English to Indonesian?

### **F. Objective of The Research**

The objective of this research can be formulated as follows:

1. To find out the students difficulties in translating argumentative text from English to Indonesian.

2. To identify the factors make students difficult in translating argumentative text from English to Indonesian.

## **G. Significance of the Research**

The uses of this research are expected to the theoretically and practically:

1. Theoritically

The results of this research are expected to enrich literature and information about teaching English in translation in argumentative texts for teachers at SMAN 1 Abung Selatan and provide benefits for further research on translation techniques for students' skills in translating argumentative texts.

The researcher also hopes that as input for students to be able to motivate in learning translation, it is hoped that they can contribute in translating meaning based on that, students have good qualities to translate argumentative texts.

2. Practically

The significance of the research consisted of three significances:

- a. For the students

The researcher hoped students can be enjoyed in learning English, especially in translating argumentative texts. This research to increase motivated students in learning translation and made useful contribution in translating based on meaning so that students have good quality in translating argumentative texts.

- b. For the teachers

The teacher applied argumentative texts, especially to class XI students of SMAN 1 Abung Selatan for the academic year 2021/2022, where fable texts were more effectively used in teaching translation, and the

results of the research were expected to be useful information for English teachers who were directly involved in the learning process. teaching to develop the ability of teachers in anticipating these problems in teaching, teachers also get an effective and efficient way of teaching. translation, especially in argumentative texts.

c. For the other researchers

The results of this research expected to useful and can be attract to interest of other researcher to do research translation. Then from this research, other researchers can propose to assume several strategies in teaching translation, especially in translating argumentative texts. In addition, this research was a reference for other researchers.

## **H. Scope of The Research**

The scope of the research as follows:

1. The Subject of the Research

Translating Argumentative Text From English into Indonesian.

2. The Place of the Research

The researcher conducted the research in the SMAN 1 Abung Selatan, North Lampung.

3. The Time of the Research

The researcher conducted the research at the first semester of Eleventh grade of SMAN 1 Abung Selatan in the academic year of 2021/2022.



## CHAPTER II

### REVIEW OF RELATED LITERATURES

#### A. Translation

##### 1. Definition of Translation

Translation by dictionary definition, consists of changing from one state or form to another, to turn into one's own or another's language.<sup>5</sup> Wills said that translation is a procedure which leads from a written source language text to an optimally equivalent target language text and requires the syntactic, semantic, stylistic and text pragmatic comprehension by the translator of the original text.<sup>6</sup> According to Petrus Danielus a translation is a text written in a well-known language which refers to and represents a text in a language which is not well-known.<sup>7</sup> A translation is a text. It is words arranged in sentences, and sentences arranged in larger structures, in a non-arbitrary way according to the conventions of language, with the purpose of communicating something in particular.<sup>8</sup> A speech actor, which in this case is a translator, constructs this text with a purpose. The translator is referencing another text and aiming to produce something perceived to be equivalent to the original text in some significant way.

Translation is means of interlingual communication. the translator makes possible an exchange of information between the users of different languages by producing in the target language (or translating language) a text which has an identical

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<sup>5</sup> Merriam Webster, (1981), *Webster's New Collegiate Dictionary*, London: Merriam Webster, inc

<sup>6</sup> Choliludin, (2006), *The Technique of Making Idiomatic Translation*, Jakarta: Kesaint Blanc, P.3

<sup>7</sup> Emzir, (2015), *Teori dan Pengajaran Penerjemahan*. PT Rajagrafindo Persada: Jakarta, P.1

<sup>8</sup> Sugeng Hariyanto, (2014), *On Website Translation*, Yogyakarta: Penerbit Inspira, P. 10

communicative value with the source text. This target text is not fully identical with source text as to its form or content due to the limitations imposed by the formal and semantic differences between the source language and target language. Nevertheless the users of target text identify it, to all intents and purposes, with source text – functionally, structurally and semantically. The functional identification is revealed in the fact that the users (or the translation receptors) handle target text in such a way as if it were source text, a creation of the source text author. The structure of the translation should follow that of the original text; there should be no change in the sequence of narration or in the arrangement of the segments of the text. The aim is maximum parallelism of structure which would make it possible to relate each segment of the translation to the respective part of the original.<sup>9</sup>

Based on some definitions above, the researcher concluded that translation is the way to transfer one language to another language or how to deliver messages from one language into another language.

## **B. The Types of Translation**

The types of translation can also be found by the rank of translation formulated by as follows:

### **1. Word to Word Translation**

This rank translation is done by finding the source language lexical which is equivalent in the target language because has more than one meaning, so that careful and accurate lexical analysis must be done. Example: I like the clever students (saya menyukai itu pintar anak) I will go to New York tomorrow (saya akan pergi ke New York besok)

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<sup>9</sup> Farida Repelita Waty Kembaren, (2016), *Translation 1*, State Islamic University of North Sumatera, P.3-4



## 2. Group to Group Translation

The translation is more complete than to word to word translation but it will easier the concept of meaning of English phrase has a fixed, equivalent in another. The provide to know of have a good command of the phrase meaning there will be no difficulty in translating it.

## 3. Sentence to Sentence

Translation In this translation, the first thing that be conducted is to do lexical (word to word) and grammatical analysis. And then the message content of the sentence on the basic dynamic and closet natural equivalent principle is done. After that restricting of the message is arranged finally a translation of equivalent is obtained.

## 4. Paragraph to Paragraph

Translation In doing this, we have to do the first rank until the third one. after doing those steps the transfer to the source language message content into target language equivalent is conducted. As conclusion, in using those kinds of ranks of translation, we can choose them according to the material that we would like to translate or it depends on the material. If it is only a word so that the first rank is used if it is a passage and all the rank are used of fourth rank only.

Moreover, Kardiman classifies translation into three types based on the language involves: a) intra-lingual translation, which is a replacement of the text, from one text to another in the same language based on translators' interpretation, b) inter-lingual translation, which is a replacement of the text or idea from one text into another in the different language, c) inter semiotic

translation, which is an interpretation of verbal signs by means of sign system.<sup>10</sup>

As conclusion, in using those kinds of ranks of translation, we can choose them according to the material that we would like to translate or it depends on the material. If it is only a word so that the first rank is used but if it is a passage and all the rank are used of fourth rank only.

### C. Translation Techniques

Translation technique is a translators' tactic to translate a word or group of words, or perhaps full sentences when the sentence can be broken down into smaller units for translation.<sup>11</sup>

#### 1. Borrowing

Borrowing is the simplest method of all translation method. It will not eliminate the benefit of discussion in this context if an occasional need not use it to create a stylistic effect.<sup>12</sup> Suryawinata and Harianto referred borrowing as translation strategy considering to the meaning of the text. This technique is called as naturalization. Borrowing is a strategy used by taking word of the source language in the target text. The use of this technique aims to keep the source language as an appreciation for the source text, or there is no appropriate equivalent for the words in the target language.<sup>13</sup>

#### 2. Calque

Calque is special kind of a loan in which a language borrows another form of expression, but then

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<sup>10</sup> Kardimin, (2013), *Pintar Menerjemah: Wawasan Teoritik Dan Praktek*, Yogyakarta: Pustaka Pelajar, P.38

<sup>11</sup> *Ibid*, P.78

<sup>12</sup> Emzir, (2015), *Op.Cit*, P.64

<sup>13</sup> Farida Repelita Waty Kembaren, (2016), *Op. Cit*, P.54-55

literally translate each element.<sup>14</sup> Molina and Albir defined calque as a translation technique used by translating a word or a foreign word literally. Calque is also called as loan translation. It is used for translating morpheme of a language into another equivalent morpheme in another language. For example: the word “Weekend” comes from English become “Akhir pekan” in Indonesian language.

### 3. Synonym

Synonym is a strategy used by finding the most similar word for the target language. For example: the sentences “what a cute baby you’ve got” in source text, and “alangkah lucunya bayi anda” in target language.<sup>15</sup>

### 4. Adaptation

Adaptation is also called as cultural equivalent or cultural substitution. Adaptation is used to find the cultural equivalency of source language in the target language. For example: “Dear sir” in source language and “Dengan hormat” in target language, or “sincerely yours” become “hormat saya”.<sup>16</sup>

### 5. Contextual

Conditioning Machali included contextual conditioning and notes conditioning as translation procedures. Contextual conditioning is used to give some information in the context to make the message of the source language sounds clear in the target text. For example: “The mustang was the fastest in the race”. The translator should be aware that to translate this text, we must should understand that “mustang” is a horse. Then, he can translate the text to be “Kuda Mustang itu adalah yang tercepat dalam pacuan tersebut”.<sup>17</sup>

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<sup>14</sup> Emzir, (2015), *Op.Cit*, p.65

<sup>15</sup> Farida Repelita Waty Kembaren, (2016), *Op. Cit*, p.56-57

<sup>16</sup> *Ibid*, P.58

<sup>17</sup> *Ibid*, P.59

## 6. Generalization

Generalization is used to use a more general or neutral term. It's used more neutral expression in the target language. It's also called as neutralization. For example: penthouse (source text) become (tempat tinggal) and becak (source text) become vehicle (target text).

## 7. Particularization

Particularization is to use a more precise or concrete term. For example: air transportation (source text) become helikopter (target text) and mass transportation (source text) become bus (target text).<sup>18</sup>

## 8. Compensation

Compensation is used to introduce a source text element of information or stylistic effect in another place in the target text because it cannot be replaced in the same place as in the source text. It introduces the language style of the source language in the target language. For example: never did she visit her aunt (source text) become wanita itu benar-benar tega tidak menemui bibinya (target text).<sup>19</sup>

## D. Translation Process

According to Choliludin in translating the text of course there are some processes that the translator has to do to make the translation appropriate with the original text. According to Larson, when translating a text, the translator goal is an idiomatic translation which makes every effort to communicate their meaning of the SL text into the natural forms of the receptor language. Furthermore he states the translation is concern with the study of the lexicon, grammatical structure, communication situation and cultural

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<sup>18</sup> Farida Repelita Waty Kembaren, (2016), *Op.Cit.* p.60

<sup>19</sup> *Ibid.*, p.61

context of the SL text, which is analyzed in order to determine its meaning.<sup>20</sup>

According to Nababan translation process consist of three steps: a. analysis of source language text, a, transfer of message, c, restructuring.<sup>21</sup>

### **1. Analysis Source Language Text**

Each translation activity begins with analyzing of the source language text because of translator always faced on source language text first. Analysis of the source language text is being in reading activity. Next the reading activity of source language text intended to understand the content of the text. It is impossible, a translator can understand the content of the text if he or she does not read the text first.

### **2. Transfer of Message**

After translator can understand the meaning and structure of the source language, the translator will be able to get the message in it. The next step is to transfer the content, meaning, and the message from the source language into the target language. In this step, translator required to find the equivalent of source language word into target language. This process to transfer, the contents, meanings and the message are internal process. That process take place in the mind of the translator. After the content, meaning and the message already exist in the translators' mind then they express in target language orally or in writing. To obtain a better translation in accordance with the translation purpose it self, so the translation should be restructured.

### **3. Restructing**

Restructing is changing of the transfer process be stylistic form that match with target language, that the

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<sup>20</sup> Choliludin, (2006), Op. Cit, P.41

<sup>21</sup> M.R. Nababan, (2008), *Teori Menerjemah Bahasa Inggris*, Yogyakarta: Pustaka pelajar, Page.

reader or listener. Thus, at the restructuring step, a translator needs to pay attention variety of language to determine style of language according to the type of text to be translated. A translator also need to pay attention for whom its translation. If the steps of the analysis comprehension of the source language into the target language and the restructuring has been completed by a translator, the translator has produced a translation.

## **E. Methods in Translation**

Translation methods are more likely to be in a way that translators use in the translation process for their purposes. The form of translation greatly influences the translation. It means that the translation of the text is primarily determined by the method of translation chosen by the translator because the purpose and the desire translator will affect the overall result of the text translation. The translation method refers to how a particular translation process is performed for the translator, the global option that affects the whole text. So the way of translation greatly influences the translation.<sup>22</sup>It means that the translation of the text is primarily determined by the process of translation used by the translator because the purpose will affect a whole of the result in the textual translation. Newmark (1988) describes that there are eight methods of translation:

### **1. Word for word translation**

The source language word is translated into the target language by a single word in most common meanings, which can also be out of the context.<sup>23</sup> A translator uses the word-for-word translation method to translate from the source language into the target language easily. In this method, the cultural word is used

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<sup>22</sup>Molina, L., &Albir, A.H. (2002). *Translation techniques revisited: A dynamic and functionalist approach*. Page: 47.

<sup>23</sup>Newmark, Peter. A. (1988). *Textbook of Translation*. New York: Prentice Hall.

in decoding. It goes back to the source language that the translator used to translate a text. This method can also be used when faced with a problematic phrase. That is by doing preliminary translation (pre-translation) word for word, then reconstructed into a translation of appropriate expression. For example:

*SL: I like that clever student.*

*TL: Saya menyukai itu pintar anak*

The translation is unacceptable in the Indonesian language because the correct wording is not *'itu Pintar anak'* but *'Anak Pintar it'* so the correct sentence should be *"saya menyukai Anak Pintar itu."*

## 2. Literal translation

This method is still the same as the previous one, word for word. The matching meaning is still out of context.<sup>24</sup> This method can also be used as the first step in trying a translation. The difference between word-for-word is in the grammatical construction of the source language, which attempts to be converted near the grammatical structure of the target language. Their nearest meaning translates the source language grammatical format into the target language, and it must have equivalents meaning. Moreover, the lexical words are translated singly, out of context. For instance:

*SL: His hearth is in the right place.*

*TL: Hatinya berada di tempat yang benar.*

From the translation looked, the sentence that translated was still odd. The sentence should be translated as *"hatinya tantrum."*

## 3. Faithful translation

Translation by this method tries to form contextual meaning but still around grammatical structure

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<sup>24</sup>*Ibid*

in the source language.<sup>25</sup> This translation is pushing as faithfully as possible against the target language. This makes incompatibility with the target language rules, especially the translation of cultural terms, and then the translations often feel odd. A faithful translation interprets the original contextual meaning without forcing the grammatical structures in the target language. For instance:

*SL: Alvin is too well aware that he is naughty.*

*TL: Alvin menyadari terlalu baik bahwa ia nakal.*

The word ‘well’ does not need to be translated in this sentence. The sentence should be translated “*Alvin terlalu menyadari bahwa ia nakal.*”

#### 4. Semantic translation

This is different from the exact translation method. It focuses on the literal translation. It means do the translation in good grammatical. Moreover, this is appropriate to express the translation of the texts and present every detail of contextual meaning of the source text. Semantic translation is more flexible than faithful translation. Faithful translations are odder and more bound to the source language, while semantic translation is more flexible with the target language. In contrast to accurate translation, a semantic translation should compromise meanings from a source language into the target language as long as it is within reasonable limits.

For example:

*SL: He is a book-worm.*

*TL: Dia (laki-laki) adalah seorang yang sukasekalimembacabuku.*

In ‘book-worm’ phrase is flexibly translated based on the cultural context. But, the translation in the example should be translated to “*diaSeorangKutuBuku.*”

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<sup>25</sup>*Ibid*



## 5. Adaptation

This is the most accessible form of translation used for plays or comedies and poems, in poems such as the themes, character, and plot.<sup>26</sup> Moreover, culture source language can collaborate into target language culture and the text rewritten. Translation adaptation is widely used to translate comedies, poetry, drama, short story, narrative, etc. Here is the transition of target language culture to the source language, and the original text is rewritten and adapted into a target language. If a poet adopts a drama script to be played, he must retain all the characters in the original script and maintain the plot.

*SL: The rising sun is found not to be rising sun. It is the world that goes around.*

*TL: Matahari terbit ternyata bukan matahari terbit. Dunialah yang sebenarnya mengorbit.*

## 6. Free translation

Free translation is usually the meaning in the target language is longer than the original text, intended to make the content or message from the text more clearly accepted to a reader target language.<sup>27</sup> In this method, the translation is long-winded and long-term, and we can translate the text by reading the text from the source language and translating it by paraphrasing. Moreover, when translating the text into a target language, we do not look to the original text's form and content.

For example:

*SL: Look, little guy, you all should not be doing this.*

*TL: Dengarnak, mengapakamusemuamelakukanhal-halsepertiini. Initidakback.*

Based on the model, the meaning is longer than

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<sup>26</sup>*Ibid*

<sup>27</sup>*Ibid*

the original text to make the text's message clear.

### 7. Idiomatic translation

This method reproduces the original 'message' but distorts the nuances of meaning by choosing daily language and idiom where it does not exist in the original.<sup>28</sup> The idiomatic translation uses a natural form in target language text by its grammatical construction and lexical choices. A truly idiomatic translation does not look like a translation—the results of the translation as like the results of writing directly from native speakers. Then, a good translator will try to translate the text idiomatically. For instance:

*SL: A teacher has a duty to bring up students both intellectual and moral*

*TL: Seorang guru mempunyai tugas untuk mendidik siswa baik intelektual maupun moral.*

Here, the phrase 'bring up' means 'mendidik' because it is an idiom. We cannot translate it 'membawa, etc..'

### 8. Communicative translation

It is focused on readability and naturalness. Communicative translation gives the chance to communicate the message into the target language. This method is also concerned about the effectiveness of the translation language.<sup>29</sup> The purpose of communicative translation is to explain the news from a text to the readers until they get the point of the text. Communicative translations try to make the appropriate contextual meaning of the original so that the reader can accept and understand the content and language. Nugraha, Nugroho, and Rahman (2017) describe the example:

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<sup>28</sup> *Ibid*

<sup>29</sup> *Ibid*

*SL: Awasanjinggalak.*

*TL: Beware of the dog.*

This sentence did not translate “Beware of the vicious dog” because the sentence already indicates that the dog is vicious.

## **F. The Difficulties in Translation**

Difficulties can be defined as conditions characterized by certain obstacles to achieving results. Learning difficulties can be interpreted as a condition and a learning process characterized by specific challenges to achieve learning outcomes.<sup>30</sup> It means that learning can be challenges are not just an instructional or pedagogical problem but refer to a psychological problem. Students who get challenged in the learning process will get fewer learning results.

Translation involves two different languages. Therefore, the difference between the system and the structure between the source and target languages becomes the main obstacle in translation.<sup>31</sup> It means that the translation process, translators were not doing translation without difficulties. A translator would face many problems in their work, such as difficulties related to the meaning, problems of ambiguity meaning, variance, equivalence, contextual or situation meaning, and grammatical meaning. There were several problems in cultural differences that can bother the translation process, they are:

### **1. Ecological problem**

Ecological problems occur because of differences, such as the names of places, animals, plants, or creatures that exist only in the source language but not in the target

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<sup>30</sup>Dimiyati.(2006).*Belajar dan Pembelajaran*. Jakarta: Rineka Cipta.

<sup>31</sup> Wu, J. (2008). *The analysis of cultural gaps in translation and solutions*. English Language Teaching.

language.<sup>32</sup> For instance, the animal's name in Indonesia is "*orangutan*." In the other place, they call them *monkeys* or *big monkeys*.<sup>33</sup>

## 2. Material culture

Material culture deals with objects produced by humans by a particular culture. Each culture has its specific characteristics and is expressed in its material.<sup>34</sup> The material included in this category is food, clothing, house, city, transportation, etc. For instance, the name of food like "*lemang*." It is still translated into English "*lemang*" and can mention the meaning by illustrating it to make the target reader more understand. Lemang, like bamboo rice, glutinous rice cooked in hollowed bamboo with coconut milk and salt.<sup>35</sup>

## 3. Social culture

Social culture will be connected with human lifestyles. There are so many elements in different social cultures, including naming ceremonies, things, people, and many more that exist only in one culture.<sup>36</sup> Different cultural backgrounds will be reflected in the use of language in an ever-present society. It can cause problems when the translator must translate only words in the source language. Still, there is no equivalence in the target language. For example, the term "*plusujuk*" ceremony exists only in Aceh. Some rituals have the same purpose in other languages, but the traditions and elements will differ.<sup>37</sup>

## 4. Religious culture

Religious culture will relate to the belief in each God in one place. Each faith has different terms in the way they do

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Hall. <sup>32</sup> Newmark, Peter. (1998). *A Textbook of Translation*, New York: Prentice

<sup>33</sup> *Ibid*

<sup>34</sup> *Ibid*

<sup>35</sup> *Ibid*

<sup>36</sup> *Ibid*

<sup>37</sup> *Ibid.*

it.<sup>38</sup> This term may cause some difficulty transferring or translating from source to target language. Target readers who have other religions also have different interpretations in terms of trust from the source language.

This problem may make it difficult for the target reader to understand the meaning of a religious term if the translator cannot find the appropriate definition for the target language. For example, in Islamic terms, there is a process of “*haji*” which is in doing “*haji*” there is have the activity “*lemparjumroh*,” which is difficult to understand for English speakers who are mostly Christians. This term can be translated into throwing stones into another stone three times. But of course, this way of solving keeps the target reader confused by the term’s true meaning. Thus, there must be more explanation to show the true meaning of the term “*lemparjumroh*.”<sup>39</sup>

### **G. Factors Cause of Difficulties in Translation**

There is no perfect translation because aesthetic factors and the tastes of each translator can influence the translation process. Therefore, right-wrong translation should be distinguished from good-bad translation.<sup>40</sup>

Many factors are crucial to the process of translating and no explanation of translating can claim to comprehensive if these factors are not systematically considered. Translation is a complex process, involving linguistic and nonlinguistic factors. The research to show how these factors constitute the main source of translation difficulties.<sup>41</sup>

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<sup>38</sup>*Ibid.*

<sup>39</sup>*Ibid*

<sup>40</sup> Farida Repelita Waty Kembaren, (2016), Op.Cit, P.66

<sup>41</sup> E.A. Nida and C.R. Taber, (1982), Op.Cit, Page.

## 1. Linguistic Factors

Linguistic factors exert a direct and crucial influence upon the process of translation. Each of the linguistic factors, lexical, syntactic and textual, can interfere with translation. It can safely be assumed that interlingual differences constitute a main source of translation difficulties. Other problems, include the sheer size of the undertaking, as indicated by the number of rules and dictionary entries that a realistic system will need, and the fact that there are many constructions whose grammar is poorly understood, in the sense that it is not clear how they should be represented, or what rules should be used to describe the meaning in translation process.

## 2. Non-linguistic

Factors Non-linguistic factor involves the knowledge in ideology, cultural, historical, political-social, chemistry, science, technical, biology, medical, agricultural, and economics. Translating work to bridge the cultural gap between two worlds and make communication possible between different linguistic communities. There are linguistics and non-linguistics problems in translation. Those problem appear because there are differences between language and culture. The English attentive on linguistics genre like „he and she“. Both of them in Bahasa Indonesia have the same meaning of „dia“. According to Burdah, nonlinguistic problem involves social politic, culture, history and ideology. There are four general categories of students difficulties in translation,<sup>42</sup> they are:

- b. Difficult to understand the meaning of word that not find in dictionary.

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<sup>42</sup> Ibnu Burdah, (2004), *Menjadi Penerjemah*, Jakarta: Tiara Wacana.

- c. Difficult to translate the idiomatic phrases and collide with culture.
- d. Difficult to translate the long and complex sentence.
- e. Difficult to arrange the text in target language.)

## H. Strategies in Translation

Strategy is “the best way to achieve a goal.” A strategy is an essential tool for teachers in educating students because if the teacher doesn’t use the right strategy, it’s likely that students will not succeed in absorbing each subject matter appropriately and effectively.<sup>43</sup>

Translation strategy is a procedure used by translators in solving translation difficulties. Therefore, the translation strategy starts from realizing difficulties by the translator and solving the problem. A translator can use five strategies in the translation process:

### 1. Translation by a more general word (Superordinate)

This strategy uses the common word (superordinate) to overcome the lack of specificity in the target language to compare the source language. For example, the term ‘*shampooing*’ can be translated into Indonesian as ‘*menu*’ because the general word of the word ‘*shampooing*’ is washing. A translator also can translate ‘*daffodil*,’ which is a name of a bulbous flower with a yellow trumpet-shaped corona, into ‘*Bunga*’ as the more general word in Indonesia.

### 2. Translation by more neutral / less expressive word

This strategy is used if a word has no direct similarity in the target language or the target language has no meaning of the word.<sup>44</sup> This is also used when the

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<sup>43</sup>Surachmad, Winarno. (2001). Page:12.

<sup>44</sup>Baker, M. (1992). *In other words: A course book on translation*. London & New York: Routledge.

translator feels that expressive word translation will hear impolite to the target reader. For example, from the datum *'We'd go out in the yard and feed up to five hundred feet of string through a mixture of ground glass and glue,'* the translator can translate the word "ground" in the source language that has meaning "Tanah" replaced by word "bubuk." This strategy has to do with differences in expressive meaning.

### 3. Translation by cultural substitution

This strategy involves the replacement of culturally specific items or expressions with target language items that do not have the same propositional meaning but are likely to have a similar impact on the target reader.<sup>45</sup> The main advantage of using this strategy is to give the reader a concept by which he can recognize something familiar and exciting. For example, a translator can translate *'jaguar,'* a large flesh-eating spotted cat of control, and S. America as *'harimau,'* meaning is similar. The translator substitutes the term *'jaguar,'* which seems strange in Indonesian, into *'harimau,'* which they are accustomed to the meaning of *'harimau'* here, I am likely to have a similar impact on the target reader—dealing with the problems in culture-specific concepts this strategy can be used.

### 4. Translation by paraphrasing using a related word

This strategy tends to be used when the concept expressed by the source item is pronounced in the target language but a different form. For example, a translator can translate *'brain boy'* as *'Anakberakal.'* The word 'brain' means the organ inside the head that controls thought, memory, feelings, and activity in the source language.

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<sup>45</sup>*Ibid*



## 5. Translation by illustration

This is a strategy in which the possibility of translating words in the target language with lengthy explanations and explaining the meaning from a word.<sup>46</sup> It is also to overcome the lack of equivalence in the target language. This strategy will be helpful if the Source Language word lacks Target Language equivalent. This strategy could only be used if the word refers to a physical entity that can be illustrated. For example, when we talk about '*angklung*,' we show the picture because there is no easy way to translate '*angklung*' into English without illustrating this stuff, and just explaining is not enough.

### I. Argumentative Text

#### 1. Definition of Argumentation

Argumentation is giving opinions or the reasons to reinforce or reject an opinion.<sup>47</sup> In addition, argumentation is the process of forming reasons, justifying beliefs, and drawing conclusions with the aim of influencing the thoughts and/or actions of others.

The term argument is used in different ways in academic discourse, ranging from the philosophical construct of promises and conclusions.<sup>48</sup> Through argumentation, students critical thinking skills develop and ultimately their rhetorical styles become more varied. The rhetorical style in the form of writing makes it possible to achieve success easily in

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<sup>46</sup>*Ibid*

<sup>47</sup> Muhammad Solahudin, (2009), *Kiat-Kiat Cepat Belajar Writing*, Jogjakarta: Diva Press, Page.

<sup>48</sup> Ursula Wingate, (2011), *Argument! Helping students understand what essay writing is about*, Journal of English for Academic Purposes, Vol.11, November 2011, Page.146

the field of work.<sup>49</sup> The ideality of the argument is based on two reasons: argumentation is an attempt to find out which view is better than the other and the argument is described as the way one explain and defends an idea.<sup>50</sup>

Based on the some definitions, researcher conclude that argumentative is a paragraph that explains and convinces the reader about the pro (agree) and cons (disagree), which is often called the argumentative paragraph. To find out what the argumentative is like, the easiest example of argumentative is badminton players, or table tennis players. Based on the example above, the topic to be discussed must be controversial for the public and the actual news that exists in the community today.

## 2. Component of Arguments

According to Toulmin found six components of arguments.<sup>51</sup>

- a. Data, the backing for the claim.
- b. Warrant, the link between the claim and the grounds.
- c. Backing, support for the warrant.
- d. Modality, the degree of certainly employed in offering the argument.
- e. Rebuttal, exceptions to the initial claim

## 3. Generic Structure of Argumentative Text

- a. Introduction, this part offers an argumentative perspective about the topic.

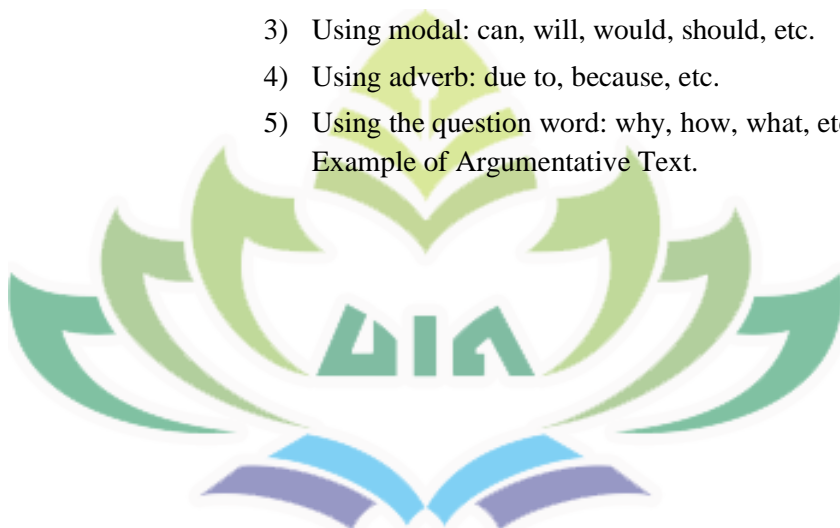
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<sup>49</sup> Gorys Keraf, (2007), *Argumentasi Dan Narasi*, Jakarta : PT Gramedia Pustaka Utama, P.4

<sup>50</sup> Anthony Weston, (2007), *Kaidah Berargumentasi*, Yogyakarta: Pustaka Pelajar, P.2

<sup>51</sup> Stephen Toulmin, (2003), *The Uses of Argument: Updated Edition*, New York: Cambridge University Press, P.89

- b. Body/thesis statement, It has supporting sentences for pros and supporting sentences for cons. Further both of these are called argument.
  - c. Conclusion/recommendation, It has to use deductive or inductive reasoning, cause and effect. And argument by authority. In addition to generic sstructure, argumentative also has language forms, namely:
    - 1) Using various tenses (multiple tenses): present, pas, future
    - 2) Using verbs: belief, object, argue
    - 3) Using modal: can, will, would, should, etc.
    - 4) Using adverb: due to, because, etc.
    - 5) Using the question word: why, how, what, etc.
- Example of Argumentative Text.





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