

An analysis of the translation of the text of
Quantum Teaching: Orchestrating Students' Success
based on the strategies on sentential level

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CHAPTER I
INTRODUCTION

A. Research Background

There are many ways to develop teaching methods in Indonesia. The methods consist of some strategies on managing the teaching and learning activities in classes. The methods are developed to increase the success of the educational goals: giving students knowledge and guiding them the need of thinking (Winkel 1987: 36).

The success of the teaching learning activities in the class can be indicated by the active participation of the students in the activities. Teachers usually use approaches and methods to control the class. The approaches and methods used in teaching learning influence students' success in their class. The biological condition of students also gives contribution in the process. Gazzaniga (in Deporter : 11) said that natures' biological imperative is simple, there are no ability or skills unfold until or unless given the appropriate model environment.

In other words, there are needed methods and strategies that could include biological and environment condition in education.

One of the methods developed is the quantum teaching method. The method contains some strategies for teachers on organizing teaching and learning activities in the class. Through this, teachers can practice their capability to maximize their teaching activities, develop a close relationship among students, and accomplish the curriculum. The book entitled *Quantum Teaching: Orchestrating Students Success*, tried to give the new methods of managing the class. This book was published by Allyn and Bacon, a Pearson Education Company, an American educational publisher. The book has been translated into Indonesian and so far, it has been printed years by years and used in the educational activities in Indonesia.

Some readers said that the book is interesting not only in giving the ideas but also the language used in the Indonesian translation edition. Sentences and words used can be understood easily. Some examples will be shown here:

- a. Quantum Teaching shows you how to be a better teacher.

Quantum Teaching akan menunjukkan kepada Anda untuk menjadi guru yang lebih baik.

- b. The adventure begins!

Dan, marilah kita mulai petualangan menggairahkan ini!

The first example, the translator keeps the original title, *quantum teaching*, because this phrase becomes the main idea and issue in the translation. The phrase should not be translated into Indonesian because it is easy to remember. Then, the

translator adds a word 'akan', in fact it does not available in the English version. By this giving word, the translation sounds more natural and easier to understand by the readers.

In the second example, the translator gives some additions to make the translation easier to understand. Beside, by the giving additions, it will be more natural. The translator also gives the word 'menggairahkan', in fact, there is no word expressed in the original form. By this word, the readers will be shown interesting themes and it will make them face new experiences in their life, especially about teaching and learning activities.

From the examples above, there are some interesting phenomena in the translation process and product. Some words are kept in the original form, but some others are changed into another, or added by new words. According to these phenomena, this study is conducted to investigate the translation strategies in the book *Quantum Teaching: Orchestrating Students' Success*. Concerning to this problem, this research will be entitled: AN ANALYSIS OF THE TRANSLATION OF THE TEXT OF QUANTUM TEACHING: ORCHESTRATING STUDENTS' SUCCESS, BASED ON THE STRATEGIES ON SENTENTIAL LEVEL.

B. Problem Statements

In this research, the following problems are proposed:

- a. What strategies are used in the translation of Quantum Teaching Orchestrating Students' Success?

- b. What are the frequencies of the strategies used in the translation of *Quantum Teaching Orchestrating Students' Success*?
- c. How is the readability of the translation of *Quantum Teaching Orchestrating Students' Success*?

C. Research Limitation

The research is limited only on the strategies used in translating the sentences in the translation. The translation units analyzed here are at the sentential level.

D. Research Objectives

Dealing with the problem statements above, the objectives of the research are as follows:

- a. To describe about the strategies used in the translation book entitled *Quantum Teaching Orchestrating Students' Success*.
- b. To describe about the frequencies of the strategies used in the translation of *Quantum Teaching Orchestrating Students' Success*.
- c. To describe about the aspect of readability in the translation book entitled *Quantum Teaching Orchestrating Students' Success*.

E. Research Methodology

In analyzing the translation book entitled *Quantum Teaching Orchestrating Students Success*, the researcher uses a descriptive method. It collects and analyzed data and draws the conclusion based on the analyzed data, without taking into account a general conclusion.

F. Thesis Organization

- b. CHAPTER I : INTRODUCTION; it consists of research background, problem statement, research limitation, research objectives, research methodology, and thesis organization.
- c. CHAPTER II: LITERATURE REVIEW; it deals with definition of translation, types of translation, translation methods, translation strategies, sentences, the description about the book *Quantum Teaching Orchestrating Students' Success*, and the aspect of readability in translation.
- d. CHAPTER III: RESEARCH METHODOLOGY; it explains types of research, source of data, sampling technique and technique of data collection and research procedure.
- e. CHAPTER IV: DATA ANALYSIS
- f. CHAPTER V: CONCLUSION AND RECOMMENDATION.

CHAPTER II LITERATURE REVIEW

A. Definition of Translation

Some experts define translation in different ways. Newmark for instance defines:

Translation is a craft consisting in an attempt to replace a written message and or statement in one language by the same message or statement in another language (1981:7).

From the definition, it is clear that a translation is process of transferring messages from a language to another. Newmark also underlines that term “translation” is different from the term “interpretation”. An interpretation concerns only with replacement of oral messages. Meanwhile, Brislin says that translation is the general term referring to the transferring of thoughts and ideas from one language (source) to another (target), whether the languages in written or oral form (1976:1). Here, there are two kinds of translation, written and oral forms. It makes the definition somewhat different from the previous one which uses the term “translation” referring only to a written form. Similarity, Nida and Taber explain that translation consist of reproducing in the receptor language the closest natural equivalent of the source language message, first in term meanings, and secondly in terms of style (1974:12).

From the explanation above, it can be concluded that translation is a process of transferring message from a source language (SL) to a target language (TL). The process in transferring form is also important and it is unified with the content and form of the text. Another important part of the translation is the message of the information that would create the imagination about the idea. In general, the translators must notice these aspects to produce good translations.

B. Types of Translation

There are some types of translation commonly used by translators: (a) word-for word translation, (b) free translation, and (c) literal translation.

1. Word-for-word Translation

Catford states that word-for word translation generally means that it is essentially rank bound at word rank but may include source morpheme equivalence (1974:25). This type is very difficult to apply when the SL and TL come from different family language. Because they do not have certain grammatical relationships, the meaning of the combination of words must be very different. It will be easier to do when the SL and TL come from the same family language.

Example:

SL : I like that clever student

TL : *Saya menyukai itu pintar anak.* (Nababan, 1997:20)

2. Free Translation

Catford states that a free translation is always unbound equivalences shift up and down the rank scale but tends to be the higher rank some times larger unit than the sentences (1974:5). It means that in a free translation, the priority is the equivalence of the meaning. Sometimes, to get the natural one, the translator

decides to change the arrangement of the sentences and even the paragraphs. The result of a free translation is much closer to the usage in the receptor language.

The translator has a freedom in revealing the translation result. The translator also has to have a clear and complete understanding of the whole passage in conveying the message. This type only fits for a professional translator. If an amateur translator does it, perhaps the result will have many deviations of meaning.

Example:

SL : (Time, May 28, 1990): “Hollywood Rage for Remark”

TL : (Suara Merdeka, 15 Juli 1990): “Hollywood kekurangan Cerita:
Lantas Rame-rame Bikin Film Ulangan. (Machali, 2000: 54)

3. Literal Translation

In literal translation, the translator may do some changing by doing some modifications and adaptation based on the TL grammar. It has some similarities with the word-for word translation in maintaining the structure of SL. By this type, the translator also tries to transfer the source language to the nearest target language equivalence. Therefore, the message sometimes is not transferred. Newmark as shown below suggests this idea:

The SL grammatical constructions are converted to their nearest TL equivalent but the lexical words are again translated singly, out of the context. As a pre-translation process, this indicates the problem to be solved (1980:46).

Example:

SL : It's raining cats and dog.

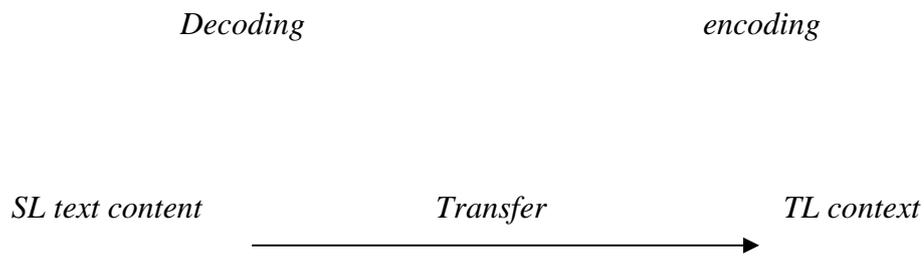
TL : *Hujan kucing dan anjing.* (Machali, 2000:51)

C. Process of Translation

In a translation process, firstly, a translator faces a text in certain language which is known as SL. The whole passage should be read over and over before starting to translate. It aims at catching of difficult words that may become trouble in translating the text. The next step is the process of translating the text itself. The result of the translation then, reproduces in the receptor's language. Wills, in his book *The Science of Translation*, formulates a model named "a three-step model".

The process can be illustrated as follows:





Process of Translation (Wills, 1982:80)

The three steps process is also called an indirect transfer. In this process, the translator first reads the SL text form in order to get clear understanding of SL text context. The next step is to analyze a sentence by sentence, a clause by clause, a phrase by phrase and even a word by word to determine the meaningful relationships among them. Then, the SL text content is transferred into the TL text context. Finally, the TL text content is restructured into the TL text form. In this stage, the translator should obey the TL rules of grammar rather than the SL rules of grammar because the purpose of translations to send the message from one language to another language to people who do not master the first language.

There is also another model by Nida and Taber (in Hartono, 2003: 60) as shown below:

- 1) Analyzing and understanding a text including the grammatical aspects and the meaning of the text.
- 2) Transferring the meaning and the messages from the source text to the target text.
- 3) Restructuring the languages of the source text into the target text.

D. Translation Strategies

One of the difficulties in translation process is the difficulty in finding the equivalence from the SL to the TL. Because of this there will be the un-equivalence that needs some strategies to create the suitable translation. This problem commonly rises because of the different grammatical language and different cultural concept between the SL and TL.

In this research, there are some strategies discussed and usually used by translators in the process of translation. According to Zuchridin Suryawinata and Haryanto (2003:67-76) there are ten strategies used in the translation process.

They are:

- a. Subtraction
- b. Transposition
- c. Transliteration
- d. Adaptation
- e. Cultural equivalence
- f. Reduction
- g. Extension
- h. Additional Information
- i. Deletion
- j. Modulation

The explanation is given below:

a) Subtraction

In this strategy, the translator must subtract some structural elements in TL version. This must be done for getting the equivalent of structural formation.

Example 1:

SL : The next principle of KEG is Explain.

TT : *Prinsip KEG selanjutnya adalah Explain.* (304, SL-14, TL-14)

Example 2:

SL : Her husband is an engineer

TT : *Suaminya insiyur.* (Suryawinata and Haryanto 2003: 68)

In the first example, the translator subtracts word 'the' and 'of' the second example, the translator subtracts the words 'is' and 'an' from the SL.

b) Transposition

This strategy is used to translate clauses or sentences from SL to TL. Here, a translator changes the SL's original structure to TL structure for getting an equal meaning. By this strategy, a sentence will be divided into two or more sentences. Similarly, two or more sentences will also be merged into only one sentence to achieve the equal meaning. The strategy also contains the changes of position of words from phrases to phrases or clauses and the form of plural into singular. The translator uses this strategy as choices in translation process. The reason of the strategy is language style from SL and TL sometimes found in different form.

Example:

SL : Musical instruments can be divided into two basic groups.

TL : *Alat musik bisa dibagi menjadi dua kelompok.* (Suryawinata and Haryanto 2003: 70)

The example shows us that the words are formed as the noun phrase '*musical instruments*' is changed into '*alat musik*'. Then, '*two basic groups*' are changed into '*dua kelompok*'. Here, the position of the phrase is turned from the front to the back. In English, an adjective as part of '*menerangkan*' (M) must be placed in front of the part of '*diterangkan*' (D). In fact, Indonesian structure must be in '*diterangkan/menerangkan*' (DM). So, the position of the phrase must be changed into:

musical instruments : *alat musik*

two basic groups : *dua kelompok dasar*

c. Transliteration

Transliteration is one of the techniques of words borrowing from the SL to TL. It means that the translator keeps the original word in full formation both of the sound and the writing in TL.

Example 1:

SL : As many veteran teacher will tell you, most of the time, this just doesn't work.

TL : *Seperti yang akan dikatakan banyak guru veteran, biasanya hal-hal diatas tidak akan berhasil.* (DePorter et. all 2003: 114)

Example 2 :

SL : Would they rather read the book first or watch the film?

TL : *Apakah mereka lebih suka membaca buku lebih dahulu atau menonton filmnya?* . (DePorter et. all 2003: 69)

In the first example the translator keeps word 'veteran' and in the second example, the translator keeps the word 'film'.

d). Adaptation

The Adaptation is also one part of the word borrowing technique. This strategy means that the translator makes some adaptation of the word translated in its sound or the writing formation from SL to the TL based on the structure of TL.

Example 1:

SL : For real learning to take place, you must actively involve your students.

TL : *Agar proses belajar belajar nyata terjadi, Anda harus melibatkan siswa secara aktif* (DePorter et. all 2003: 19)

Example 2:

SL : Go after it with energy and zeal.

TL : *Terapkan dengan penuh energi dan semangat.*(Reardon 2003:66)

From the two examples, it can be seen that there two words adapted from the SL to the TL. They are 'actively' as 'aktif' and 'energy' into 'energi'.

e). Cultural Equivalence

In using this strategy, a translator uses a special term or word in the TL to change another one in SL. The important thing here is the cultural aspect of the special word in SL that must be translated by a special word in TL. It is because a word or a language will represent a certain culture and condition. The strategy is arranged in order to make some equivalent words or languages that have equal position both in the function and meaning (Newmark, 1981: 82-83).

Example 1:

SL : *Minggu depan Jaksa Agung Andi Ghalib akan berkunjung ke Swiss.*

TL : Next week, the Attorney General Andi Ghalib, will visit Switzerland. (Suryawinata and Haryanto, 2003: 72)

Example 2:

SL : I answered with the term I'd always wanted to employ, "Sonovabitch !"

TL : *Aku menjawab dengan istilah yang sejak dulu sudah hendak kugunakan, "Si Brengsek !"* (Suryawinata and Haryanto , 2003: 72)

In the examples above, 'Jaksa Agung' (Indonesian) is translated into 'Attorney General' in English version. It is not translated as 'Great Attorney', because it sounds strange in English. Therefore, 'sonovabitch' is translated into 'si brengsek'. It is not translated as 'a little dog' because of the cultural aspect. In the second example, the writer tries to give bad expression to someone who can not satisfy another. The words 'a little dog' do not express the bad one so they changed into 'sonovabitch' that expresses of annoying others.

f). Reduction

A reduction means a way of translating SL to TL by reducing some components of SL and translates into TL in simpler words. An example here, a word 'automobile' will be translated into 'mobil'. Here, element word 'auto' is omitted to get simpler translation.

g). Extension

Extension means words in SL version are extended in TL version. An example, a word 'whale' in English, will be translated into Indonesian as 'ikan paus'. The word *ikan* is added in the TL version to associate that 'whale' is a kind of animal that lives in the sea and it has similar character as a fish (although it is not a kind of fish). Therefore, a word 'Paus' in Indonesian means a leader of The Catholic or 'the Pope' in English version. So, it is better to translate 'whale' as 'ikan paus' than only 'Paus'.

h). Additional Information

Additional information is a strategy of translation by adding some information in the TL although they are not written the SL. The reason of this strategy is because of the readers need the information to make the translation more clearly. The information can be formed as sentence or phrase written on the text or given in the bottom of the page as a footnote. The information also can be written in the end of the text. (Newmark in Suryawinata, 2003: 74).

Usually, this technique is used to translate some words related to cultural, scientific, or social terms.

Example:

SL : The skin, which is hard and scaly, is grayish in color, thus helping to camouflage it from predators when underwater.

TL : *Kulitnya, yang keras dan bersisik, berwarna abu-bau. Dengan demikian, kulitnya ini membantunya berkamuflase, menyesuaikan diri dengan lingkungan untuk menyelamatkan diri dari predator, hewan pemangsa, jika berada di dalam air. (Suryawinata and Haryanto, 2003: 71)*

In the example above, two words 'camouflage' and 'predator' are adapted from the SL to the TL. Thus, the additional information about the words are also given in the TL. The sentence '*menyesuaikan diri dengan keadaan lingkungan*' are added for 'camouflage' and a phrase '*hewan pemangsa*' for 'predator'.

g). Omission or Deletion

In this strategy, words or elements of SL are omitted in the TL version. But, it does not mean that the words could not be translated from SL to TL. The reason here, the words are not too important in the whole sentence. Usually, the words are difficult to translate. The translator considers deleting them to avoid confusions of the readers. So, it is better to delete the words because the meaning of the sentence will not be different with the translation.

Example:

SL : Keep it going!

TL : *Pertahankanlah!* (102; SL-57; TL-57; An. Deletion)

h). Modulation

Modulation is used to translate phrases or clauses or sentences in translations process. In this strategy, a translator tries to take a different point of view when translating a sentence. This will be used if there are some difficulties to create a natural translation from SL to TL.

Example 1:

SL : I broke my leg.

TL : *Kakiku patah.* (Suryawinata and Haryanto 2003:76)

In that translation, the translator uses point of view from the object, the word 'leg' and it is translated as 'kaki'. It does not translate from the person who is being talked. So, the translation is not begun with word 'Saya' (as the translation of 'I'). This strategy is a suitable one because the formation of Indonesian grammar does not need full words to make a sentence.

Example 2:

SL : *Tiada banding.*

TL : There was no comparison. (Suryawinata : 2003:76)

In the second example, the translator and the writer view the meaning of the sentence in different way. The writer emphasizes on the person that is being

talked, but the translator emphasizes the fact that is being talked. In this case the verbal phrase '*tiada banding*' is changed as a noun phrase '*no comparison*'.

E. Sentence

A sentence is a full predication containing a subject plus a predicate with a finite verb (Frank, 1972: 220). Warriner defines that a sentences is a group of words consisting of subject and predicate which expresses a complete thought (1986: 40). From the two explanations, sentence means a form of languages, which consist of subject, and predicate. It should have a complete thought.

There are two kinds of sentence classification. The first is based on the types and the second based on structure. The classification of sentences based on types is:

1) Declarative Sentences (Statement)

It is used to state ideas. The subject and predicate have a normal word order. The sentence ends with a peticall in writing and a drop in pitch in speech.

Example: The bird flies high.

2) Interrogative sentence (Question)

This sentences use the auxiliary to precede the subject and it ends with a question mark in writing. Besides, in spoken language, it is

formed as yes / no questions with a rise in pitch. Usually, most of interrogative question words end with a fall in pitch.

Example: Does she arrive there on time?

3) Imperative sentence (Command Request)

In this sentence, the subject is omitted because the subject is always the one to whom the speaker talks. Only the predicate is expressed. The imperative sentence ends with a period in writing and a drop in pitch in speech. The verb is in simple form regardless of person or tense.

Example: Please, sit down!

4) Exclamatory sentence (Exclamation)

This sentence will use an exclamatory phrase consisting of *what* or *how* plus a part of the predicate. The exclamatory phrase is followed by the subject and the balance of the predicate.

Example: What a beautiful house!

Meanwhile, the classifications of sentences based on structure are:

1. Simple sentence

A Simple sentence consists of only one independent clause.

Example: My mother buys a kilo of eggs.

2. Compound sentence

It has two or more full predications in the form of independent clause.

Example: The tiger runs away and the gun shots on him.

3. Complex sentence

This sentence comprises of one independent clause with two or more dependent clauses. It also has two or more full appreciations.

Example: The men who just arrive here are the police that will arrest the robber.

4. Compound complex sentence

It contains two or more independent clauses and one or more dependent clauses.

Example: The book given to you was brought from the library and it would be returned tomorrow.

A good sentence also contains some aspects as an effective sentence.

Mustachio says that an effective sentence should be easily understood and

followed the rule of grammar (1994: 90). Meanwhile, Soedjito said that it must have some terms called “*ciri tata bahasa, pilihan kata yang tepat, penalaran, atau logis dan keserasian*” (1988: 1-8). There are also some criteria of effective sentences as follows:

a. **Completeness**

An effective sentence must consist of a subject and a predicate, because it must have explicit and complete elements.

Example :

Jajak pendapat di majalah ini membuktikan bahwa rakyat memang memerlukan figur pemimpin baru.

b. **Parallelism.**

The mean of parallelism here is about the idea and the form of language. This principle covers the form of language, the meaning and the form together with its meaning.

Example:

Walaupun diluar masih hujan, tetapi ia tetap bersikeras hendak keluar rumah.

c. **Economized Words**

It is possible to achieve economized words by omitting the unneeded parts such as double subjects, synonymous form and double plural form.

Example:

i.(1) *Agar supaya berhasil, pakai cara ini.*

(2) *Agar / supaya berhasil, pakai cara ini.*

ii.(1) *Semua para guru harus hadir di acara tersebut.*

(2) *Semua guru harus hadir di acara tersebut.*

d. Variation

A Variation is needed in expressing the idea in order to avoid monotonous form that might be boring. It can be served by using different words, active-passive voices, and long- short sentences.

Example:

- The teachers left the room two hours ago.
- *Para guru meninggalkan ruangan dua jam yang lalu.*

F. About the Book; “Quantum Teaching: Orchestrating Students Success”

This book offers new ideas on how to create wonder-full environments that engage learners and support them in the learning process. The book is imaginatively illustrated, offers clear explanations, suggests helpful tips, and offers practical examples of processes that have been proved to be most successful. This is a great book for teachers of all subjects at all levels.

In general, Quantum Teaching has five principles:

1. *Everything speaks*, it explains about how to manage classroom environment, use body language for expressing the thinking, design of lessons and handouts.
2. *Everything is On Purpose*, it is including the way of teachers orchestrate their lessons carefully.
3. *Experience before Label*, it explains how to create learning that is happening best when students get their experience of learning before they get the labels for what they have learned.
4. *Acknowledge Every Effort*, in this way, teachers are guided to motivate and build their students' competence and confidence after doing the learning activities. It is needed for them because learning involves risking; stepping out of what is comfortable.
5. *If it is Worth Learning, It is worth Celebrating*, by this principle, teachers will create appropriate feedback that increases positive emotional association with the learning.

This book was written by Bobbi De Porter, the president of Learning Forum and former president of the Accelerated Learning Association, Mark Reardon, the former teacher and principal and leader the facilities of the program, and Sarah Singer-Nourie, a teacher of high school English and Quantum Learning K-12. They share a wealth of strategies, presented in a lively, dynamic style, for motivating and enhancing teaching and learning at all levels.

This book is the pioneer for educators who were involved in the Learning Forum throughout the U.S. that produces programs for students, teachers, schools, and organizations as well as internationally. Their Super Camps, since 1982, have helped over 25,000 students to relearn how they learn and reshape how they live their lives.

In Indonesia, this book had been translated into Indonesian. It is also practiced in schools and became a new trend in education activities. This book can increase the teachers and students on creating better teaching learning activities in the class. The book is dedicated for teachers to formulate teaching system to practice the principles. Through the book, the writer expects students can get a life skill that not only limited by the class' wall, but larger in their real life.

This book had been well known by public in Indonesia by its translation edition. So far, it had informed some new approaches of managing the teaching learning activities. The ideas in the book can be understood easily and proportionally. So, it is not so hard to practice the tips, strategies and explanations. One of the reasons is that, the translator presented the translation

version in form that can be accepted by Indonesian readers. There are some strategies used to translate the English version into Indonesian.

G. The Aspect of Readability in Translation

In discussing about translation, the aspect of readability can not be left. It is because this aspect will determine how the translation easily can be read and understood by the target readers. According to Sakri (in Nababan 1999: 62) the readability aims as the degree of the translation to be understood for its meaning. It is similar with Richards et. Al (in Nababan, 1997: 45) that defines the readability as “how easily written materials can be read and understood”.

From the two definitions, it can be concluded that this aspect involves the readers' interaction with the text. Besides, the comments of the readers also give important values to the quality of the translation. It is because the readers will give the appreciation and comments to the text. The reason of this opinion is the aim of the text that should give information to the readers. Dale and Chall also give suitable statement (in Nababan 1999:63) :

“...readability is the sum total (including the owe) of all those elements within a given piece of printed material that affects the success a group of readers have with it.”

For further explanation, there are some factors that influence the degree of the readability:

1. The words choices

a. The using of the new words

Some unfamiliar words used in daily life will give some difficulties to the readers to understand to the text. This will cause the low of the degree of the readability. It means that the readers are difficult to get the meaning of the text.

Example:

: - *anggih* (Indonesia) = *concept* (English)

- *nas* (Indonesia) = *text* (English)

- *nirlanggas* (Indonesia) = *intransitive verb* (English) (Nababan 1997: 47).

b. The using of native or foreign words

The use of foreign or native words often gives problems to the readers because they do not understand about the words. Foreign words ‘*like install, print, check point, pick up folder, icon*’, will be difficult to read by the readers in junior high school. Similarities with some native words like ‘*seba, tidak siti, miyos,*’ that are related to the Javanese culture are difficult to understand.

c. The Using of ambiguous words

Sometimes, in such situation, as word will give more than one meaning to the readers, so it will give more than one interpretation. This factor is caused by inappropriate context of the word to the whole of the sentence, so it will make some strange situation. For example, a word *bank* that can be associated with *the place of keeping money or the river’s side along*. (Nababan 1997: 49)

2. The Sentence’s structure

a. The Ambiguous sentence

A sentence is ambiguous if it has to possible meaning (Nababan 1997:50).

It means that the sentence have some interpretations for the readers.

Example: *He has got a long sentence.*

This sentence has two possible meaning:

- (1) He found a long sentence (the true sentence).
- (2) He got a long punishment (the idiomatic meaning)

b. The Long Sentence

The longer sentence, the more difficult to be understood. The long sentence will use the more number of the words. The readers must understand to meaning of every word on the sentence and the connection of the word of the sentence.

Example 1:

Pada hari kedatangannya, ia harus ada barisan prajurit gagah berani berdiri sepanjang jalan mulai dari pondokmu sampai halaman istana.

(Yuwono, 2005: 52)

The sentence will be more understood by the children readers if it is divided into shorter sentences:

1. Pada hari kedatangannya, harus ada barisan prajurit yang gagah berani.
2. Prajurit itu berdiri sepanjang jalan mulai dari pondokmu sampai ke halaman istana.

Example 2:

Artinya, secara konsisten menyampaikan informasi dengan baik dan membangun kongruensi antara keyakinan kita tentang kapasitas belajar siswa yang luar biasa dan cara kita membawakan kurikulum.

(232, SL-116, TL-116)

The sentence is too long and contains difficulties understanding for readers. This will be easier if it is divided into shorter sentences:

- (1) Pertama, secara konsisten menyampaikan informasi dengan baik.
- (2) Kedua, membangun kongruensi antara keyakinan kita tentang kapasitas belajar.
- (3) Ketiga, cara kita membawakan kurikulum

c. The complex sentences

In a complex sentence, it includes more than one idea. Because of this, the sentence is difficult to understand by the readers.

Example:

Perusahaan melihat perkembangan pasar produk handphone cukup prospektif, bahkan hanya dalam waktu empat tahun BenQ telah mampu meraih urutan kelima ponsel yang paling populer, maka perusahaan internasional ini akan bertekad terus mengembangkan produk ponsel. (Ujung

Pandang Ekspos Thursday, April 6, 2006)

This sentence is rather difficult to understand because it uses many ideas. It will be better if it is divided into:

- (1) Perusahaan melihat perkembangan pasar produk handphone cukup prospektif.

- (2) Perusahaan BenQ hanya dalam waktu empat tahun telah meraih urutan kelima ponsel yang paling populer.
- (3) Perusahaan internasional ini akan bertekad terus mengembangkan produk ponsel.

CHAPTER III RESEARCH METHODOLOGY

A. Type of Research

This research is descriptive since it aims at making systemic and factual description about facts, characteristic and relation among phenomena being studied. This is an interpretation of the text and content analysis to find out translation strategies of the translated book *“Quantum Teaching Orchestrating Students’ Success”*. Djarwanto (in Sutopo 2002: 183) states:

Penelitian deskriptif yaitu suatu metode yang menggunakan teknik pengumpulan data, menyusun dan menganalisa data untuk selanjutnya menarik kesimpulan.

This research typically is a qualitative one in order to get qualitative information. The results of the research are not reflected by statistical procedure or other calculation. Anselm Strauss and Juliet state:

Istilah-istilah kualitatif kami maksudkan sebagai jenis penelitian yang temuan-temuannya tidak diperoleh melalui prosedur statistik atau bentuk-bentuk hitungan lainnya. (2003: 4).

According to Sutopo, the qualitative research is purposed to analyzed accurate and various information. The information is more valuable than numeric or frequentative result data (2002: 183). Besides, a qualitative descriptive research is also flexible in analyzing unpredicted or un common information (Moloeng in Sutopo 2003: 123).

This research uses a case study that focuses on the strategies of translating sentences from the English into Indonesian. In analyzing the data, the researcher uses a comparison approach to compare the sentence from The English into the Indonesian.

B. Source of Data

In this research, there are two kind sources of data:

a) Documents

The documents are taken from an English text book and the Indonesian translation entitled "*Quantum Teaching Orchestrating Students' Success*". It was written by Bobby De Potter, Mark Reardon and Sarah Singer Nourie. In Indonesia, it was translated by Ary Nilandary.

b) Informants

The informants are three Indonesian readers. Since the book is about teaching learning activities, they are teachers that have been teaching

actively in school. The information needed in this research can be divided into two kinds. The first are the demographic data about the informants, such as the educational background, the teaching skills, and the experiences of teaching. The second are the technical information related with their activities in analyzing the text. They are including the difficulties, the readabilities, and the interest. This information are purposed to get the quality about the text and the translation.

C . Sampling Technique

There are two techniques used in this research. The first is for selecting the information to analyze the data. There are three informants chosen from different people. The reason of selection of the informants is their different educational background and experiences. Because of the differences, they will have different interpretations and opinions.

The second technique is to choose the sentences that will be used as the data. The sentences are taken from different chapter of the book. Each of them has further information and description about the methodology that are talking in this research, the quantum teaching methodology.

The sampling technique used in this research is called by criterion based selection (Goetz & Le Compte in Sutopo, 2002: 185). The researcher selects some informants whom could give data and information needed (Patton, in Sutopo, 2002: 185). The first informant is a teacher with master degree educational

background in Faculty of Islamic Education and experienced five years on teaching elementary students. The second informant is a master of degree educational in economic educational program and experienced a year on a same school. The last informant is a teacher who graduated from a senior high school. She has six years experiences in teaching elementary school students.

The criteria of the sample are 350 sentences analyzed by the three different informants. The sentences contain further descriptions about the quantum teaching methodology.

D. Technique of Data Collection.

In collecting the data, the researcher use questionnaires. There are two kinds of questionnaires in a research, those are open format and closed format. About those format, Andreassen (in Sutopo 202: 273) states:

Open format question are those that ask for unprompted opinions. In other words, there are no predetermined set of responses, and the participants are free to answer however, he chooses. Closed format questions usually take the form of a multiple-choice question. They are easy for the respondent to give their opinion. There is no clear consensus on the number of options that should be given in a closed format question. Obviously, there needs to be sufficient choices the range of answer but not so many the distinctions between them become blurred.

This research only used a kind of questionnaires; the open one because the information needed is mostly formed as descriptions and opinions about the data. The questions are divided into two parts; the first is used to search about the demographic data about the informants, such as the educational background, the teaching skills, and the experiences of teaching students. The next one is used to get the technical information related with their activities in analyzing the text.

They are including the difficulties, their opinion about the text, the interest and other information related to the text. This information are purposed to get the quality about the text and the translation.

E. Research Procedures

There are two procedures of this research. The first is to get the kinds of the strategies of the translations and the second is to know the aspect of the readability of the text. There are some steps used to explore about the strategies of the translation. They are:

1. Collecting the data in English and its Indonesian version from the book *Quantum Teaching: Orchestrating Students' Success*.

2. Writing the data on papers, each datum contains one sentence in English and its translation.

3. Coding the data.

05 : the number of the data

SL-1 : data from the SL page 1

TL-1 : the translation from page 1

An. Subtraction : Analyses based on the strategy Subtraction.

Example:

367

SL-2 : You could teach more, faster and increase the impact of what you say?

TL-2 : *Andai Anda dapat mengajar lebih banyak, lebih cepat dan meningkatkan dampak perkataan Anda?*

An. : Additional Information

The translator adds a word '*andai*' in the target language. With this word, the translation is easier to understand. It seems that the readers are requested to imagine a better condition on teaching students by some techniques presented.

4. Determining the classification of the data. The classifications are based on the kind of the strategies used in translating the data. They are:

a. Subtraction

In this strategy, the translator must subtract some structural elements in TL version. This must be done for getting the equivalent of structural formation.

b. Transposition

By this strategy, a sentence will be divided into two or more sentences. Similarly, two or more sentences will also be merged into only one sentence to achieve the equal meaning. The strategy also contains the changes of position of words from phrases to phrases or clauses and the form of plural into singular.

c. Transliteration

Transliteration is one of the techniques of words borrowing from the SL to TL. It means that the translator keeps the original word in full formation both of the sound and the writing in TL.

d. Adaptation

The Adaptation is also one part of the word borrowing technique. This strategy means that the translator makes some adaptation of the word translated in its sound or the writing formation from SL to the TL based on the structure of TL.

e. Cultural Equivalence

In using this strategy, a translator uses a special term or word in the TL to change another one in SL. The important thing here is the cultural aspect of the special word in SL that must be translated by a special word in TL. It is because a word or a language will represent a certain culture and condition.

f. Reduction

A reduction means a way of translating SL to TL by reducing some components of SL and translates into TL in simpler words

g. Extension

Extension means words in SL version are extended in TL version

h. Additional Information

Additional information is a strategy of translation by adding some information in the TL although there is not be found the information in the SL

i. Deletion

In this strategy, words or elements of SL are omitted in the TL version. But, it does not mean that the words could not be translated from SL to TL. The reason here, the words are not too important in the whole sentence. Usually, the words are difficult to translate

j. Modulation

Modulation is used to translate phrases or clauses or sentences in translations process. In this strategy, a translator tries to take a different point of view when translating a sentence. This will be used if there are some difficulties to create a natural translation from SL to TL.

5. Analyzing the data to find out the strategies of the translation from SL to TL and evaluating them.
6. Counting the percentage of each classification.
7. Drawing conclusion based on the data analyzes.

Meanwhile, the second procedure is to explore the aspect of the readability. They are:

1. Selecting the informants that will give the opinion and the comments about the data.
2. Determining the data of the research that will be analyzed by the informants.
3. Arranging and writing the questionnaire based on the aspect of readability of the text.
4. Giving the data and the questionnaire to the informants.
5. Administering the data and the questionnaire that have been analyzed by the informants.
6. Determining the classification of the data analyzed as two characteristics:
 - a. Readable data

The data classified as the readable ones if there are at least two of the informants give their agreement that the data is good ones.
 - b. Un readable data

The data classified as unreadable ones if there are at least two of the informants find any problems to understand the data.
7. Analyzing the result of the data and the questionnaire that have been given the interpretation by the informants.

8. Counting the percentage of each classification.
9. Drawing conclusion based on the data analyzed.

E. Technique of Data Analyzes

After the intended data have been collected, the next step to do is to conduct the analysis of the data. There are two kinds of steps of analyzing data. The first is to search the strategy of the translation; the second is to get the aspect of the readability of the translation. The first steps are as follows:

1. The first step is reading the sentences critically.
2. The second step is identifying the sentences based on the form and message on translation.
3. The third step is analyzing the sentences by comparing the English version and Indonesian version to determine the kind of translation strategies.
4. The fourth step is making conclusion based on the classification of the data. The datum that has more than one strategies of translation will be also classified into other classification. There will be a condition that one sentence classifies in a classification, and in the same time it also classifies in to others.

The steps of searching the aspect of readability of the text are:

1. Reading the sentences analyzed by the informants seriously.
2. Noticing the comments and opinions given by the informants to know their understanding of the sentences.
3. Classifying the data based on the opinion from the informants as readable data or unreadable ones.
4. Making conclusion based the classification of the data.

CHAPTER IV

DATA ANALYSIS

A. Introduction

This chapter consists of the analysis of the data and its aim is to know the strategies used in the translations. This analysis was conducted by comparing the data from the SL to the TL. The data were divided into ten classifications and each of them was represented by one or two data in the analysis. The criteria used in the classifications include strategies occurring in each datum and also the readability of the translation.

In defining the strategies used in the translation, the researcher used two factors: the grammatical factor and semantic one. The grammatical factor is related to the structure of the sentences from the SL transferred into the TL. This factor includes two strategies: subtraction and transposition. The semantic factor is related to the meaning of the words or sentences being translated. These strategies are assumed with cultural condition that must be suited from SL to TL. This factor includes eight strategies: transliteration, adaptation, cultural equivalence, reduction, extension, additional information, deletion, and modulation.

Otherwise, the aspect of readability of the translation is conducted to know how the meaning of the translations can be understood by the readers both of the grammar factor and the semantic one.

Based of the explanation above, the data will be described as follows:

a) The grammatical factor

1. Subtraction.
2. Transposition.

b) The Semantic factor

3. Transliteration.
4. Adaptation.
5. Cultural equivalence.
6. Reduction
7. Extension.
8. Additional information

9. Deletion.
10. Modulation

B. Results of Data Analysis Based on the Translation Strategy

This part describes the data analysis of the classification. After having the analysis the data, the researcher gets a phenomenon that actually; most of datum consists of more than one strategy in the translating process. Before giving the detail analysis, there will be describe a brief description of the analysis. This description is based on the amount of strategy used in the data analysis.

Table 4.1 Summary of the Data Analysis Based on

The Strategy of Translation

No.	Strategy	Amount of data	Percentage
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1.	Transposition	255	72, 85 %
2.	Subtraction	211	68, 28 %
3.	Adaptation	185	52, 85 %
4.	Deletion	123	35, 14 %
5.	Extension	67	19, 14 %
6.	Transliteration	58	16, 57 %
7.	Cultural Equivalence	23	6, 57 %
8.	Reduction	16	4,57 %
9.	Additional Information	13	3, 71 %
10.	Modulation	3	1, 14 %

After knowing the brief description of the strategies used in data analysis, there will be explanation the details of the findings:

1. Transposition

In this strategy, there are some changes on the structure from SL to TL including the position of the adjectives, the singular or plural formation and also the language style.

Example 1:

014

SL-3 : **The teaching/learning process** is a complex phenomenon.

TL-3 : *Process belajar mengajar adalah fenomena yang kompleks.*

An. : Transposition, adaptation.

In this sentence, there are two kinds of changing of the noun phrase. Firstly, the noun phrase '*the teaching/learning process*' is translated into '*proses belajar mengajar*'. In the sentence, the translator changes the word '*process*' from the back position in SL to the forward position. It is because the different grammar structure in English that must be formed as '*menerangkan/diterangkan*' (MD), but in Indonesia it has to be '*diterangkan menerangkan*'. So, the results of the phrase must be changed into:

the teaching learning process : *proses belajar mengajar*

a complex phenomenon : *fenomena yang kompleks*

The other strategies used here is the **adaptation** in translating: '*process*' as '*proses*'; '*complex*' as '*kompleks*'; '*phenomenon*'. as '*fenomena*.' Beside, the **subtraction** also practiced in translating '*a complex phenomenon*' into '*fenomena yang kompleks*'. In this phrase, '*a*' is not translated in the TL.

Example 2:

160

SL-160 : **Supplies** in **baskets**?

TL-160 : ***Bahan perlengkapan*** berada dalam ***keranjang***?

An. : Transposition, extension.

In the second example, there are two changes related to the transposition in the aspect of singular or plural formation. Firstly, '*supplies*' is translated into

'*bahan perlengkapan*'. It is not translated into '*bahan-bahan perlengkapan*'. Secondly, '*baskets*' is only translated into '*keranjang*' and it is not translated into '*keranjang-keranjang*'. About these changes, the meaning of the whole sentence does not sound different. The idea of the sentences has been transferred by the translation. Even, if those words are used into fully translation, it will sound strange:

'*Bahan-bahan perlengkapan berada dalam keranjang-keranjang.*'

This sentence also contains **extension** strategy in translating '*in*' into '*berada dalam*' and '*supplies*' as '*bahan perlengkapan*'.

Example 3:

07

SL-3 : This might be an accurate description of your classroom.

TL-3 : *Gambaran di atas mungkin sesuai dengan kelas Anda sekarang.*

An : Transposition, Subtraction, Deletion, and Reduction.

In this third example, the translator translates a noun phrase '*your present classroom*' into '*kelas Anda sekarang*'. In sentence the position of each word in the phrase are aranged all together. This changing due to accommodate the Indonesian grammar structural. So, the best translation of the phrase is:

your present classroom : kelas Anda sekarang

The translation will sound strange if it is translated as the English grammar structural:

your present classroom : Anda sekarang kelas

The data included of the transposition strategy contains 255 data or 72,85 % out of the total data.

2. Subtraction

The data belonging to this strategy are some sentences translated using the subtraction. It means that the translator needs to subtract some components of the sentence from the SL to the TL. It is because of the different formation of the grammatical structure of the SL and the TL.

Example 1:

011

SL-3 : **The** simple fact that you have this book is a solid indication of your dedication to teaching, and that you want to be **a** better teacher.

TL-3 : *Fakta sederhana bahwa Anda memiliki buku ini merupakan bukti dedikasi Anda terhadap pengajaran dan bahwa Anda ingin menjadi guru yang lebih baik.*

An. : Subtraction, transposition, adaptation, deletion.

In this sentence, the translator subtracts the word '*the*' from the phrase '*the simple fact*' and translates into '*fakta sederhana*'. It is a proper way because there will not be found the meaning '*the*' in Indonesian. '*The*' in English is an article signaling a particular person or thing that has been singled out from others (Frank, 1972:125). Meanwhile, in Indonesian, there is no special article to show a thing or a person having been mentioned before.

The same way is used by translator to translate a clause '*you want to be a better teacher*' into '*Anda ingin menjadi guru yang baik*'. In this sentence, the translator subtracts '*a*' because there is no equal meaning In Indonesia. '*A*' in English is an article used to show a singular countable noun. Further more, the word can also be translated into '*sebuah*' or '*seorang*' but it will not influence the whole meaning in TL, since the target readers of the sentence are not only a person but many persons.

This sentence also contains other strategies:

- **Transposition**, in the phrases '*the simple fact*' into '*fakta sederhana*'; '*your dedication*' as '*dedikasi anda*'; and '*a better teacher*' into '*guru yang lebih baik*'.
- **Adaptation**, in a word: '*dedication*' into '*dedikasi*'.
- **Deletion**, in the phrase: '*a solid indication*' as '*bukti*'.('*a solid*' is deleted).

Example 2:

054

SL-14 : **An** environment in which students can move into resourceful states, **are** willing to be accountable, and can trust one another.

TL-14 : *Lingkungan dimana siswa dapat beranjak ke keadaan prima, mau*

In this sentence, the translator subtracts two words, 'an' and 'are'. In English grammar, the two words are the components that will create a good sentence. 'An' is needed to mention a singular thing that is now being discussed. 'Are' is a component to show that the subjects in the sentence are more than one. Therefore, there is a word that is not suitable in Indonesian grammar. A word 'dimana' is not proper one because it comes from the word 'when'. In fact, the word is not found in the SL sentence. The word 'dimana' should be changed as 'tempat'. So, the better translation is:

'Lingkungan tempat siswa dapat beranjak ke keadaan prima, mau bertanggungjawab dan dapat saling mempercayai.'

The sentence also contains two other strategies:

- **Transposition.** It can be seen in translating 'resourceful state' as 'keadaan prima'.
- **Deletion.** The strategy is practiced in the clause 'trust one another' as 'saling mempercayai' (the word 'one' is deleted).

Example 3:

033

SL-5 : **The** elegance **of** transitions with "IBA"

TL-5 : *Kehalusan transisi dengan "MPT"*

An. : Subtraction, Adaptation, Cultural Equivalence.

The translator in this sentence subtract two words from TL, 'the' and 'of'. There will not be found the equal meaning of those words in Indonesia. In this sentence, the two words are needed to fulfill the structural grammar of TL in English.

The data classified by this strategy contains 211 data or 68, 28 % out of the total data.

3. Adaptation or Naturalization

By this strategy, the translator makes some adaptation for the words translated from SL to TL based on the structure of TL. The adaptation can be in the writing, the reading and the sounds.

Example 1:

042

SL-6 : **Facilitation:** to make easy.

TL : **Fasilitasi:** memudahkan segala hal.

An. : Adaptation, Extension, deletion.

Here, the translation makes an adaptation to the word '*facilitation*' into '*fasilitasi*'. The translator only makes a little modification from SL to TL in the

writing and the sound. Furthermore, the word adapted in Indonesia has been familiar to the readers and they can easily to get the meaning.

The translator also uses **deletion** strategy by deleting two words '*to make*', that means '*untuk membuat*'. The extension strategy also practiced in translating '*easy*' as '*memudahkan segala hal*'.

Example 2:

070

SL-19 : Take your **favorite restaurant**.

TL-19 : *Misalnya, ambil contoh tentang restoran favorit Anda.*

An. : Adaptation, additional information.

In that sentence, there are two words adapted. Firstly, the word '*favorite*' is adapted into '*favorit*'. Secondly, '*restaurant*' is naturalized as '*restoran*'. The two adaptations do not changed the meaning of the sentences. The two words also familiar in Indonesian and they had been used by many translation in other writing. Even, the two words are suitable to show the choices that will be select by the readers. In this sentence, the writer lets the reader to choose and imagine the best place according to their selves.

In the sentence, the translator also uses **additional information** by translating a word '*take*' as '*misalnya, ambil contoh tentang*'

The data classified in this strategy are 185 data or 52, 85 % out of the total data.

4. Deletion

The meaning of this strategy is that words or elements of SL are deleted in TL version. This strategy is purposed to get an effective sentence in the TL.

Example 1:

050	
SL-14	: In orchestrating the details, you're setting a context in which your students' future learning will take place .
TL-14	: <i>Dalam menggubah secara detail, Anda menyiapkan konteks tempat siswa Anda belajar.</i>
An.	: Adaptation, subtraction, transposition, transliteration, deletion.

In the first example, a phrase '*will take place*' is deleted by the translator. This deletion to the phrase will not influence the whole meaning so, it is necessary to do. The idea of the sentence has been represented by the translation above.

There are three other strategies in this sentence:

- **Adaptation** strategy is used to translate '*context*' into '*konteks*'.
- **Transliteration** is conducted of the translation '*detail*' as '*detail*'
- **Subtraction** of words '*the*'; '*a*' and '*are*'
- **Transposition** in the noun phrase '*your students*' into '*siswa Anda*'

The data classified in this strategy are 123 data or 35,14 % out of the total data.

5. Extension

The sentences analyzed here, will be extended by giving other word in TL. It is purposed to give similar equivalence from SL to TL that sometimes could not be equal by only one word.

Example 1:

052
SL-14 : You want your learning community to be a place that fosters awareness, listening , participation, feed back and growth.
TL-14 : <i>Anda ingin komunitas belajar Anda menjadi tempat yang meningkatkan kesadaran, daya dengar, partisipasi, umpan balik dan pertumbuhan.</i>
An. : Transposition, Adaptation, subtraction, reduction, extension.

The translator extends a word 'listening' as 'daya dengar'. The giving of 'daya' to the translation is to give more stressing to meaning in Indonesian style. It could give more power to the reader than just 'pendengaran'. It also feels more natural for Indonesian readers.

The other strategies in this sentence are:

- **Transposition** in the phrase 'your learning community' into 'komunitas belajar Anda'
- **Adaptation** in translating 'community' into 'komunitas'.
- **Subtraction** in the translation of 'a place' as 'tempat'. The article 'a' is not translated by the translator.
- **Reduction** in the words 'to be' into 'menjadi'.

Example 2:

294
SL-144 : Utilize the three principles of KEG effectively, and you'll avoid the explosion and enjoy the refreshment .

In the sentence, the translator extends the 'refreshment' into 'minuman penyegar' to give association that the 'refreshment' is a kind of a drink. It conducts to make the distinction to the readers, because in Indonesian 'penyegar' could be formed as some formula; liquid, gas, or solid. The giving of 'minuman' will make a specific to the object. It helps the readers to make associations of the thing discussed.

This datum also contains other strategies:

- The **subtraction** of 'the' in 'the three principles' into 'ketiga prinsip'; 'the explosion' into 'ledakan'; 'the refreshment' into 'minuman penyegar'. This is also practiced in a word 'of' in 'of KEG'.
- The **adaptation** in two words: 'principles' as 'prinsip' ; and 'effectively' into 'efektif'.
- The **transliteration** in translating 'KEG' as 'KEG'.

The sentences including this strategy are 67 data or 19, 14 % out of the total data.

6. Transliteration

In this strategy, the translator uses fully words from SL into TL sentence.

Example 1:

010
SL-3 : Quantum Teaching shows you how to be a better teacher.
TL-3 : <i>Quantum Teaching akan menunjukkan kepada Anda cara untuk menjadi guru yang lebih baik.</i>
An. : Transliteration, extension, subtraction, transposition

The translator keeps the phrase '*quantum teaching*' in the sentence. This phrase becomes the key point in the book from the beginning to the end. It is because the idea of '*quantum teaching*' is being a process discussing in the whole part of the book. All steps, actions, and movements presented in the book are correlated to the term. By give the original writing in the translation, the translator will give the idea easily to remember and practice.

There are three other strategies in the sentence:

- **Extension** is used in translating '*shows*' into '*akan menunjukkan kepada*'
- **Subtraction** is practiced in translating the word '*a*' in the phrase '*a better teacher*'.
- **Transposition** uses in the phrase '*better teacher*' as '*guru yang lebih baik*'

Example 2:

288	
SL-114	: Use the KEG
TL-114	: <i>Gunakan KEG!</i>
An.	: Subtraction, transliteration.

The translator uses the full acronym both in the SL and TL. It is not translated into Indonesian words because in the next sentences, it will be explained further. Each alphabet of 'KEG' has own continuation and meaning. 'K' is transformed as ***Know What You Want*** (*Ketahui Apa yang Anda Inginkan*) 'E' is the acronym of ***Explain What You Want*** (*Jelaskan Apa yang Anda Inginkan*) and 'G' is ***Get What You Want*** (*Dapatkan Apa yang Anda Inginkan*). So, it is better to keep the acronym in original words than explain it, because the explanation is available in the next sentences.

The sentence also contains another strategy: **subtraction** in the translation of 'the KEG' as 'KEG'. In this translation, 'the' is not translated.

The data classified in this strategy are 58 data or 16, 57 % out of the whole data.

7. Cultural Equivalence

By this strategy, words or phrases that are categorized as special words or phrases must be translated by special ones too. It is purposed to make a same equivalence on the level of words or phrases or languages that have equal position both in the function and the meaning.

Example 1:

029
SL-5 : Motivation and interest by applying the design frame by the acronym ‘EEL Dr. C’
TL-5 : <i>Motivasi dan minat dengan menerapkan kerangka rancangan yang dikenal dengan singkatan TANDUR.</i>
An. : Adaptation, subtraction, extension, cultural equivalence.

In the sentence, the translator translates ‘*EEL Dr. C*’ into ‘*TANDUR*’. Here, there is a different culture situation of the acronym in SL to TL. The translator must change the term because actually, the two acronym have own continuation and meaning. They are explained as follows:

- *Enroll (E) or Tumbuhkan (T)*
- *Experience (E) or Alami (A)*
- *Label (L) or Namai (N)*
- *Demonstrate (D) or Demeonstrasikan (D)*
- *Review (R) or Ulangi (U)*
- *Celebrate (C) or Rayakan (R)*

In these this explanation, the translator tries to make term that will easily remember by the readers, but it represents the whole ideas of the topics. Because of the term in SL uses an acronym, the translation should be also in the acronym too.

There are also three strategies in this sentence:

- **Adaptation** is used in translating '*motivation*' into '*motivasi*'.
- **Subtraction** is applied in translating '*the design*' as '*kerangka*' and '*the acronym*' as '*singkatan*' ('*the*' is not translated)
- **Extension** is practiced in translating '*by*' into '*yang dikenal dengan*'.

Example 2:

<p>137</p> <p>SL-59 : Even high school students sometimes have trouble linking cause and effect, so spelling it out show them can be helpful.</p> <p>TL-59 : <i>Siswa SMU pun kadang-kadang mengalami kesulitan, mengaitkan sebab dan akibat, karena itu, Anda bisa membantu mereka dengan menguraikannya secara terperinci.</i></p> <p>An. : Transposition, deletion, cultural equivalence.</p>

This sentence includes one word that is translated by cultural equivalence strategy. The term '*high school*' is translated into '*SMU*'. There is a different cultural concept about the term. In Indonesia, '*high school*' can not be translated as '*sekolah tinggi*', because this term will be equal with '*university*' in foreigner country. Otherwise, the concept of '*SMU*' is more equal with '*high school*' although there are two kinds of the school, '*junior high school*' and '*senior high school*'.

The other strategies used in this sentence are:

- **Transposition** is used in the translation of '*high school students*' as '*siswa SMU*'

- **Subtraction** is conducted in translating '*can be helpful*'. '*Be*' is not translated in the translation.

The sentences including the cultural equivalence are 23 data or 6, 57 % out of the total data.

8. Reduction

In this strategy, there will be some components of SL reduced into TL in simpler words.

Example 1:

007

SL-3 : This might be an accurate description of your present **classroom**.

TL-3 : *Gambaran di atas mungkin sesuai dengan kelas Anda sekarang.*

An. : Transposition, subtraction, deletion, reduction.

'*kelas*' had been represent the whole idea of a class. The readers have been familiar by the word without mention the whole translation.

Others strategies in the sentence are:

- **Extension**, in the translation of '*this*' as '*gambaran di atas*'.
- **Subtraction** of '*be an*' from '*be an accurate description*'.
- **Deletion**, in translating '*accurate description*' as '*sesuai*'. In this part, a word '*description*' is not translated.

Example 2:

261

SL-142 : This class races by, while classes with other teacher seem to move
in **slow motion**.

TL 142 : *Belajaran ini senantiasa berlaku dengan cepat sementara*

In the sentence above, the phrase '*slow motion*' is translated into '*lambat*'. The translator reduces '*motion*' and only translate '*slow*' as '*lambat*'. The word '*motion*' can be translated as '*gerak*' but, it will sound strange if give phrase '*gerak lambat*' to sentence. By the reducing of the '*motion*', there will not influence the whole meaning of the sentence. The translator also uses this strategy in translating a phrase '*seem to move in*' into '*terasa*'. It looks that this strategy make the translation is more effective one than translated in fully words.

There are four other strategies in the sentence:

- **Cultural equivalence** in translating '*class*' as '*pelajaran*'.
- **Transposition** in the phrase '*this class*' as '*pelajaran ini*'.
- **Extension** in the translation of '*races by*' into '*senantiasa berlaku dengan cepat*' and the translation of '*with*' as '*yang diajarkan*'.

The data containing the strategy are 16 data or 4,57 % out of the total data.

9. Additional Information

In using this strategy, the translator give some addition that will be formed as words, phrases, or sentences. The additions are purposed to give more

explanation to the word or phrases that sometimes can not be understood by only one word.

Example 1:

074	
SL-19	: You can make it just another class or an outstanding experience of discovery .
TL-19	: <i>Anda dapat membuat kelas yang biasa saja atau suatu pengalaman penemuan yang luar biasa.</i>
An.	: Transposition, adaptation, subtraction, deletion, additional information.

There is one word added by the translator in the sentence above. A word 'discovery' is translated as '*penemuan yang luar biasa*'. The information is needed to make more impression to word translated. The translator tries to make sure that the situation of the happening will really happen to the readers if they use this method.

Other strategies used in this sentence are:

- **Transposition** in translating 'an outstanding *experience of discovery*' into '*suatu pengalaman penemuan yang luar biasa*'
- **Adaptation** in a word 'class' as 'kelas'
- **Subtraction** in '*an outstanding*'. The article 'an' is not translated. It is also performed in 'of' from '*of discovery*'.
- **Deletion** in word 'it'.

Example 2:

223	
SL-114	: Ideal ?
TL-114	: <i>Apakah semua itu mengarah pada hal-hal yang ideal ?</i>
An.	: Additional information.

In this sentence, '*ideal*' is translated as a long one '*Apakah semua itu megarah pada hal-hal yang **ideal**?*' The translator needs to give additional information to explain the word '*ideal*'. This information seemed to connect about some aspects that mentioned before (including definitions, steps, and method in quantum teaching) with the new situation that will come after practicing those aspects. The readers are required to think more about those concepts. The stressing of the word '*ideal*' is more deeply by the giving of the information.

The data classified in this classification are 13 data or 3,71 % out of the total data.

10. Modulation

The strategy contains the different views point by the writer and the translator in translating the sentences. The translator conducts this strategy to make a natural translation. Some times, the translator finds difficult word to translate into equal meaning from SL to TL, so, the translator will use any different views. This strategy also purposed to make the translation naturally and easily to understand.

Example 1:

075	
SL-19	: The choice is yours.
TL-14	: <i>Anda tinggal pilih..</i>
An.	: Modulation, subtraction, additional information.

The writer in the SL sentence gives point of view from the object, so it begins with '*the choice*', but the translator views the translation from the subject that will do the object, so it begins with '*Anda*'. This strategy is suitable one because generally, in Indonesian grammar, a good sentence will be formulated as subject, predicate, and object. By this strategy, the sentence looks natural and easy to read. It also helps the readers to understand the sentence.

The other strategies in this translation are:

- **Subtraction** in the words '*the*' and '*is*'.
- **Additional information** by a word '*tinggal*'.

Example 2:

260	
SL-142	: He marvels at this everyday .
TL-142	: <i>Setiap hari ia selalu merasa heran.</i>
An.	: Modulation, deletion, extension.

The translator begins the sentence with '*Setiap hari*' as the translation of '*every day*'. Then, it continues by '*ia selalu merasa heran*' from the SL '*He*

marvels'. In this sentence the translator gives the stressing to the frequency of the feeling that will happen in highly level to the students. By presenting this frequency, the changes are hopefully to come after activity of teaching and learning. The translator tries to convince the readers to experience a wonderful activity of teaching learning.

In this sentence, the translator also uses two other strategies:

- **Deletion** of words '*at this*'.
- **Extension** on the word '*marvels*' into '*selalu merasa heran*'.

The data classified in this strategy are 2 data or 0, 57 % out of the total data.

C. Result of Data Analysis Based on the Readability Aspect

Readability is how easily the reader can read and understand the text. It is due to know the readers' understanding about the translation. The readers actually interested to read the translation in order to get the meaning and the idea of the text. Their comments and opinion about the text is one of the important things that should be noticed by the translator.

In this part the researcher will give a brief description about the finding of the data analysis based on the readability aspect. The researcher gives this description based on the three informants opinion whether the data easily read and understanding or not. Further more, the researcher classify the data as a readable datum if there are two or more informants give their agreements that it is a good one. Similarly, the researcher classifies the datum as un readable one if two of them say that it is not readable one.

Table 4. 2 Classification of the Data based on Readability Aspect

NO.	Number of Data	Informant 1	Informant 2	Informant 3	Criteria of the data
1.	001-008	Readable	Readable	Readable	Readable
2.	009	Readable	Readable	Not Readable	Readable
3.	010-011	Readable	Readable	Not Readable	Readable
4.	012	Readable	Readable	Readable	Readable
5.	013	Readable	Readable	Not Readable	Readable
6.	014- 017	Readable	Readable	Readable	Readable
7.	018	Readable	Readable	Not Readable	Readable
8.	019-026	Readable	Readable	Readable	Readable
9.	027-028	Readable	Readable	Not Readable	Readable
10.	029	Not Readable	Not Readable	Not Readable	Not Readable
11.	030	Readable	Not Readable	Not Readable	Not Readable
12.	031	Not Readable	Not Readable	Not Readable	Not Readable
13.	032	Readable	Readable	Not Readable	Readable
14.	033	Not Readable	Not Readable	Not Readable	Not Readable
15.	034-043	Readable	Readable	Readable	Readable
16.	044	Readable	Readable	Readable	Readable
17.	045-049	Readable	Readable	Readable	Readable
18.	050	Readable	Readable	Not Readable	Readable
19.	051-066	Readable	Readable	Readable	Readable
20.	067	Readable	Readable	Not Readable	Readable
21.	068-069	Readable	Readable	Readable	Readable
22.	070	Readable	Readable	Not Readable	Readable
23.	071-080	Readable	Readable	Readable	Readable
24.	081	Readable	Readable	Not Readable	Readable
25.	082-090	Readable	Readable	Not Readable	Readable
26.	091-105	Readable	Readable	Readable	Readable

27.	106	Readable	Readable	Not Readable	Readable
28.	107-350	Readable	Readable	Readable	Readable

From the table above, it can be analyzed that most of the data are readable sentences. Only a few number of the data that are not readable ones. For the detail explanation will be as follows:

1. Readable Data

The data classified as readable ones are the data that can be read and understood the meaning by at least two informants. They can get the idea of each datum.

Example 1:

03

SL-1 : Notice hands raised in anticipation, bodies and leaning forward full of curiosity, and acts of celebration.

TL-1 : *Perhatikan tangan-tangan mengacung dengan antusias, tubuh-tubuh condong ke depan penuh rasa ingin tahu, dan gemuruh suka ria perayaan.*

An : Readable datum

The sentence above can be classified as a compound sentence. Although there are more than one subjects and predicates, the sentence is easy to read and to understand. The three informants agree that the translation is good. They do not find any difficult words that make them think seriously to get the idea. They also comment that the sentence contains simple structural grammar. Otherwise, the

words choices do not consist any difficulties. So, it can be said that this translation is good.

Example 2:

044

SL-5 : Quantum Teaching rests on this concept: Theirs to Ours, Ours to Theirs

TL-5 : *Quantum Teaching bersandar pada konsep ini: Bawalah Dunia Mereka ke Dunia Kita, dan Antarkan Dunia Kita ke Dunia Mereka.*

An. : Readable datum.

This sentence is a kind of complex sentence. There are two sentences merged become one sentences using conjunction 'and'. The three respondents give different opinions about this. Two of them can easily understand this datum. They do not find any difficulties in terms of structural grammar or in the words choices. They can get the idea of the sentence well. One of three informants, however, says that there is still a problem about this datum. She comments that there is a grammatical error on it and she suggests retyping the sentence. The word 'ini' should be substituted by 'sebagai berikut' and the phrase 'bawalah dunia mereka ke dunia kita, dan antarkan dunia kita ke dunia mereka' should be typed with bold written. The result will be:

*Quantum Teaching bersandar pada konsep sebagai berikut: **Bawalah Dunia Mereka ke Dunia Kita, dan Antarkan Dunia Kita ke Dunia Mereka***

Example 3:

076

SL-14 : Key ingredients for superb atmosphere are intention, rapport, joy and wonder, risk-taking, belonging and modeling.

TL-14 : *Bahan-bahan kunci untuk membangun suasana yang bagus adalah niat , hubungan, kegembiraan dan ketakjuban, pengambilan risiko, rasa saling memiliki dan keteladanan.*

An. : Readable datum.

About this datum, two of the respondents claimed this is a good translation. Although this contains more than one subjects and predicates, it is still easy to understand. The grammar structural is easy to get its idea. They also do not find any difficult words. They agree that the translation is good.

Meanwhile, one of them says that it is a problem in the words choices. She gives her opinion to delete two words at the beginning of that sentence; “*bahan-bahan*”. She argues the deletion of the two words will not influence the whole meaning in TL. It is better to go directly to the points of the discussion of the method. So, the result of the suggestion is:

Kunci-kunci untuk membangun suasana yang bagus adalah niat , hubungan, kegembiraan dan ketakjuban, pengambilan risiko, rasa saling memiliki dan keteladanan.

2. Unreadable data.

In this analysis, the researcher gives explanation of some sentences that could not be understood well by the informants. They find any problem to get the idea of those in TL. Furthermore, there are a criteria used to define the unreadable

datum. If there are at least two informants claimed that the datum is problematic, it can be classified that it is not readable. After focusing in the data analysis, there only one factor that cause the unreadable datum. The factor comes from the words choices in the sentences. For details, here is the explanation:

Example 1:

030	
SL-5	: Sense of community by employing the 8 keys of Excellence.
TL-5	: <i>Rasa kebersamaan dengan menggunakan Delapan Kunci Keunggulan.</i>
An.	: Not readable.

After reading this datum, the three informants give a same comment that they find a difficult phrase. They argue that they had not find the phrase before. The phrase is “ *delapan kunci keunggulan*”. It is translated from “8 keys excellence”. This term make them confuse to understand the idea of the term. Furthermore, they suggest to give the explanation about the term, so they will get the idea.

Otherwise, the explanation of the “8 keys excellence” is:

SL	TL
8 keys of excellence:	Delapan kunci keunggulan:
1. integrity	1. integritas

2. <i>failure leads to success</i>	2. <i>kegagalan awal kesuksesan</i>
3. <i>speak with good purpose</i>	3. <i>Bicaralah dengan niat baik</i>
4. <i>this is it</i>	4. <i>hidup saat ini</i>
5. <i>commitment</i>	5. <i>komitmen</i>
6. <i>ownership</i>	6. <i>tanggungjawab</i>
7. <i>Flexibility</i>	7. <i>sikap luwes</i>
8. <i>Balance</i>	8. <i>keseimbangan</i>

Example 2:

031	
SL-5	: Retention by initializing 'SLIM-n-BILL'.
TL-5	: <i>Daya ingat dengan menggunakan SLIM-n-BILL</i>
An.	: Unreadable.

This data contains a difficult term that makes all of the informants confused. The term is "*SLIM-n-BILL*". Since the term is translated originally, they can not get the meaning of those. The term is new one for the three informants, even the readers in Indonesia. Further more, they suggest to give more explanation to the term in Indonesia, although the original one is still written in the translation, such as:

SL	TL
SLIM-n-BILL	SLIM-n-BILL

S- Spatial Visual thinking in images pictures.	S- Spasial visual-berpikir dalam citra dan gambar.
L- Linguistic-verbal-thinking in words.	L- Linguistik-verbal-berpikir dalam kata-kata
I- Interpersonal-thinking by communicating with other people.	I- Interpersonal-berpikir lewat berkomunikasi dengan orang lain.
M- Musical –Rhythmic-thinking in rhythms and melodies	M- Musikal –Ritmik-berpikir dalam irama dan melodi.
N- Naturalist – thinking in reference to nature.	N- Naturalis berpikir dalam acuan alam.
B- Bodily-kinesthetic-thinking through physical sensations and movement.	B- Badan-Kinestetik-berpikir melalui sensasi dan gerakan fisik.
I- Interpersonal-thinking reflectively	I- Intrapersonal –berpikir secara reflektif
L- Logical-mathematic-thinking by reasoning.	L- Logis Matematis- berpikir dengan penalaran

D. Summary of Data Analysis

This part provides the summary of the data analysis explained in the former part of this chapter. The summary is in the form of table that informs about the calculation of each classification and its percentage. The table can be seen in the next page:

Table 4.3 Analysis of the Strategies of Translation

No.	Strategy	Data Number	Amount of Data	Frequency
1	Transposition	001, 002, 006, 007, 008, 009, 011, 012, 013, 014, 015, 018, 019, 020, 021, 023, 024, 026, 027, 031, 032, 034, 035, 036, 039, 040, 041, 043, 044, 045, 046, 047, 049, 050, 051, 052, 054, 056, 058, 059, 060, 062, 063, 064, 065, 066, 067, 068, 069, 073, 074, 076, 077, 078, 079, 081, 082, 083, 084, 085, 086, 087, 089, 090, 091, 092, 093, 094, 096, 097, 098, 099, 100, 102, 103, 104, 106, 107, 108, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 123, 124, 126, 127, 128, 129, 130, 132, 133, 134, 136, 137, 140, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 165, 166, 167, 168, 169, 170, 172, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 198, 199, 201, 202, 204, 206, 207, 209, 211, 212, 213, 214, 216, 218, 219, 220, 222, 223, 225, 229, 230, 231, 232, 234, 235, 236, 237, 238, 239, 240, 241, 242, 244, 245, 247, 248, 249, 250, 251, 253, 256, 257, 258, 259, 261, 262, 263, 264, 265, 266, 269, 271, 272, 273, 274, 275, 276, 277, 278, 282, 283, 084, 085, 086, 091, 092, 299, 300, 301, 302, 304, 305, 306, 307, 308, 310, 311, 313, 314, 315, 317, 318, 320, 321, 322, 323, 326, 327, 328, 329, 330, 333, 334, 337, 339, 340, 341, 343, 347, 348, 349.	255	72, 85%
2.	Subtraction	001, 002, 003, 004, 005, 006, 007, 008, 009, 010, 011, 014, 015, 018, 019, 022, 024, 025, 026, 027, 029, 030, 032, 033, 034, 035, 036, 038, 041, 043, 045, 046, 048, 050, 051, 052, 053, 054, 055, 056, 057, 058, 059, 060, 061, 062, 063, 064, 065, 066, 067, 071, 073, 074, 075, 077, 079, 082, 083, 086, 087, 088, 089, 090, 091, 092, 093, 094, 100, 102, 103, 105, 108, 109, 111, 112, 113,	211	60, 28 %

		115, 117, 118, 119, 120, 121, 122, 123, 129, 130, 132, 134, 135, 136, 138, 139, 140, 141, 142, 143, 146, 147, 149, 150, 152, 154, 156, 157, 158, 159, 160, 164, 163, 168, 169, 170, 171, 172, 174, 175, 177, 178, 180, 181, 183, 184, 185, 185, 186, 187, 189, 190, 191, 196, 200, 202, 203, 206, 207, 208, 210, 211, 217, 218, 220, 221, 222, 223, 225, 230, 232, 233, 234, 236, 238, 243, 240, 244, 246, 247, 248, 250, 256, 258, 259, 260, 262, 264, 266, 267, 268, 269, 270, 272, 273, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 291, 292, 294, 299, 300, 303, 305, 307, 310, 313, 314, 320, 321, 322, 323, 324, 327, 331, 337, 338, 339, 340, 348, 349, 350.		
3	Adaptation	009, 011, 013, 014, 015, 018, 019, 020, 021, 022, 023, 024, 025, 026, 032, 033, 034, 035, 036, 037, 038, 039, 040, 041, 042, 043, 045, 046, 050, 051, 052, 057, 060, 064, 065, 066, 068, 070, 071, 073, 074, 076, 077, 079, 081, 082, 085, 085, 086, 088, 089, 090, 091, 092, 096, 097, 098, 099, 100, 103, 104, 107, 108, 111, 112, 115, 116, 118, 119, 121, 122, 125, 126, 127, 130, 131, 136, 138, 139, 141, 144, 145, 147, 148, 150, 152, 156, 164, 165, 167, 168, 169, 170, 178, 183, 185, 186, 187, 188, 191, 192, 193, 198, 199, 200, 202, 204, 207, 208, 210, 212, 215, 216, 217, 218, 219, 220, 221, 223, 224, 225, 227, 230, 231, 232, 234, 235, 236, 237, 238, 239, 240, 243, 244, 245, 246, 247, 249, 250, 259, 262, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 278, 279, 280, 281, 282, 284, 285, 286, 294, 299, 300, 303, 304, 307, 309, 310, 314, 316, 318, 320, 322, 324, 327, 328, 329, 340, 348.	185	52, 85 %
4.	Deletion	003, 005, 006, 007, 017, 020, 025, 026, 038, 042, 047, 050, 053, 054, 055, 056, 057, 060, 065, 067, 069, 072, 077, 078, 080, 083, 086, 087, 088, 089, 090, 091, 093, 096, 097, 098, 100, 109, 111, 112, 119, 120, 124, 125, 127, 135, 137, 144, 155, 158, 159, 163, 167, 170, 173, 174, 176, 179, 180, 184, 188, 189, 190, 191, 197, 198, 206, 212, 217, 219, 220, 221, 222, 223, 224, 232, 235, 236, 237, 238, 241, 242, 245, 246, 248, 251, 252, 256, 259, 261, 262, 266, 270, 273, 280, 283, 286, 287, 293, 295, 296, 297, 298, 301, 306, 311, 315, 319, 322, 324, 326, 327, 328, 336, 337, 340, 341, 343, 347, 348, 349.	123	35, 14 %
5.	Extension	004, 008, 010, 015, 012, 019, 020, 024, 021, 027, 028, 029, 036, 040, 041, 042, 044, 045, 046, 048, 051, 055, 058, 059, 060, 061, 062, 065, 067, 068, 070, 072, 076, 080, 084, 085, 086, 091, 097, 103, 104, 107, 108, 110, 111, 125, 161, 180, 181, 194, 195, 203, 225, 253, 259, 257, 261, 274, 287, 290, 294, 302, 306, 325, 347, 349.	67	19,57 %
6.	Transliteration	004, 008, 010, 015, 012, 019, 020, 024, 021, 027, 028, 029, 036, 040, 041, 042, 044, 045, 046, 048, 051, 055, 058, 059, 060, 061, 062, 065, 067, 068, 070, 072, 076, 080, 084, 085, 086, 091, 097, 103, 104, 107, 108, 110, 111, 125, 161, 180, 181, 194, 195, 203, 225, 253, 259, 257, 261, 274, 287, 290, 294, 302, 306, 325, 347, 349.	58	16, 57 %

7.	Cultural Equivalence	020, 029, 033, 095, 114, 119, 126, 127, 137, 176, 177, 228, 258, 259, 261, 262, 268, 299, 332, 335, 336, 345, 346.	23	6, 57 %
8.	Reduction	020, 029, 033, 095, 114, 119, 126, 127, 137, 176, 177, 228, 258, 259, 261, 262, 268, 299, 332, 335, 336, 345, 346.	16	4, 57 %
9.	Additional Information	012, 036, 062, 064, 066, 074, 076, 085, 110, 173, 256, 343.	13	3, 71%
10.	Modulation	075, 260.	2	0, 57 %

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After conducting the analysis, the researcher draws several conclusions to answer the problem statements follows:

1. From the analysis of the text entitled *Quantum Teaching Orchestrating Students' Success* based on the translation strategies, there are a phenomenon that most of the data contain more than one strategies. The three major strategies used in the translation process are:
 - a. Transposition is used on 255 data or 72, 85 % out of the total data.
 - b. Subtraction is conducted on 211 data or 68, 28 % out of the total data.
 - c. Naturalization or adaptation is practiced on 185 data or 52, 85 % out of the total data.
2. From the aspect of the readability, the three informants give their opinion that mostly, the data in the translation of *Quantum Teaching Orchestrating Students' Success* are readable sentences. The three informants can read the

whole data easily. There are 346 data or 98,8 % out of the total data classified as the readable ones. Meanwhile, there are only 4 data or 1,14 % out of the total data classified as un-readable sentences. In conclusion, the translation of the book is good.

3. From the three informants included in the research, two of them can get the idea of data easily. In fact, they are educated as the master of degree. Meanwhile, one of them finds more problems in reading and understanding the data. The last informant is a senior high school educational background.
4. There is only one factor of making the unreadable data; the word choices. All of the readable data consist of this factor, so it makes the informants difficult to understand the meaning of those. They argue that some words of making difficulties have not been recognized before. Meanwhile, another factor of unreadable aspect; the grammatical error is not found in the data. So, it can be concluded that the factor of making un-readability data in this research is the word choices.

B. Suggestions

After conducting the research of the text entitled *Quantum Teaching Orchestrating Students' Success* based on the translation strategies and the readable aspect, the researcher gives some suggestions to some people as follows:

- a. The students

It is better for the students to learn about the science of translation deeply. This is due to get the further explanation about the translation studies especially the translation strategies, so that, they understand the problem solving of the translation process in their studies. Besides, the good understanding about translation studies will help them to do their research about translation.

b. The Lecturers

The researcher suggests to the lecturer to develop the lecture program, especially the translation subject. There are many translation strategies that should be taught to the students in order to preserve them as a good translator. By maintaining a well understanding about translation studies, the lectures can develop the knowledge of translation.

c. The translator.

The translators are professionals that would care the knowledge from the writers to the readers. They need to know deeply about strategies in translating process. They can use various techniques of solving the difficulties by understanding many strategies of translation. So that, they can create good translation products to the readers.

d. The Readers

The readers are people consuming the translation products to grow their knowledge from many kinds of sources. They are suggested to know about the translation studies in order to help them understanding the procedures of translation process. So that, if they find some difficulties in reading and

understanding a translation, they can solve the problem and create the better ones for their selves.

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