



**TEXTUAL EQUIVALENCE LEVEL IN THE STUDENTS' TRANSLATION OF
ANALYTICAL EXPOSITION TEXT FROM ENGLISH TO INDONESIAN**

(A Study of Fifth Semester of English Department Students of UNNES)

**A final project
submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*
in English**

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Declare that this final project entitled "Textual Equivalence Level in The Students' Translation of Analytical Exposition Text from English to Indonesia" (A Study of Fifth Semester of English Department Students of UNNES) my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the references.

Semarang, Juli 2018



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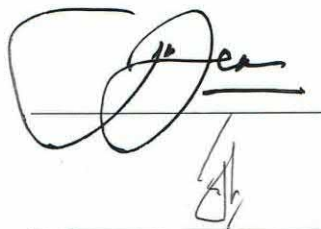
APPROVAL

This final project entitled "TEXTUAL EQUIVALENCE LEVEL IN THE STUDENTS' TRANSLATION OF ANALYTICAL EXPOSITION TEXT FROM ENGLISH TO INDONESIAN" (A Study of Fifth Semester of English Department Students of UNNES) has been approved by the board of examination and officially verified by the Dean of Languages and Arts Faculty of Universitas Negeri Semarang on

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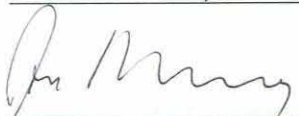
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MOTTO

**Always pray to have eyes that see the best in people
A heart that forgives the worst
A mind that forgets the bad
And a soul that never loses faith in God**

This final project is dedicated to :

Beloved Babeh& Mamah,

ACKNOWLEDGEMENTS

Bismillahirrahmanirrahim

Alhamdulillahirabbil'alamin, the researcher would like to express her deepest thankfulness to Allah SWT for the blessing and health during the production of this final project.

This final project entitled “Textual Equivalence Level In the Students’ Translation of Analytical Exposition Text from English to Indonesian”(A *Study of Fifth Semester of English Department Students of UNNES*)is submitted to fulfil the partial requirements for the degree of Sarjana Pendidikan.

The writer would like to deliver sincerest gratitude to:

1. Allah SWT, the Almighty for His blessings, grace, love, and strength leading to the completion of this final project.
2. Prof. Dr. Januarius Mujiyanto M. Hum., as the supervisor, for invaluable guidance. Moreover, thank you for his kindness and helpful corrections to this final project until its completion.
3. Dr. Sri Rejeki Urip, M.Hum. as the chairperson of my final project examination.
4. Galuh Kirana Dwi Areni, S.S., M.Pd. as the secretary of my final project examination.
5. Dr. Rudi Hartono, S.S., M.Pd. as the second examiner of my final project examination.
6. Rohani, S.Pd., M.A. as the third examiner of my final project examination.
7. All the English lecturers in English Department of UNNES.
8. My beloved parents, Bapak Samuji and Mamah Winarti for all the love they are given.
9. My beloved brother, Setyo Budi and Andy Try Budi Yanto.
10. My partner Mohamad Sandi Prakoso who always helps all the time needed.

11. My beloved best partner Rangga Yudhi Ardiansyah who always stay by my side in every situation and always helps all the time needed.
12. My best friend Eka Anggun Yuliasri.
13. My best sister Annisa Kaban.
14. My beloved second family in Semarang Devi Liviana Wati and Ellen Febiana who always support and help everything I need.
15. My beloved nephew Dimas Dita Windiani who always be my support system to get bachelor degree.
16. My best room mate Ziyadatul Hikmah for all the support she is given.
17. My friends in the boarding house, Kontrakan Cihuy (Ziyah, Eli, Cindy, Ellen, and Septi), for sharing many laughs and happiness in this togetherness.
18. All of my friends of English Department '14 who have shared knowledge and friendship.

The last, there is nothing perfect in this world and this final project is not an exception. Therefore, suggestions and criticisms are always needed. I hope this final project will be useful for all the readers both of English teacher or English students.

ABSTRACT

Budi Setyani, Ninda. 2018. *Textual Equivalence Level in the Students' Translation Of Analytical Exposition Text From English To Indonesian(A Study of Fifth Semester of English Department Students of UNNES)*. Final Project. English Department. Faculty of Languages and Arts. Universitas Negeri Semarang. Supervisor: Prof. Dr. Januarius Mujiyanto, M.Hum.

Key words: Textual equivalence, Translation, Analytical Exposition.

This final project entitled “Textual Equivalence Level in the Students’ Translation of Analytical Exposition Text from English to Indonesian” is a descriptive qualitative research, which is intended to analyze the ability of students’ translation text using rubric to measure the aspect of Textual equivalence based on three aspects Theme, Sentence Structure, and Textual Cohesion from the result of student’s translation worksheet. As the purpose of this research is to know in what level the result of student’s translation that can categorize based on *Students’ Textual Equivalence Level* and to describe the Theme, Structure, and Cohesion of the students’ translation result. The subject of this research is fifth semester of English Department Students of UNNES who are study in Translation class. The data collect from translation test in form of Analytical Exposition text. This research using four rubrics of writing assessment there are table of the students’ translation quality based on five accuracy aspects gained by samples for each classification, table of students’ quality result, table of textual equivalence sub-component gained by students based on its indicators, and the table of level of textual equivalence gained by students based on their translation accuracy quality. The result shows from 30 student’s translation done by the fifth semester students class A of English department of UNNES , the less accurate translation quality are 2 respondents which is indicates 6 % . The students’ translation which in accurate enough translation quality are 22 respondents which is indicates 73%. In more accurate translation quality are 6 respondents which is indicates 20 %. Findings; *unacceptable translation 6 %, inadequate translation 73 %, and barely adequate translation 20 %*.

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CHAPTER I

INTRODUCTION

This chapter present the background of the study, the reasons for choosing topic, the statement of the problems, the objectives of the study, the significance of the study, the limitation of the study, and the outline of the study.

1.1 Background of the Study

English in a language of globalization is used in almost all of countries in the world as a means of International communication, and it is the widest medium of communication. Because of its significance role, English has been included to Indonesian Educational System Curriculum. It is being taught as an essential subject in the school as the first foreign language to be learned and become compulsory subject in Junior High School, Senior High School, and in the University level. The important thing when learn about English is understand the meaning or the message that deliver on it. Translation is one of the most technique often use to interpret the meaning from source language into target language.

A challenging effort for the translators is not only transferring the meaning or message from the source language into target language, they also must be able to produce readable text from source language into target language. The message from the source text should be well distributed into target text to get the similar information that the writer wish to communicate with the readers. The translator should produce the target text that has textual equivalent to the source text so the reader can understand the text with ease. To produce the text that has textual

equivalence, the translator should know what textual equivalence first and the type of textual equivalence itself.

Equivalence is the main concern for every translator in translation. The equivalence itself is distributed into semantic, grammatical, pragmatic, and textual equivalence. The textual equivalence is viewed as the main concern in this research and would be defined in the term of equivalence and textual. Koller (1995) in Hatim and Munday (2004: 50) views equivalence as a process constrained by the influence of a variety of potentially conflicting SL/TL linguistic textual and extra- textual factors and circumstances and by the role of the historical-cultural conditions under which texts and their translations are produced and received.

Bassnet (2002, 33) states 'Textual (syntagmatic) equivalence, where there is equivalence of the syntagmatic structuring of a text, i.e. equivalence of form and shape'. Equivalence in form of target language is where adjective is transferred into adverbial as it is merit the form in target language text. The shape is related with whether passive would be transferred into active since it is the only way to have equivalence itself. Then, coherence and cohesion are closely related in forming the textual equivalence that the text would be understood by the reader if it has cohesion and coherence in forming it.

On the other side, Baker (1992), Textual equivalence is when referring to the equivalence between a SL text and a TL text in terms of information and cohesion. Texture is a very important feature in translation since it provides useful guidelines for the comprehension and analysis of the ST which can help the translator in his or her attempt to produce a cohesive and coherent text for the audience in a specific context. It is up to the translator to decide whether or not to maintain the cohesive ties as well as the coherence of the SL text. His or her decision will

be guided by three main factors, that is, the target audience, the purpose of the translation and the text type. Baker (2011:181-202) describes the textual equivalence in more detail that she only viewed coherence as the element that hold textual equivalence much. As the cohesion devices- reference, substitution and ellipsis, conjunction, and lexical cohesion- are highly applied in target language text; the textual equivalence would be achieved as well.

Nida argued that there are two different types of equivalence, namely *formal equivalence* which in the second edition by Nida and Taber (1982) is referred to as *formal correspondence* and *dynamic equivalence*. Formal correspondence focuses attention on the message itself in both form and content, unlike dynamic equivalence which is based upon the principle of equivalent effect (1964:159). In the second edition (1982) of their work, the two theorists provide a more detailed explanation of each type of equivalence. Formal correspondence consists of a TL item which represents the closest equivalent of a SL word or phrase. Nida and Taber make it clear that there are not always formal equivalents between language pairs. Dynamic equivalence is defined as a translation principle according to which a translator seeks to translate the meaning of the original in such a way that the TL wording will trigger the same impact to the audience as the original wording did. They argue that 'Frequently, the form of the original text is changed; but as long as the change follows the rules of back transformation in the source language, of contextual consistency in the transfer, and of transformation in the receptor language, the message is preserved and the translation is faithful' (Nida and Taber, 1982:200).

Among those classifications of textual equivalence, Koller (1995) in Hatim and Munday (2004: 50) views equivalence as a process constrained by the influence of a variety of potentially conflicting SL/TL linguistic textual and extra- textual factors and circumstances and by the role of the historical-cultural conditions, it is very general and do not explain in more detail about the

elements that can be used to measure whether the text has achieved textual equivalence or not. Nida, distinguishes the ideal of equivalence in two ways: formal equivalence and dynamic equivalence. On the other side, Baker (1992), Textual equivalence is when referring to the equivalence between a SL text and a TL text in terms of information and cohesion. In one point, she has given more specific explanation toward the textual equivalence that is; by analyzing the translation above word level. She proposes that textual equivalence can be measured through the coherence and cohesion.

1.2 Reasons for Choosing the Topic

The reason I choose the topic about textual equivalence level in translation because even though students know they should keep the message of the source text into target text in translation an analytical exposition text, but the textual equivalence is not something which is easy to achieve in translation. Moreover, whether the target text has transferred the source text meaning or not, and how students' textual equivalence would be achieved using certain rubric need to be investigated especially in translating English text into Indonesia.

The students seem to have difficulty in developing and arranging meaning and structure from the source language into good sentences and paragraphs cohesion into target language. Many students consider that translating is a difficult subject to learn even in their own language. This happened to me when I was in translation subject class. I as the student at that time thought that translating was difficult because I need to change the language from English to Indonesia but I should keep the same content of the text in a different language.

This research will investigate the ability of students' translation text using rubric to measure the aspect of Textual equivalence from the result of student's translation worksheet. It is very important because the translator must ensure if the result of the translation appropriate with the source language and the information from the source language does not different with the target language. As the purpose of this research is to know in what level the result of student's translation that can categorize based on *Students' Textual Equivalence Level*.

1.3 Research Questions

This study was conducted to find out Students' textual equivalence level in translating English text into Indonesia which is distributed into these questions:

1. How is the textual equivalence of theme in the students' translation of analytical exposition text based on the textual equivalent rubric?
2. How is the textual equivalence of structure in the students' translation of analytical exposition text based on the textual equivalent rubric?
3. How is the textual equivalence of cohesion in the students' translation of analytical exposition text based on textual equivalent rubric?

1.4 Objectives of the Study

Based on the statement of research questions, the objectives of this study can be stated as follows:

1. To describe the result of the student's translation text using textual equivalence of theme based on the textual equivalent rubric.
2. To describe the result of the student's translation text using textual equivalence of structure based on the textual equivalent rubric.
3. To describe the result of the student's translation text using textual equivalence of cohesion based on the textual equivalent rubric.

1.3 Significance of the Study

The results of the study will give theoretical information about the students' textual equivalence level in translating analytical exposition text from English to Indonesia. Textual equivalence can train the students to make sure about the result of their translation, not only to transferring the language they also need to deliver the meaning same as the source language. This study can give the students the opportunity to develop their own translation ability using textual equivalence aspects.

1. Students

The result of the study may be able to motivate the students to improve their ability in translating analytical exposition text not only change the language of text but also they can communicate the message of the text.

2. Teachers

The result of the study may be able to inspire English lecturer to give more intention of textual equivalence aspects for teaching translation text in their classroom.

1.5 Limitation of the Study

This study focused on the students' textual equivalence level in translating analytical exposition text from English to Indonesia. It means that the researcher want to know the translation results meaning oriented criteria for each level of textual equivalence gained by students. There are three level in textual equivalence based on the analysis of the Theme, Structure and Cohesion, the researcher classified the level from Unacceptable translation, Inadequate translation, and Barely Adequate translation. This study focused on the students' textual equivalence level of their translation. Besides, the researcher chose the fifth semester students of Universitas Negeri Semarang.

1.6 Outline of the Study

This final project consists of five chapters, which can be described as follows:

1.7.1 Chapter I

In the chapter I contain of introduction, which presents the background of the study, the reasons for choosing topic, the statement of the problems, the objectives of the study, the significance of the study, the limitation of the study, and the outline of the study. The researcher explain about the background of this final project and give the reason why she chooses the topic, and then give the objective or purpose of this research conducted.

1.7.2 Chapter II

Chapter II presents the review of the previous study, the theoretical reviews and the theoretical framework. The researcher will review 35 journals and apply in review of previous studies, then in the theoretical review she give the theory of this research conducted, and also explain the theoretical framework in order to be based of this research.

1.7.3 Chapter III

Chapter III presents the research design, the instruments for collecting data, the method of collecting data and the method of analysing data. In this chapter the researcher explains the design of the research methodology that used to analyse the data. The researcher also applies the instruments for collecting the data and the method of collecting the data. And also explains how the researcher analyse the data.

1.7.4 Chapter IV

Chapter IV presents general findings which consist of data and discussion of the result. In this chapter the researcher explains the detail of the analysis result in findings; there are three part of the finding based on the objectives of this research that applied in the chapter 1. Then the researcher discusses the finding in the discussion part. In the discussion part the researcher also explains three points based on the objectives of this research.

1.7.5 Chapter V

Chapter V, the last chapter presents the conclusions and the suggestions based on the research findings. The researcher explains the conclusion based on the finding and discussion in chapter IV, the research can conclude the result and give suggestion for the lecturer or teacher, for the students, and also for the next researcher who will conduct the same research with different method and object of analysis.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of the previous study, the theoretical reviews and the theoretical framework.

2.1 Review of Previous Study

Research on textual equivalence conducted used qualitative approach to identify the result of the analysis using the English-Indonesian translation, they used some media in translation such as novel of Harry Potter and the Half-blood Prince, transcript of TROY movie, the novel entitled The Hunger Games, headlines as found in YouTube's website, and dialogues in The Lightning Thief. All of them have aim to finding the strategies used by the translator in translating the media that they used; they want to measure the level of textual equivalence of the result of the translation. The research done the observation involves several types, namely; observing, identifying, comparing, classifying, and evaluating. The writers collect the data, arrange, classify, analyse and conclude the result of the research. (Hidayati (2009), Dzikrullah (2009), Septiani (2013), Efendi, L (2012), Maulud Diati (2016)).

Hidayati (2009), on the result of the analysis, translator should compare carefully differences in the pronominal system and identify the proper names of both of source and the target language in order to provide an accurate, clear, and natural translation. Besides that Dzikrulla(2009), The finding of the analysis are as follows: In the word level equivalence, the strategies used by the translator are: using more neutral/ less expressive word, using more general word, using more specific word, using loan word, paraphrasing using related word,

paraphrasing using unrelated word and omission. The next Septiani (2013), the results of the research show that there are more than one strategy in the sentence which is used by the translator to achieve the equivalence in the translation of *The Hunger Games* novel that concludes word, phrase, clause and even sentence. Second, the most strategy which is used by the translator is shift strategy. As a result, the translation of the novel entitled *The Hunger Games* into Indonesian is excellent with grade A. Then on the research of Efendi(2012), The finding of the analysis are follows: The strategies used by the translator to overcome the problems in translating advertising headlines are translation by paraphrase using unrelated words got the highest result, then follow with the translation by paraphrase using a related word, translation by omission, translation by a more specific word, translation by a more general word, translation by a more neutral word/less expressive word, and the lowest result come from translation using a loan word.

On the study of Mauluddiati (2016), The finding show that: the highest result come from the strategies used by the translator to overcome the problems in translating the dialogue are translation by paraphrase using related word, translation by a more specific word, translation by paraphrase using unrelated word, translation by a more general word, translation by omission, translation by more expressive or less neutral word and translation by using loan word or loan word plus explanation. Word level equivalence meaning in the strategies: translation by using loan word was the strategy whose data were got higher result of score 3 (meaning is sufficiently rendered) by three ratters, translation by a more general word was the strategy whose data were got higher result of score 2 (meaning is insufficiently), and translation by omission was the strategy whose data were got higher result of score 1.

In addition research about textual equivalence stated process of translating noun phrases from English into Indonesian causes a translator has a difficulty in determining structure of noun phrase in target language because of the different structure between both languages (Nikmatu Rupiah and Hartono (2016), Yuliasri and Hartono (2016), and Yuliasri (2015), Nurlaila (2014), Triastika (2017)).

The result of the research by Nikmatu Rupiah and Hartono (2016) the findings map out the high use of translation shift than equivalence applied. The use of translation shift makes the translation of noun phrases more naturally and acceptable. The use of category shift, i.e. structural shift was the highest step in process of translating Barbie short stories. While the highest equivalence occurs on textual equivalence where there was equivalence structuring of a text. The next research by Yuliasri and Hartono (2016), findings revealed that the dominant translation techniques used in translating humor were literal translation, linguistic amplification, modulation, generalization, and amplification. The findings of the text analysis also showed that some of the humor was successfully rendered but some was reduced and/or even gone. Interestingly, the reader survey showed that there was not much humor in the novel and that the novel was more mystical than humorous.

Then, on the research by Yuliasri (2015), find a comparison was made between the translations done by those in a class with prior lecture on translation techniques and those in a class without such prior lecture to see if there was any difference in their use of translation techniques. A further analysis was then made on the quality of their translations. Questionnaire was also given to find out how students perceived the problems in translation and how they explored translation techniques to deal with the problems. And then, the research by Nurlaila (2014), has result that there are 129 cultural terms found in 623 sentences. Of the analyzed data,

it is seen that only 16.66% of the data is not equivalent with the target text, while 83.34% words and phrases of *meurukon* text are equivalent. This suggests that as a result of translation, the *meurukon* text has high semantics or lexical equivalences with the target text. And research by Triastika (2017), the findings indicate that: The equivalence of thematic structure contained in the translation of textbooks *Approaches to Discourse* into Indonesian is the equivalence on the pattern/ thematic arrangement of the unmarked theme and a simple theme/topical theme, the information structure equivalence Between source text (ST) and target text (TT) is the equivalence in the form of organization of given and new information. Equivalence in the cohesive devices translation is found in the use of grammatical cohesive devices, The translation method used is the literal translation, The discovered distortion was fully related to the aspects of semantics and linguistic equivalents, The factors causing distortion are the translators' skills and competencies, The impact inflicted by the various distortion in the target text (TT) is that the translation readers get different messages from the message of source text (ST).

The next research about cohesion in text, one of the research aims to sets out to investigate lexical cohesion and the network of lexical chains it creates from the point of view of translation, and most of them focused on the crucial topics of cohesion and thematic structure and the relevance of these options for translation studies (Giannossa (2012), Ramon (2015), Lotfipour-Saedi (1997), Azmina (2013), Cristina (2010)).

After analyzing and classifying the data, Giannossa (2012), the analysis of word senses and semantic relations are strictly interrelated in so far as they both set out to demonstrate that not much emphasis has been placed yet on cohesion in general and lexical cohesion in particular in translator training programs and that a greater awareness of it could benefit both professionals and novices. And then, Ramon (2015), Translation theoreticians have started to acknowledge

that since the writer of a text and its translator belong to different cultural and linguistic systems not normally sharing the same textual features, translations should be compatible with target language norms and with the generic conventions of authentic target language texts.

Next, the research by Lotfipour-Saedi (1997), defined the notion of Translation Equivalence (TE) in terms of lexical cohesion. The type of lexical strategies employed by the SL discourse producer, the nature of the cohesive network (predictive, prospective as well as retrospective) created by such strategies and the type of semantic structures which exist among the lexical nodes in this network will first be characterized. Then the TL equivalent texts will be examined in terms of similar lexical strategies. On the research by Azmina (2013), the result shows that kinds of grammatical and textual equivalence which are used by Chusfani in translating English into Indonesia language of Christopher Paolini's Novel of "Inheritance" uses all kinds of grammatical and textual (cohesion) equivalence, after all, grammatical equivalence of person is the most dominant data (38) used by Chusfani in translating English into Indonesia language of Christopher Paolini's Novel of "Inheritance". And then the next research by Cristina (2010) illustrate a number of translation strategies necessary to deal with the afore-mentioned cases of non-equivalence: translation by a more general word (superordinate); translation by a more neutral/less expressive word; translation by cultural substitution; translation using a loan word or loan word plus explanation; translation by paraphrase using a related word; translation by paraphrase using unrelated words; translation by omission and translation by illustration.

The other research conducted by state that the translators should be aware of the two languages and also should have good command of them so as to be able to convey accurate meaning as natural as possible. The research conducted using descriptive qualitative research (Angelelli, C. V. (2009), Panou, D.(2013), Bell, R.T. (1991), Yuliasri and Hartono (2016)).

The research by Angelelli, C. V. (2009), indicated that the most frequent strategy applied in the translation of coordinate conjunctions was equivalent substitution, and for correlative conjunctions, unit shifts and equivalent substitution were the most frequent used strategies. Then research by Panou, D.(2013), deals with pragmatic meaning equivalence of translation between source language and target language in terms of associative meaning, and also deals with meaning equivalence of translation from two different levels—lexical equivalence and textual equivalence, finally illustrates the significance of translation in college English teaching and learning. Next research by Ulfah (2015), use Trans Tool or Machine Translation (MT) This study was conducted based on five parameters: word-level equivalence, above word-level equivalence, grammatical equivalence, textual equivalence, and cohesion equivalent. Those were the data analysis technique. As the result, "Google Translate" had a low effectiveness in translating English sentence into Indonesian sentence, with the highest probability of 18.75% which is only achieved when translating Academic complex sentence. The result of this study was shown that the accuracy of "Google Translate" in translating Indonesian- English translation was very low.

Research by Bell, R.T. (1991). Analogies between the equivalence concept and a concept of scientific knowledge as it is and has been studied within the philosophy of science are highly informative in pointing out the philosophical issues involved in equivalence, translation, and knowledge. Rather than dismissing the concept as ill-defined or imprecise, it is in the interest of the field of translation studies to consider the origins and manifestations of this 'imprecision' in order that we may be better informed and less inclined towards theoretical antagonism. And then, the research by Yuliasri and Hartono (2016), the findings of the text analysis also showed that some of the humors were successfully rendered but some was reduced and/or even gone. Interestingly, the reader survey showed that there were not many humors in the novel and that the novel was more mystical than humorous.

Newer researchs describe the textual and pragmatic equivalence and find out the most dominant of textual and pragmatic equivalence, the research use descriptive qualitative research (Sa'adah (2016), Krisdiana (2017), Emilia, Habibi, and Ariang (2017), Yuliasri (2016), Li (2009), Yuliasri (2014)).

On the research by Sa'adah (2016), concludes that 74 cases were found in textual and pragmatic equivalence in the Freedom Writers movie script. The textual equivalence consist of 14 cases in personal reference, 6 cases in demonstrative reference, 5 cases in comparative reference, 2 cases in substitution, 2 cases in ellipsis, 8 cases in conjunction and 3 cases in lexical cohesion. The pragmatic equivalence consist of 4 cases in coherence, 9 cases in implicated (maxim of quality), 4 cases in implicated (maxim of quantity), 9 cases in implicated (maxim of manner) and 9 cases in implicated (maxim of relation). Then, research by Krisdiana(2017), show that as a whole, the professional translators produce more natural texts than learners. Despite the different degree of naturalness resulted, the choice of modulation and

amplification techniques works well in both groups; although amplification is not among the three dominant techniques with the highest naturalness score (score 3), the score is still good. Meanwhile, literal translation techniques used by learners result in only 49.74% of good naturalness.

Next on the research by Emilia, Habibi, and Ariang (2017), suggests that the students still needed more guidance and time to do research on the topic in focus, to go through the process of writing as professional do, to allow them to create a better text with more elaboration and characteristics of written language with consistency and accuracy. It is recommended that further research on different perspectives and focus of analysis of different text types using systemic functional linguistics, with more representative samples, and studies on the teaching of writing be conducted. And then research by Yuliasri(2016), use of such translation techniques as generalization, established equivalent, linguistic compression, amplification, literal translation, compensation, linguistic amplification, variation, particularization, borrowing, transposition, description, and calque has resulted in equivalent pragmatic force between ST and TT. Only minor portion of the translated text is not equivalent in its pragmatic force, and this is caused by the use of amplification, discursive creation, and reduction, adaptation, and modulation techniques. The high rate of pragmatic equivalence shows the translator's success in translating the text.

Next the research by Li (2009), it involves the transfer of messages between two different language systems and cultures, and translation 'by its nature' 'is multilingual and also interdisciplinary'. Translation subjects are the texts in various publishing forms for different levels of reader; moreover, the language systems, linguistics, communications studies and cultural studies are also involved in research subjects, which all contribute to the difficulties of

translation fulfillment. Next research by Yuliasri (2014), the research findings reveal that 34.79% of the translated humorous utterances undergo shifting in the pattern of cooperative maxim non-observance. Interestingly, the most dominant shift is in the flouting of the maxim of manner and its combination, where the English original humour flouts more maxim of manner than the Indonesian translated utterances. This probably relates to the use of certain translation techniques such as discursive creation, generalization, reduction, and amplification for the sake of readability and ‘decency’.

The next research about the element of theme, structure, and cohesion in textual equivalence, the research stated that cohesion is one of the most important factors of text creation. It is a semantic concept which occurs when the interpretation of one element in the text depends on some other element. In the analysis of the examples of cohesive types, semantic as well as syntactical and pragmatic aspects of linking will be brought together (Gazdi Aleri, Petrov, and Aleri (2017), Dewi, Indrayani, and Citraresmana (2014), Sulistyoningtyas (2012), Sodik, Tarjana, Nababan, and Wiratno (2018), Krisdiana (2017)).

Result of the research conducted by Gazdi Aleri, Petrovi and Aleri (2017), in the analysis of the examples of cohesive types, semantic as well as syntactical and pragmatic aspects of linking will be brought together. In other words, linking within a text will be studied in the entirety of the communication process.

Then the research by Dewi, Indrayani, and Citraresmana (2014), found that textual equivalence indicates the similarities of function of the adjective phrase in both English and Indonesia. However, the occurring shift indicates the translators to get natural translated text in TL by made linguistic changes without changed the meaning. The next research conducted by Sulistyoningtyas (2012), the terms which are able in finding the equivalence should be

translated. Therefore, it can be said that some of the use of addressing terms in the Indonesian translation of Harry Potter and the Chamber of Secret are appropriate and some of them are not appropriate. In addition the research from Krisdiana(2017), show that as a whole, the professional translators produce more natural texts than learners. Despite the different degree of naturalness resulted, the choice of modulation and amplification techniques works well in both groups; although amplification is not among the three dominant techniques with the highest naturalness score (score 3), the score is still good. Meanwhile, literal translation techniques used by learners result in only 49.74% of good naturalness.

The last research conducted about syntactic shift used in English-Indonesian translation by the fifth semester students, and then almost the others conducted research about the quality of translation based on textual equivalence (Noviyanti and Nugraha (2016), Lotfipour-Saedi (1990), Al-Qinai (2000), Emery (1991), Lotfipour-Saedi (1997)).

The first research was from Noviyanti and Nugraha. (2016), stated that from five sub-categories of syntactic shift, there are three sub-categories of them which were used by the fifth semester students. Translation by using word-into-phrase shift reaches the highest level and follow by the translation by using phrase-into-clause shift. The last is the translation by using clause-into-sentence shift. Both phrase-into-sentence and sentence-into-paragraph shifts are not found in the students' assignments of English-Indonesian translation. Then the research conducted by Lotfipour-Saedi (1990), this research state that the translator's task has usually been defined as the establishment of an equivalence between the source language (SL) and the target language (TL) texts, and the translation process has been characterized as a branch of contrastive linguistics.

Next research conducted by Al-Qinai (2000), Translation quality assessment has been marred by impressionistic and often paradoxical judgments based on elusive aesthetics. This study seeks to develop an empirical model for QA based on objective parameters of textual typology, formal correspondence, thematic coherence, reference cohesion, pragmatic equivalence and lexicon syntactic properties. And then the next research from Emery (1991), this paper addresses these two issues: the first part considers various theoretical bases for text classification and elects the criterion of domain or "social context" as the determining factor. The second part deals with methods of text analysis and proposes an integrated approach encompassing insights from a number of linguistic theories. Finally, consideration is given to the role of text analysis in translation pedagogy and ways in which trainee translators' sensitivities to this aspect can be heightened. And the last but not least the research conducted by Lotfipour-Saedi (1997), this study concern to modern trends in linguistics, a text rather than a sentence is the unit of communication, and communication and negotiation of meanings in human verbal transactions is achieved within the framework of a text. This paper defines the notion of Translation Equivalence (TE) in terms of lexical cohesion. The type of lexical strategies employed by the SL discourse producer, the nature of the cohesive network (predictive, prospective as well as retrospective) created by such strategies and the type of semantic structures which exist among the lexical nodes in this network will first be characterized. Then the TL equivalent texts will be examined in terms of similar lexical strategies.

2.2 Theoretical Reviews

2.2.1 Translation

2.2.1.1 The Definition of Translation

There are some definitions of translation. Nida(1982) states that translation consist of reproducing in the receptor language the closest natural equivalence of the source language message, first in terms of meaning and secondly in terms of style. Newmark in Rudi Hartono states that translation is rendering the meaning of a text into another language in the way that the author intended the text.

From the definition from Nida(1982),the translation has the same term “equivalence”. The meaning, context, though, or message of both source of reproducing in the receptor language, the closest natural are equivalent to the message of source language. The first is meaning and secondly is style. The message of source language must equivalent. The reader of translation who knows the target language only will be confused if the target language is influenced by the source language.

Meanwhile,Nida(1982) states that the result of translation must be transferring the meaning of the source language clearly, in order to make the clear meaning of source language, it is expected that the meaning of target language can be understood by the readers. So, the result of translation must be readable. In target language, readability is needed, because it makes the readers easier to catch the content of the translation text, conversely when the translation text is not readable. It will make the readers difficult to understand the content of the text well.

Based on many definitions above, the writer assumes that the translation is a process of transferring thoughts and message from the source language to the target language, in the form of written or spoken.

2.2.1.2 The Types of Translation

Practically, there are some kinds of translation that have their own characteristics and forms. Some kinds of translation are found because of the differences and similarities of the source structures, different kinds of text that are going to be translated and different purpose of translation. Newmark(1981) states that translation methods relate to whole texts, translation procedures are used for sentences and the smaller units of language.

Roman Jakobson as cited in Hatim and Munday (2004) makes a very important distinction between three types of written translation:1)Intra-lingual translation,translation within the same language, which can involve rewording or paraphrase, 2) Inter-lingual translation,translation from one language to another,3)Inter-semiotic translation,translation of the verbal sign by non-verbal sign for example music or image.

Nababan (2006) differentiates kinds of translation, such as word for word translation, free translation, literal translation, dynamic translation, pragmatic translation, aesthetic-poetic translation, ethnographic translation, linguistic translation communicative translation and semantic translation.

2.2.1.3 The Process of Translation

According to Nida and Taber (1969), the process of translation can be defined as the activity of translation. The translation process usually is used by a translator as a guide in translating text from the source language into the target language. The process of translation consists of three steps, analyze texts of source language, transfer, restructuring.

The first stage is analysis, translator analyzes about grammatical relationship and meaning of the word. In the transfer stage, translator analyzes material of source language and target language that is transferred base on the mind of translator. The material that has analyzed (X) is transferred to receptor text (Y), and then it is restructured to make final message that is acceptable in receptor language.

2.2.2 Analytical Exposition Text

2.2.2.1 Definition Analytical Exposition Text

Based on the britishcourse.com, an exposition is a piece of text that presents one side of an issue. The purpose of the exposition is to persuade the reader or listener by presenting one side of an argument, which is the case or the case against. Exposition texts can be in the form of advertisements, spoken arguments, and editorials.

According to britishcourse.com, state that analytical Exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter, and to analyse the topic that the thesis/opinion is correct by developing an argument to support it.

Analytical Exposition is one kind of Informational text. It is a subset of the larger category of nonfiction. Its primary purpose is to inform the reader about the natural or social world, different from fiction and other forms of nonfiction, informational text does not utilize characters. Further, it has specialized language characteristics such as general nouns and timeless verbs that are not common in other genres. Some examples of this structure would be: “Dogs bark;” “Some sea snakes are quite deadly;” or “Apples can be red, yellow, or even green!”

Authors of informational text employ a variety of structures to assist the reader in finding information quickly and efficiently. These might include a table of contents, an index, bold or italicized text, glossaries for specialized vocabulary, embedded definitions for specialized vocabulary, realistic illustrations of photos, captions and other labels, and graphs and charts. Unlike narratives that tell a story across time in a linear fashion, informational text is often (though not always) non-linear. Some examples of types of informational text include cause-and-effect books, “all about...” books, question-and-answer books, and most reference texts.

2.2.2.2 The purpose of Analytical Exposition Text

On the britishcourse.com there are some purpose of analytical exposition text; first is to persuade the readers that idea is important matter, second to persuade the readers or listeners that there is something that, certainly, needs to get attention, and the last is to analyze a topic and to persuade the reader that this opinion is correct and supported by arguments.

We learn something every day by reading. Whether we know it or not, we learn through various reading sources like social media, smart phone applications and newspapers. These texts are informative because they build upon our prior knowledge or feed us with information we did not know. This is one of the most popular types of writing, and it is known as informational text.

2.2.2.3 Generic Structure of Analytical Exposition Text

On the britishcourse.com classified the generic structure into 3 part; (1) Thesis: Introducing the topic and indicating the writer's point of view, (2) Argument: Explaining the argument to support the writer's position. The number of arguments may vary, but each argument must be supported by evidence and explanation, and (3) Reiteration: Restating the writer's point of view / to strengthen the thesis. We can use the following phrase to make conclusion in reiteration.

2.2.2.4 Language features of Analytical Exposition Text

According to britishcourse.com analytical exposition text has language features to maintain the writer how to write this kind of information text; (1) Using relational process, (2) Using internal conjunction, (3) Using causal conjunction, (4) Using Simple Present Tense, (5) Using compound and complex sentences, and (6) Use word that link argument, such as firstly, secondly, and reasoning through causal conjunction, such as in addition, furthermore, however, therefore.

2.2.2.5 Example of Analytical Exposition Text

The Importance of Breakfast

Why is breakfast important? "Breakfast like a King, Lunch like a Prince and Dine like a Pauper" It's a well known phrase, but do you follow it?

Breakfast provides many benefits to our health and wellbeing. Breakfast provides the body and brain with fuel after an overnight fast – that's where its name originates, breaking the fast! Without breakfast you are effectively running on empty, like trying to start the car with no petrol.

Breakfast can support cognitive function. Breakfast also restores glucose levels, an essential carbohydrate that is needed for the brain to function. Breakfast provides energy, studies have shown how eating breakfast can improve memory and concentration levels and it can also make us happier as it can improve mood and lower stress levels.

Breakfast provides energy needs. People's energy needs vary depending on activity levels and life stage but typically men require more energy than women. Growing children require a lot of energy, as an example boys aged 7-10 years should consume approximately 1970 kcals per day, and girls aged 7-10 years should consume approximately 1740 kcals.

Source: <http://www.shakeupyourwakeup.com/why-is-breakfast-important>

2.2.3 Textual Equivalence in Translation

2.2.3.1 Definition of Textual Equivalence

Textual Equivalence oriented in translation same as a procedure which 'replicates the same situation as in the original, whilst using completely different wording'. Equivalence is therefore the ideal method when the translator dealing with proverbs, idioms, clichés, nominal or adjectival phrases and the onomatopoeia of animal sounds.

According to Jakobson (2000) theory, 'translation involves two equivalent messages in two different codes'. Jakobson (2000) goes on to say that from a grammatical point of view languages may differ from one another to a greater or lesser degree, but this does not mean that a translation cannot be possible, in other words, that the translator may face the problem of not finding a translation equivalent.

Baker (1992) addresses the vexing issue of equivalence by adopting a more neutral approach when she argues that equivalence is a relative notion because it is influenced by a variety of linguistic and cultural factors (p. 6). In particular, the chapters of her book are structured around different kinds of equivalence, that is, at the level of word, phrase, grammar, text and pragmatics. Hence, terms such as grammatical, textual and pragmatic equivalence come up. In more detail, a distinction is made between word-level and above-word-level equivalence.

Adopting a bottom-up approach, Baker (1992) acknowledges the importance of individual words during the translation process, since the translator looks firstly at the words as single units in order to find their equivalent in the TL. Baker (1992) goes on to provide a definition of the term *word* referring to its complex nature since a single word can sometimes be assigned different meanings in different languages. Consequently, parameters such as number, gender and tense should be taken into consideration when translating a word.

As the theory of this study, discussion of the notion equivalent can be found in Baker who seems to offer more detail list of conditions upon which the concept equivalent can be defined at different levels as follow; equivalence that can appear at word level. Baker (1992) gives a definition of the term word since it should be remembered that a single word can be regarded as being a more complex unit or morpheme, and it discuss about lexical meaning, above word level equivalence, when translating from one language into another. In this section, the translator concentrates on the type of lexical patterning, they are collocation, idioms, and fixed expression.

Grammatical equivalence, it's referring to the diversity of grammatical categories across languages. Baker focuses on number, tense and aspects, voice, person and gender. In the process of translation; such differences between SL and the TL often imply some change in the information content. When the SL has a grammatical category that the TL lacks, this change can take the form of adding information to the target text. On the other hand, if it is the target language that lacks a category, the change can take the form of omission.

Textual equivalence, it's referring to the equivalence between a SL text and a TL text in terms of information and cohesion. Texture is a very important feature in translation since it provides useful guidelines for the comprehension and analysis of the ST which can help the translator in his or her attempt to produce a cohesive and coherent text for the audience in a specific context. It is up to the translator to decide whether or not to maintain the cohesive ties as well as the coherence of the SL text. His or her decision will be guided by three main factors, that is, the target audience, the purpose of the translation and the text type. And the last pragmatic equivalence, it's referring to implicatures and strategies of avoidance during the translation process.

In the Thunnissen, L.(2015), PACTE group (2011) in their own words: 'developing a holistic model of translation competence which may subsequently be validated in a hypothetic-deductive study of professional translators.' So, they wanted to use this model (->) to develop a second model. This model would also be a holistic model of the acquisition of translation competence. This second model was announced by PACTE (2011) but has not been released yet. Important: the PACTE (2011) model was not made especially for *literary* translation.

2.2.4 Theme

According to Munday, J (2001) theme is defined as a main idea or an underlying meaning of a literary work, which may be state directly or indirectly. There are two types of theme; major and minor theme. Major theme is an idea that a writer repeats in his literary work, making it the most significant idea n the work. A minor theme, in the other hand, refers to an idea that appears in a work briefly, giving way to another minor theme.

2.2.5 Structure

Munday, J (2001) stated that text structure refers to how the information within a written text is organized. This strategy can help students understand that a text might present a main idea and details; a cause and then its effects, and views of the topic.

2.2.6 Cohesion

Baker (2011) stated that cohesion is a property of the text. It refers to the linking relationships that are explicitly expressed in the surface structure of the text. Meanwhile, another definition of cohesion is that cohesion is the more limited term: specific words and phrases (transitions, pronouns, repetition of key words and phrases) that tie prose together and direct the reader.

2.2.7 Textual equivalence level in Translation

According to the Pym, A. (2010), we can speak about five different types of semantic relationships between equivalent phrases (texts) in two languages. Thus all translations can be classified into five types of textual equivalence which differ as to the volume and character of the

information retained in each. Each subsequent type of textual equivalence retains the part of the original contents which includes the information preserved in the previous types.

Every translation can be regarded as belonging to a certain type of equivalence. Since each subsequent type implies a higher degree of semantic similarity we can say that every translation is made at a certain level of textual equivalence. Each level of textual equivalence is characterized by the part of information the retention of which distinguishes it from the previous level. The list of levels includes: 1) the level of the purport of communication; 2) the level of (the identification of) the situation; 3) the level of the method of description (of the situation); 4) the level of syntactic meanings; 5) the level of word semantics.

Based on the theory of PACTE's Group (2011) in this study I will divide the translation into three scales of textual equivalence namely (from lowest level to middle level):

1. **Unacceptable translation**, the translation is categorized as unacceptable when the theme in source text was transferred differently in target text that made the message changed.
2. **Inadequate translation**, it means the theme was transferred to target text by adopting the structure of source text that made the message difficult to be understood.
3. **Barely adequate translation**, the translator had considered the structure of target language even though in some parts it was oddly placed.

Those classifications were determined based on the analysis of textual theme, sentence structure and cohesion of the analytical exposition text.

2.3 Theoretical Framework

In this research, I will concern to measure the textual equivalence level of students in translating analytical exposition text. As translation is a kind of communication, the principal task in translation practice is to establish textual equivalence of the original text in target language. In other words, any translation involves a kind of textual equivalence between the source text and the target text; without textual equivalence of certain degrees or certain aspects, the translated text cannot be regarded as translation of the original text.

Baker (1992) addresses the vexing issue of equivalence by adopting a more neutral approach when she argues that equivalence is a relative notion because it is influenced by a variety of linguistic and cultural factors (p. 6). In particular, the chapters of her book are structured around different kinds of equivalence, that is, at the level of word, phrase, grammar, text and pragmatics. Hence, terms such as grammatical, textual and pragmatic equivalence come up. In more detail, a distinction is made between word-level and above-world- level equivalence.

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Textual equivalence, it's referring to the equivalence between a SL text and a TL text in terms of information and cohesion. Texture is a very important feature in translation since it provides useful guidelines for the comprehension and analysis of the ST which can help the translator in his or her attempt to produce a cohesion and coherent text for the audience in a specific context. It is up to the translator to decide whether or not to maintain the cohesive ties as well as the coherence of the SL text. His or her decision will be guided by three main factors, that is, the target audience, the purpose of the translation and the text type. And the last pragmatic equivalence, it's referring to implicates and strategies of avoidance during the translation process.

As Catford (1965) points out, "the central problem of translation-practice is that of finding TL equivalents. A central task of translation theory is that of defining the nature and conditions of translation equivalence." (Catford 21: 1965) Actually, since the fifties of the twentieth century, many translation theorists have involved and elaborated translation equivalence in their respective theories. However, the concept of translation equivalence is sometimes distorted, and, perhaps, this is why some people deny its validity and necessity.

In addition this study also uses the theory from Thunnissen, L.(2015), the theory come from PACTE (2011) and EMT, The PACTE (2011) model mentions five sub-competences; the first is the Bilingual sub competence, which comprises the ability to communicate in two languages. Second, theExtra-linguistic competence: general world knowledge, domain-specific knowledge, bicultural knowledge and encyclopaedic knowledge, Knowledge about translation, consisting of both knowledge about how translation functions and knowledge about professional translation practice.

Third is the Instrumental sub-competence, which is related to the use of resources such as dictionaries, encyclopaedias and search engines), and The Strategic sub-competence, which controls the translation process. Fourth, the bilingual sub competence and the extra-linguistic sub competence are not considered specific to translation, as they apply to all bilinguals. The last sub-competence is, according to PACTE (2011), the central competence when talking about translation competence. Their definition of this strategiccompetenceis as follows: ‘Procedural knowledge to guarantee the efficiency of the translation process and solve problems encountered. This sub-competence serves to control the translation process. Its function is to plan the process and carry out the translation project (selecting the most appropriate method); evaluate the process and the partial results obtained in relation to the final purpose; activate the different sub-competences and compensate for any shortcomings; identify translation problems and apply procedures to solve them.’ According to PACTE (2011), this competence is the most important one because it ‘serves to make decisions and solve problems’.

According to Thunnissen, L.(2015), EMT (2009) a group set up by the Directorate-General for Translation of the European Commission with the goal of improving the quality of translator training by implementing a European reference framework for a Master's programme in translation in the whole European Union.

According to Thunnissen, L.(2015), EMT (2009) has also developed a model, a translator competence profile. According to this model, there are six competences: The translation service provision competence, The language competence, The intercultural competence, The information mining competence, The thematic competence, The technological competence (mastery of tools). The EMT-model (2009) takes the form of a wheel in which the central competence is the translation service provision competence.

First, the central competence: the translation service provision competence. Some of the competences are broken down into dimensions. The translation service provision competence has two dimensions: an interpersonal and a production dimension. The components that constitute the *interpersonal dimension* all have to do with the professional aspects of the work of a translator, as you can see (maybe not, small letters on slide. The '*production dimension*' of the translation service provision competence is different: most of the skills mentioned there form part of the first competence in the Framework: the Translating competence. They have to do with translation strategies, the identification of translation problems, etc., and with proofreading and editing, similar to the editorial skills mentioned in the Textual Competence in the Framework.

The second competence mentioned, the language competence, is similar to the Linguistic Competence in the framework. In the EMT-model (2009), different aspects of language proficiency are mentioned, the focus is on the knowledge of (grammatical, lexical and idiomatic) *structures*, and the ability to use and understand them. The categories indicated in the Framework seem to be more specific for translation: first, the Framework uses categories established by the Common European Framework of Reference for Languages, so as not to need to describe linguistic knowledge in detail. That way, it is brief and more complete. Also, in the Framework there is a clear focus on writing skills, skills that are very important for translators.

The intercultural competence, the third one, roughly corresponds with the Literary-Cultural competence in the Framework. In the intercultural competence, two dimensions are distinguished: the sociolinguistic dimension and the textual dimension ‘Intercultural skills’. The EMT-model (2009) describes in more detail what these intercultural skills are: knowing the rules for interaction in a specific culture and knowing how to produce the appropriate register. The first descriptor mentioned has to do with language variations, and seems to me more linguistic than cultural: a translator with a profound knowledge of the language he or she translates (in), should also be able to recognize language variations, and the recognition of function and meaning of these variations could also be considered as a part of text analysis (the Textual competence): when analyzing the style of a text, aspects like this should be taken into account. The descriptors mentioned as the *textual dimension* of the intercultural competence, all have to do with dealing with texts. In the Framework, skills like ‘knowing how to recognize elements proper to the cultures represent’ form part of the Literary-cultural competence, while skills that only have to do with the texts are grouped in the Textual competence. The descriptors mentioned in the Textual competence of the Framework are very similar to the ones mentioned here. Some of the

skills mentioned in the EMT-model seem to indicate different levels: analyzing the macrostructure and grasping, for example, the implicit, could be similar to the difference between a Beginner (LT2) and an Advanced translator (LT3) in his or her ability to analyze texts (LT2: can analyze literary source texts, LT3: can make detailed analyses of literary texts). Some descriptors are mentioned in the EMT-model, but not in the framework; Knowing how to describe and evaluate one's problems with comprehension and define strategies for resolving those problems, Knowing how to extract and summarize the essential information in a document (ability to summarize).

The information mining competence, the fourth one in the EMT-model (2009), could be compared to the heuristic competence in the Framework. It also describes the practical skills needed to document a translation. Again, some of the components mentioned correspond to different levels in the framework. Some of the components that are described here might be missing in the Framework, for example 'knowing how to identify one's information and documentation requirements', means that the translator is develops a certain awareness of the problems encountered before searching for solutions. And one could argue that the aspect of knowing how to evaluate the reliability of documentary sources, for example, is present in the Framework (4, LT3: can find specific reference material and can apply search strategies), but this could be mentioned more explicitly.

Fifth, the thematic competence is a mix of attitudes and abilities. 'Developing a spirit of curiosity' could be seen as an attitude, while 'knowing how to search for information' is an ability, and an ability which for me could just as well form part of the information mining competence, as the EMT-model also indicates. The component that mentions 'development of knowledge in specialist fields' could maybe be compared to the 'handling of genres' mentioned

in the Textual competence of the Framework. For me, it is not clear why this is a separate competence.

The last competence is the technological competence. In the Framework, this competence is reflected in the Heuristic competence: there, it states that the translator can use digital tools. In the Framework, machine translation and the creation of databases is not reflected, one could argue that it is missing. On the other side, this competence might be less relevant for literary translation, as the use of translation software is less common among literary translators (and more for commercial translators).

Jakobson (1959/2000), Nida and Taber (2001), Baker (1992), and the last Thunnissen, L.(2015) on the theory of PACTE (2011) and EMT (2009). These theorists have studied equivalence in relation to the translation process, using different approaches. The theory from Baker will be used as the foundation about textual equivalence level in this study to measure the thematic, structure, and cohesion of the analytical exposition text translation;

In conducting this study, I will give a test (in the form of analytical exposition text translation) for the students in translation class. Then, I will collect the result of the translation as the data. After the test is conducted, I will classify the result of the students' translation. The last activity, I will analyse the result of students' analytical exposition text translation using three textual equivalence aspects; theme, sentence structure, and textual cohesion to find out the classification of their translation equivalence level.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion of the result in this research.

1.1 Conclusion

After conducting the research, it can be concluded that the textual equivalence level of students' translation in translating analytical exposition text from English into Indonesian which was done by fifth semester students of English department in UNNES is relatively in medium level or we can call it inadequate translation. Based on three textual equivalence aspects in translation; theme, sentence structure, and textual cohesion (Baker, 1992). The student's translation quality in level of inadequate translation was dominant with 73 % of all respondents. From that result shows that the quality of the translation still less accurate. The student's translation quality in level of barely-adequate translation was relatively low, as we know that barely-adequate translation was the highest level in this research, its only 20% of 30 respondents. Meanwhile the student's translation quality in the lowest level call unacceptable translation only 6 %, it's very excellent because from the result shows low number in lowest level.

1.2 Suggestion

Based on the conclusion described above, the researcher would give some suggestions as the following:

For the lecturers (English lecturers of English Department), the teacher should teach the students about translation including the process, the strategies, and the aspects of translation in order to improve students' abilities in translation.

For the students (English Department), the students should learn about translation in order to improve their abilities in translating written materials. Even though they are not perfectly translate the materials, they are often associated to English materials, either in learning process or in publishing their academic writing to public. Therefore, students should understand how to translate the written materials well.

And for further research, the researcher suggests investigating the non-English students' translation ability and translation difficulties in translating written text either from Indonesian language into English or from English into Indonesian language, it will be challenging to analyze.

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