AN ACCURACY ANALYSIS IN INDONESIAN-ENGLISH TRANSLATION USING "GOOGLE TRANSLATE" MACHINE TRANSLATION

(Translation of "*Jurnal Walisongo* Abstracts Vol. 23 Number 1")

THESIS

Submitted in Partial Fulfillment of the Requirement
for the Degree of Bachelor of Islamic Education
in English Language Teaching Departmen

MARIA ULFAH
Student Number: 113411005

ISLAMIC EDUCATION AND TEACHER TRAINING FACULTY
WALISONGO STATE ISLAMIC UNIVERSITY
SEMARANG
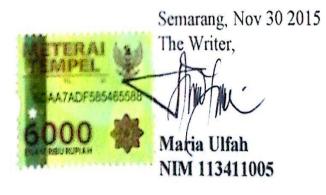**2015**

THESIS PROJECT STATEMENT

I am, the student with the following identity:

Name   : **Maria Ulfah**
Student Number : 113411005
Department   : English Language Teaching

certify that the thesis entitled:

AN ACCURACY ANALYSIS IN INDONESIAN-ENGLISH TRANSLATION USING "GOOGLE TRANSLATE" MACHINE TRANSLATION (TRANSLATION OF "*JURNAL WALISONGO* ABSTRACTS VOL. 23 NUMBER 1")

is definitely my work. I am completely responsible for the content of this thesis. Other writer's opinion or finding included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, Nov 30 2015
The Writer,

Maria Ulfah
NIM 113411005

ii

KEMENTERIAN AGAMA R.I.
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang
Telp. 024-7601295 Fax. 7615387

RATIFICATION

Thesis with the following thesis indentity:

Title : **An Accuracy Analysis in Indonesian-English Translation Using "Google Translate" Machine Translation (Translation of "*Jurnal Walisongo Abstracts Vol. 23 Number 1*")**

Name : **Maria Ulfah**

Student Number : 113411005

Department : English Language Teaching Departmen

had been ratified by the board of examiner of Education and Teacher Training Faculty Walisongo State Islamic University and can be received as one of any requirement for gaining the Bachelor Degree in English Language Education.

Semarang, Nov 30 2015

THE BOARD OF EXAMINER

Chair Person,   Secretary,

Dra. Nuna Mustikawati Dewi. M.Pd.   **Aang Kunaepi, M.Ag.**
NIP. 19650614 199203 2 001   NIP. 19691107 199603 1 001

Examiner I   Examiner II

Dra. Hj. Siti Mariam, M.Pd.   **Sayyidatul Fadilah, M.Pd.**
NIP. 19655727 199203 2 002   NIP. 19810908 200710 2 001

Advisor I   Advisor II

Lulut Widyaningrum, M.Pd.   **Dr. Ahwan Fanani, M.Ag.**
NIP. 19800803 200901 2 010   NIP. 19780930 200312 1 001

iii

ADVISOR NOTE

Semarang, Nov 20 2015

To

The Dean of Education and Teacher Training Faculty
Walisongo State Islamic University

Assalamu'alaikum Wr. Wb.

I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis indentification:

Title : **An Accuracy Analysis in Indonesian-English Translation Using "Google Translate" Machine Translation (Translation of "*Jurnal Walisongo* Abstracts Vol. 23 Number 1")**

Name **: Maria Ulfah**

Student Number : 113411005

Department : English Language Teaching

I state that this thesis is ready to be submitted to Education and Teacher Training Faculty Walisongo State Islamic University to be examined at Munaqosyah Session.

Wassalamu'alaikum. wr. wb.

Semarang, Nov 20 2015
Advisor I

Lulut Widyaningrum, M.Pd
NIP. 198008032009012010

ADVISOR NOTE

Semarang, Nov 20 2015

To
The Dean of Education and Teacher Training Faculty
Walisongo State Islamic University

Assalamu'alaikum Wr. Wb.

I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis indentification:

Title   : **An Accuracy Analysis in Indonesian-English Translation Using "Google Translate" Machine Translation (Translation of "*Jurnal Walisongo* Abstracts Vol. 23 Number 1")**
Name   **: Maria Ulfah**
Student Number   : 113411005
Department   : English Language Teaching

I state that this thesis is ready to be submitted to Education and Teacher Training Faculty Walisongo State Islamic University to be examined at Munaqosyah Session.

Wassalamu'alaikum. wr. wb.

Semarang, Nov 20 2015
Advisor II

Dr. Ahwan Fanani, M.Ag
NIP. 19780930200312100

v

MOTTO

Kind words can be short and easy to speak, but their enchoes are truly endless.

"Mother Teresa"

DEDICATION

No writing project of mine reaches fruition without the patience and support of my family, my teachers, my friends, and whom I am indebted and from whom I receive energy and sustenance. Finally, this thesis is dedicated to them, but the foremost dedications are to:

1. My beloved father and mother, Bpk. Sudir Alfa dan Ibu Subekti Rahma Aliya
2. My granny, Suparti
3. My loving-little sister, Emma Indratama
4. My beloved and special one, Luqman Hakim

ABSTRACT

Maria Ulfah (113411005) *"An Accuracy Analysis In Indonesian-English Translation Using "Google Translate" Machine Translation (Translation of "Jurnal Walisongo Abstracts Vol. 23 Number 1")"* final project, Semarang: Bachelor Program of English Language Education of Teacher Training and Education Faculty (FITK), Walisongo State Islamic University Semarang, 2015.

Trans Tool or Machine Translation (MT) had become commonly used nowadays. This program provided a fast translation from one language into another language. There were many kinds of Trans Tool, but the most commonly used, and easily accessed is "Google Translate", an online Trans Tool. Though it was very convenient to use, Trans Tool was not flawless. Therefore, in this study the writer tried to analyze the translation result provided by "Google Translate" to find out the problems with the translation result provided by the Trans Tool. The writer tried to figure out the effectiveness of "Google Translate" in translating English sentence into Indonesian sentence. This became problem, since the translation result that seem to be correct at the first glance, might still contain a problem. This study used qualitative approach. The data collection technique of this research was selecting sentences, translating the sentences, and analysing the sentences. This study was conducted based on five parameters: word-level equivalence, above word-level equivalence, grammatical equivalence, textual equivalence, cohession 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 sentenc. The result of this study was shown that the accuracy of "Google Translate" in translating Indonesian-English translation was very low.
..

Keywords: Translation, Machine Translation (MT), Google Translate. Sentence.

ACKNOWLEDGEMENT

10. My crazy and embarasing *KAMMU*. Pak Ulin, Mas Habib, Mas Agus, Si Eng, and Nduk Ani.

11. My unforgotable new brother and sister, Kakak Za, Bu Jul, and Dek Udung. They always tell me that care, love, faith, hope, pray and travelling are the most important things in my life

12. Big Family of E_star, *PMII Rayon Abdurrahman Wahid, HMJ Tadris 2014,PMII Komisariat Walisongo,* and *DEMA UIN Walisongo 2015* (Mama Gembul. Dedek Faiz, Om Jadid, Najih, Kakag Eka, Marko, Arfian, Pak Cilut, etc). It was the place where I learned to be an amazing youth and the place which let me to find a million experience of life. Thankyou for your all supports, chances, and togetherness till I can finish this final project in best time.

13. All of my friends in English Department of Teacher Traning and Education Faculty (FITK) 2011 that named TBI A 2011. Sorry, the author can not mention one by one, you all are great friends. Thanks for supporting me approximately four years in my undergraduate study.

14. The last but not least, all who come and go in my life because consciously and unconsciously that they always have a part throughout the research. Happiness, experience, lessons, and memory are things what they give to me also a thousand smiles during conducting this research.Thank you.

Finally, the researcher always expects that this research may be helpful for all. Amin.

Semarang, Nov 30 2015
The Author,

Maria Ulfah
NIM. 113411005

x

TABLE OF CONTENT

CHAPTER III   GOOGLE TRANSLATE AND PROFILE OF JURNAL WALISONGO AND LP2M

CHAPTER IV DISCUSSION

CHAPTER V CONCLUSION AND RECOMMENDATION

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE

CHAPTER I

INTRODUCTION

A. Background of the Study

Translation is a process where a source language (SL) to be translated into the target language (TL), with the various stages that becomes a qualified result of translation. Today, there are emerging many translator-based technologies that can facilitate us in translating the text.

In this era, there are many inventions of advanced technologies, one of them is internet. Internet is an invention of technological advancement used as the connection worldwide and also as a tool to find information. On the other hand, if the internet develops more, there will be new things appear and which bring effects to each other: It might be negative or positive ones. When we are connected to internet, we will find many sites, and every site has different function and characteristics.

Nowadays, internet is developing fast. You just need to connect the modem with computer: Then, you can access the internet and indirectly you are already connected with other country because you can interact with other people all over the world. By means of internet, we can find various information, knowledge, entertainments, etc. If we want to enjoy all of them, we must go to a site which provides that features because every site has each functions and features. Beside internet can connect one person to another, internet also can be used in helping human in many work and field. Internet, nowadays, gives a wide contribution in developing technology and knowledge which we always call it IPTEK in Bahasa. Education and business field is also one of the fields touched by internet.[1]

---

[1]Yogi Sugiar, (2014). Komputer si Mesin Pintar. Bandung: OASEBUKU (p.18-21).

For example, www.facebook.com is one of sites that provide social networking. Then, one of the easiest ways to help us to find information correctly is by using search engine.

> *Search engine is "perangkat lunak komputer yang dikhususkan untuk melakukan pencarian data secara khusus (spesifik) maupun meluas (general) dalam bentuk teks maupun database, yang disajikan dalam bentuk tatap muka aplikasi dan layanan berbasis website, dengan satu atau sejumlah inputan berupa kata kunci (keyword) dari pengguna".[2]*

Search engines provide an interface to a group of items that enables users to specify criteria about an item of interest and have the engine find the matching items. The criteria are referred to as a search query. In the case of text search engines, the search query is typically expressed as a set of words that identify the desired concept that one or more documents may contain.There are several styles of search query syntax that vary in strictness. It can also switch names within the search engines from previous sites. Whereas some text search engines require users to enter two or three words separated by white space, other search engines may enable users to specify entire documents, pictures, sounds, and various forms of natural language. Some search engines apply improvements to search queries to increase the likelihood of providing a quality set of items through a process known as query expansion.

One of the most popular of search engines is Google. The search engine is first developed by Larry Page and Sergey Brin in 1996. Google Inc. is not only a company but also one of SEO (Search Engine Optimization) that is famous all over the world. This is a site that functions as a tool for finding information, whether it is the world's information, news, or other things like downloading music, videos and eBook. Larry Page and Sergey Brin as developers of Google Inc, make Google developing as a complex search engine that is more useful for users. Talking about translation and technology, Google Inc. has already published the work of Google development

---

[2]I Putu Agus Eka Pratama, (2014). Komputer dan Masyarakat. Bandung: Informatika (p.212)

introduced to public in 2008, called "Google Translate." The "Google Translate" is an invention of Google that is published to the public by the end of 2008. The latest Google's feature is a development of php ajax which will produce a media of translation called translator. "Google Translate" is a media that serves a service of online translation. This feature is the first that is introduced to public. The advantageous of "Google Translate" is the ability to translate more than 50 languages worldwide.[3]

"Google Translate" will help us to translate texts or webs pages from one language into other languages automatically, from source language (SL) into target language (TL) so that it helps readers as they are trying to understand the content of a web page. Och pointed that "because we want to provide everyone with acces to all the world's information, including information in every language, one of the exciting projects at Google Research is machine translation".[4] Machine that is used in Google can be classified in term machine translation whose abbreviation is MT. Imam Santoso argued that MT is a computerized system responsible for the production of translations with or without human assistance[5].

Today, "Google Translate" is growing to be a complex MT. There are many researches do to analyze it. Stephen in his research, Global Internet Ranking Results for FMTs, provides Google Translate as the highest rank on translating sentences with a formal register eventhough he still find some of the translation results from "Google Translate" need to be studied further more.[6]

In addition, there are many students, not only senior high schools but also university students that use this media as their machine translator. In this case, university which the researcher take the study is Islamic State

[3]in www.googleresearch.blogspot.com, 2006
[4]in www.googleresearch.blogspot.com, 2006
[5]J. Hutchin, (1995). Reflection on the History and Present State of Machine Translation. Retrieved April 16, 2010
[6] Stephen Hampshire, *Translation and the Internet: Evaluating the Quality of Free Online Machine Translators* (Spain: Facultat de Belles Arts, University de Barcelona 2010), Published Thesis (p.11)

University in English Major. Many scientific or academic Islamic Studies texts which is found by the researcher and other sutdents whether in the class or outside. In the course, they have to present it in English. We have to understand the contain of the Indonesian text and give some opinion of the text we are discussed. Here, how close we are to Indonesian Islamic studies text and this will force student to translate it into English before they present. In this situation, many students use a kind of machine translation and among so many machine translations provided, "Google Translate" is their primary option machine translation to help their work in translating. It is because "Google Translate" easy to be accessed and familiar although they actually do not know the real quality of "Google Translate" translation result.

So, there is a need for deeper study of the translation result by using "Google Translate", especially Indonesian-English translation.that is why the researcher is interested to investigate it trough this studi by the title **AN ACCURACY ANALYSIS IN INDONESIAN-ENGLISH TRANSLATION USING "GOOGLE TRANSLATE" MACHINE TRANSLATION (Translation of "*Jurnal Waisongo* Abstracts Vol. 23 Number 1")**

B. Research Question

There are many questions come related to the theme, but in the way to focus to the study, researcher take the following research question :

How accurate is "Google Translate" used in translating from Indonesian to English?

C. Objectives of the Study

Considering the problem above, the writer formulates the objective of this research as :

To find out how accurate "Google Translate" is used in translating from Indonesian to English.

D. Significance of the Study

The writer expects this research can give fedback to all Google Translate users, about the accuracy of Google Transate so that they can be more careful in using Google Translate. The writer hopes will be fewer Indonesian text that are translated weirdly because translator rely solely on the Machine Translation system.

Then, for the researcher, it wil be the ocation to improve her skill in linguistic. It also will give some experience in conduct an research related to language research especially, or other field.

In addition the writer also hopes that the result of this study can contribute something useful for both the lectures and students in Teacher Training and Education Faculty in Walisongo Islamic States University Semarang, especialy for English Language Teaching Department students.

Also, this research can give something useful for the next researcher. It can be one of their reference. Then, by knowing this research, they can find out the deeper anaysis and can conduct further research in this field by extending it to other levels, other subject and to different settings.

E. Previous Research

There have been many researches which attempt to study the topic related to accuracy analysis in translation "Google Translate". Here are some studies in line with the researcher's.

The thesis entitled *The Translation Analysis Of English Imperatives Into Indonesian By Google Translate* written Kemala Meilinda Putri (English Department Faculty of Letters of Gunadarma University Depok 2010) tried to

investigate the result of translation of English imperatives into Indonesian by Google Translate. This research is focused on the process more than the result.

The results of this research are 122 errors from 140 data, sixth types of English imperatives. The biggest errors are errors in function words, 53 errors (43,44%) and the second are errors in miss-selection of words with similar meaning, 47 errors (38,53%). In addition, the writer also finds out any structure-shifts occur that made by Google Translate while doing translation of English imperatives. There are 22 shifts (18,03%) in structure-shifts.[7]

The other thesis discussing the accuracy analysis in the result of Google Translet which the researcher has found is entitled *An Analysis of Translation Techniques and Quality of the URL: En.Wikipedia.Org/Wiki/Boston_Tea_Party Translated by Google Translate* written by Rio Abdulbari Agusman (English Department Faculty of Letters and Arts Sebelas Maret University Surakarta 2011). He attempted to offer the translation technique occurs in the translation and the quality assessment that covers accuracy and acceptability of the sentence of en.wikipedia.org/wiki/Boston_Tea_Party web page translated by Google Translate. This research applied total sampling as the sampling technique since all sentences on en.wikipedia.org/wiki/Boston_Tea_Party web page are taken as data. This research is conducted based on primary and secondary data.

The finding showed that the analysis of Google Translate applied 7 kinds of translation techniques in translating the web page. The techniques are literal, amplification, reduction, transposition, borrowing, calque, and particularization. The analysis on accuracy assessment shows that there are 18 data considered to be accurate, 96 data considered to be less accurate. And, 3 data considered being inaccurate. It means that, in general, the translation is less accurate. The analysis on acceptability assessment shows that there are 20 data considered to be acceptable, 87 data considered to be

---

[7]Kemala Meilinda Putri, *The Translation Analysis of English Imperatives into Indonesian by Google Translate* (Depok: English Department Faculty of Letters, Gunadarma University 2010), Unpublished Thesis.

less acceptable, and, 10 data considered to be unacceptable. It means that, in general, the translation is less acceptable. The analysis also shows that implementation of techniques makes the translation less accurate and less acceptable. It means that Google Translate cannot determine a suitable technique to produce a quality translation in translating sentences found on en.wikipedia.org/wiki/Boston_Tea_Party web page.[8]

However, the first thesis stated that the research only investigated the accuracy of GoogleTranslate result in translating English Imperative into Indonesia. The second one is analysed the translation technique used in the translation and the quality assessment that covers accuracy and acceptability of the sentence of en.wikipedia.org/wiki/Boston_Tea_Party web page translated by Google Translate. Here, we can see the clear differences between those researches and the researcher's study although we are in a line. It is try to conduct a kind of assessment to Google Translate and its result.

In this study, the researcher does not only try to analyse a part of grammatical unit in a sentence like English Imperative but also the whole part of a sentence based on the parameters mentioned. Then, the object of this analysis is Islamic Studies text. Also, the researcher give a limitation that in this study only focus on the result without give the deep analysis about the process of the translation run in Google Translate itself, because as the result of Stephen Hampshire research under the title "Translation and the Internet: Evaluating the Quality of Free Online Machine Translators" shown that Google translate is the highest rank in Global Internet Ranking Results for FMTs on translating sentence in formal register although it have not reached the best or perfect score given by the researcher. It was evaluated among other ten machine translators. The result proves that Google Translation, actually, provides good translation process but rather imperfect in the result of the translation. That is why the writer has curiosity to conduct this study.

---

[8]Rio Abdulbari Agusman, *an Analysis of Translation Techniques and Quality of the Url:En.Wikipedia.Org/Wiki/Boston_Tea_PartyTranslated by Google Translate* (Surakarta: English Department Faculty of Letters and Arts, Sebelas Maret University2011), Unpublished Thesis.

F. Research Method

1. Research Design

The type of this study was qualitative study because the aim of this study is to know the accuracy of Trans Tool able to translate Indonesian into English sentence effectively, which has given a new understanding in the subject. It was just as stated by Creswell (2001): "Qualitative research is descriptive inthat the researcher is interested in process, meaning, and understanding gained through words or pictures".[9] In this case, the writer dealt with a set of words in a formof a sentence.

2. Source of Data

The writer chooses the sentences from a text and translates using "Google Translate". Then, this text has been analyzed. The text used in this study was academic text. The academic text were taken from academic articles.

The materials were taken based on the theory of purposive sampling, which is as stated by Cohen:

> *Researchers handpick the cases to be included in the sample on the basis of their judgment of their typicality or possession of the particular characteristic being sought. In this way, they build up a sample that is satisfactory their specific needs.[10]*

3. Focus of the Research

The focus of this research was the abstract from the journal chosen. The writer had analysed four types of sentences. Those were simple sentence, compound sentence, complex sentence and compound complex sentence. In this investigation the writer only used five parameter from the parameter explained.

---

[9]J.W. Creswell, (2001). Research Design–Second Edition. London: Sage Publications (p.59)

[10]L. Cohen, L. Manion., and K .Morrison, (2007). Research Method in Education 6th Edition. London: Routledge (p. 114-115).

4. Data Collection Technique

The instrument which the writer use was a personal computer with an internet access to use the "Google Translate", since the "Google Translate" cannot be installed into the computer. The writer also used documents as a material.

In doing this study, there were some steps to collect the materials; they are as follows:

a. Selecting sentences to be translated.

Sentences was taken from academic articles. The sentences were picked based on the type and the sentences were picked using the theory of purposive sampling. After the sentences were chosen, the sentences were put on a list before the sentences are translated.

b. Translating the sentences using the Google Translate.

After the original sentences were listed, they were translated using the Trans Tool, which in this case was "Google Translate".

c. Analysing the translation result of "Google Translate".

The translation results provided by "Google Translate" were then analyzed to determine whether the result was translated correctly or not.

5. Data Analysis Technique

a. The Parameters

The parameters used in this study are based on the compilation of parameter by many experts in translation field, which is compiled in by Baker (1992):

1. Equivalence at Word Level
2. Equivalence above Word Level
3. Grammatical Equivalence
4. Textual Equivalence: Thematic and Information Structures
5. Textual Equivalence: Cohesion

b. The Evaluation of Translation Result

      The translation result of the "Google Translate" analyzed using the parameters compiled by Baker (1992). Every sentence is analyzed using every parameter. After the sentences have been analyzed, the writer tried to find where 'Google Translate' made a mistake.

      The writer counted percentages of the sentences translated correctly. The Percentage of sentences is formulated as follows:

$$\frac{\text{Number of correctly translated sentences (Total scor}}{\text{Total Number of Sentences (High skor)}} \text{ X } 100\%$$

      There are no fixed standard for translation. Newmark states that "Ultimately standards are relative, however much one tries to base them on criteria rather than norms".[11] So, in order to score the effectiveness of "Google Translate" the writer determined the precentage based on Likert Scale that has interval formula:

I   = 100 / total score (likert)

Then   = 100 / 5 = 20

Result (I)   = 20

  (This is the interval which have the lowest score 0 % until the highest 100%)

      Here is the criterion of score interpretation based on the interval:

1. Very High   : 80% − 100%
2. High   : 60% − 79,99%
3. Standard   : 40% − 59,99%
4. Low   : 20% − 39,99%
5. Very Low   : 0%   − 19,99%

---

[11] P.Newmark, (1988). A Text Book of Translation. Hertfordshire: Prentice Hall International, (p. 192)

CHAPTER II
TRANSLATION, COMPUTATIONAL LINGUISTIC, EFFECTIVE TRANSLATION, AND SENTENCE

A. Translation

Translation has become an important issue since the world began to globalize. Much information from other parts of the world is now easy to get, but the way people interpret the information can be a serious issue. Wrong interpretation of the information can lead to whole new meaning of the information, and of course it will not give us the desirable result.

The act of translation has already begun since a long time ago, like the command from Allah to learn other language of tribes to make our live easy in communication and making a cooperation.[12] It was stated in Holy Qur'an Surah al-Kahfi verse 93:

حَتَّىٰٓ إِذَا بَلَغَ بَيْنَ ٱلسَّدَّيْنِ وَجَدَ مِن ۖ دُونِهِمَا قَوْمًا لَّا يَكَادُونَ يَفْقَهُونَ قَوْلاً [13] ﴿٩٣﴾

> Until, when he reachead between two montains, he found, before (near) them (those two montains), a people who scarcely understood a word. (Al-Kahfi: 93)[14]

The development of translation continues until right now, the development is also accompanied by the development of many rules suggested to give us a good translation result.

There are many definitions of translation; some of them are as follows:

---

[12] Al-Maragi, Ahmad Mustafa, *Tafsir Al-Maragi*, (Indonesian version) translated by Bahrun Abu Bakar et.all., (Semarang: Karya Toha Putra, 1993) p. 237.

[13] Al-Kalam Digital, DVD Program Version 1.0, (Bandung: Penerbit Diponegoro, 2009) Surah al Kahfi, verse 93.

[14] Rifhan, Arif and Tim Al-Huda (eds.), *Al-Qur'an Tiga Bahasa*, (Depok: Al-Huda Kelompok Gema Insani, 2012), p. 637.

1. It is rendering the meaning of text into another language in the very way that the author intended the text. [15]

2. Involves the rendering of a source language (SL) text into the target language (TL) so as to ensure that (1) the surface meaning of the two will be approximately similar and (2) the structures of the SL will be preserved as closely as possible but not so closely that the TL structures will be seriously distorted. (Bassnett, 1991).

From these two quotations, the writer concludes that Translation is the act of rendering the Source Language (SL) into Target Language (TL), without changing the original meaning that is intended by the author.

Translation, based on the process is divided into two kinds:

1. Manual Translation: Translation done manually by human.

2. Machine Translation: Translation done by machine (mostly a computer).

Manual Translation is mostly discussed in the field of Translation while Machine Translation is discussed in the field of Computational Linguistics.

B. Computational Linguistics

This study is within the field of Computational Linguistics, just as stated by O'Grady et. al. [16]

> *Computational Linguistics is a relative new discipline that lies in the intersection of the fields of linguistics and computer science. It is but one of many hybrid disciplines involving computers that require computational expertise as well as a background in another field.*

---

[15]P. Newmark, (1988). A Text Book of Translation. Hertfordshire: Prentice Hall International (p. 5)

[16]J. Klavans in O'Grady, MichaelD. And Francis K. (Eds.). (1996).Contemporary Linguistics: An Introduction. London: Longman (p.665)

In Simpler terms, this field is the combination of Computer Science and Linguistics which still carries the characteristics of each field.

Within this field there are also other fields, for example: Computational Morphology, Computational Syntax, Computational Semantic, etc. In this study the writer will discuss one of the fields within Computational Linguistics, which is Machine Translation.

1. Trans Tool

Trans Tool or known better as Machine Translation, is a program which is used to translate a certain text from 1 language into another language. Trans Tool can translate any language into any language, depending on the Trans Tool itself.

Basically the Trans Tool or Machine Translation work routine is just like what O'Grady.[17] That is from Source Language to Machine Translation and finally SystemTarget Language.

The source language which the user wants to translate is typed in the Trans Tool or Machine Translation System. After the text is typed, the user can select the command to translate the text in the program. After the translate command is selected, the program will begin to translate the text, the result will be displayed after a short period of time. This work routine is the basic work routine that is used by any Trans Tool, despite its type.

Bilingual Trans Tool is the oldest type of Trans Tool; Hutchins[18] states that:

> *For many years, the* systems *are based primarily on direct translations via bilingual dictionaries, with relatively little detailed analysis of syntactic structures.*

---

[17]J. Hutchins, (1999).The development and use of machine translation systems and computer-based translation tools, 2-13. Retrieved April 13, 2015 from http:// www.citeseerx.com (p.696)

[18]J. Hutchins, (1999).The development and use of machine translation systems and computer-based translation tools, 2-13. Retrieved April 13,2015 from http:// www.citeseerx.com (p.2)

This means that the bilingual Trans Tool in its time is very unreliable since it relies on the bilingual dictionary to give translation result.

After several years of the development, the Trans Tool has undergone a lot of improvement. One of them is the development of multilingual translation feature.

One of the example called Systran system is provided by Hutchins (1999). He states that the Systran system, which is originally designed for translation only from Russian into English, is now available for a very large number of language pairs: English from and into most European languages (French, German, Italian, Spanish, Portuguese), Japanese, Korean, etc.[19] The Trans Tool which has multilingual translation features like this is called: "Multilingual Trans Tool".

a. Early Trans Tool

In the beginning of the development of Trans Tool, which according to Hutchins is in the early 1950s, research is necessarily modest in its aims. It is constrained by the limitations of hardware, in particular inadequate memories and slow access to storage, and the unavailability of high-level Language programming.[20] What makes it worse is that it did not look for assistance from the language experts. Syntax is a relatively neglected area of linguistic study and semantics is ignored. Hutchins blames this problem to the behavior of the leading scholars. It is not surprising that the first Trans Tool researchers turned to crude dictionary based approaches, or in simpler terms; word for-word translation.

With such limitations, early researchers set out with modest aims. They knew that whatever systems they could develop would

---

[19]J. Hutchins, (1999). The development and use of machine translation systems and computer-based translation tools, 2-13. Retrieved April 13, 2015 from http:/ www.citeseerx.com(p.3)

[20]J. Hutchins, (1995). Reflection on the History and Present State of Machine Translation. Retrieved April 16, 2015 from http:// www.citeseerx.com (p.1)

produce low quality results, and consequently they suggested the major involvement of human translators both for the pre-editing of input texts and for the post-editing of the output, and they proposed the development of controlled languages and the restriction of systems to specific domains. Hutchins states that:[21]

> *Above all, they proposed that MT systems could progress by the cyclical improvement of imperfect approaches, i.e. an application of the engineering feedback mechanism with which they are familiar.*

'They' in this quotation refers to the researchers at that time. Those researchers have agreed despite its imperfectness, Trans Tool can still be improved. In this atmosphere the first demonstration systems is developed, according to Hutchins the first notable collaboration is the collaboration between IBM and the Georgetown University in 1954 Hutchins states that:[22] "US agencies are encouraged to support a large number of projects." This shows how the enthusiasm on Trans Tool is already spread. Enthusiasm for Trans Tool spreads throughout the world, and in this period from the mid 1950s to the mid 1960s many of the approaches which are still current are first put forward.

b. Present Trans Tool

Trans Tool has launched on a great significance of growth a historic shift in the way is being used and a phenomenal increase in the number of people who rely on it. People now have Trans Tool software that is viable, affordable, and can be operated on personal computer. According to Vasconellos (2010)'s research: there are more than 500 vendors of MT software for the personal computer around the world, and among them they put out well over 1,000

---

[21]J. Hutchins, (1995). Reflection on the History and Present State of Machine Translation. Retrieved April 16, 2015 from http:// www.citeseerx.com (p.1)

[22]J. Hutchins, (1995). Reflection on the History and Present State of Machine Translation. Retrieved April 16, 2015 from http:// www.citeseerx.com(p.1)

products. One of the vendors, Globalink, sells its extensive line of software in at least 6,000 stores in North America alone, and at present Europe is its fastest-growing market.

The development of the personal computer with access to the Internet is giving a great growth in the usage of Trans Tool. People now have on-line Trans Tool, which can easily be accessed through websites. Vasconellos states that:23

> *The on-line phenomenon is changing our whole way of thinking about Trans Tool. Together, these two developments-the abundance of low-cost Trans Tool in a form of CD or DVD, coupled with on-line Trans Tool are turning the Trans Tool into an everyday commodity that is within the reach of anyone with a late-model personal computer.*

Vasconellos' (2010) statement shows that Trans Tool is become easier to be accessedby many people, and therefore become more popular. Vasconellos's (2010) statementis also supported by Cribb "As the volume increases, MT systemsbecome more useful and therefore more financially viable."[24]

2. Types of Trans Tool

Based on its capability Trans Tool has 2 types: bilingual and multilingual, justas stated by Hutchins "Systems are designed either for two particularlanguages (bilingual systems) or for more than a single pair of languages(multilingual systems)."[25]

a. Bilingual Trans Tool.

Bilingual Trans Tool, just like its name, is a Translation Device for bilingualuse. Bilingual use in this Trans Tool differs from

---

[23] M. Vasconellos and L.Chris Miller, (2010). Recent Trends in Machine Translation 1. Retrieved April 16, 2015. from http://www.citeseerx.com (p.1)

[24] V. M. Cribb, (2000, autumn). Machine Translation: The alternative for 21st century?. TESOL QUARTERLY (p.2)

[25]J. Hutchins, (2002). Machine Translation: A Brief History. Retrieved September 4, 2015 from http://aymara.org/biblio/mtranslation.pdf (p.1)

the type of the Trans Tool, forexample: "Toogle Text" and "Rekso Tool" for Indonesian-English.

This kind of Trans Tool has two types based on its program location: Online Trans Tool and Offline Trans Tool. Online Bilingual Trans Tool is more dependablethan the offline one since its vocabulary database is always updated by theadministrator of the program, and of course it makes the user easier to translate thenew words, but people who want to use the Trans Tool need to connect to the internet to use it.

b. Multilingual Trans Tool

Multilingual Trans Tool is a Trans Tool which has the capability to translate text to not only one language to another language, but one language to many other languages. Multilingual Trans Tool rarely has an offline version; it is different from the Bilingual one which has the online and offline version.

Even though it seems that Multilingual Trans Tool is not as simple as the Bilingual Trans Tool, Multilingual Trans Tool has its own advantages:

Example of Multilingual Trans Tool translation

1. Saya ingin makan mie ayam

   I wanted to eat chicken noodles

2. I wanted to eat chicken noodles

   Saya ingin makan mie ayam

The example above shows the result of translation using "Google Translate" multilingual Trans Tool. Both translations have similar result, which are different from the Bilingual Trans Tool, but the use of wrong tense still happens.

The writer uses "Google Translate" which is categorized as this (multilingual) type to conduct this study, but the writer only uses the Trans Tool for bilingual purpose only, that is Indonesian sentences-English sentences. Even though it seems that "Google Translate" is effective (referring to the example shown above); sometimes this Trans Tool is not able to translate the text correctly.

C. Effective Translation

There are many theories that can be used to help translate effectively. Baker (1992) in her book thinks that an effective translation is a translation that fulfills the parameters that she mentioned in her book. The parameters consist of 6 criteria, which are already in hierarchical order. According to Baker, the organization of these criteria is based on a straightforward principle: it starts with the simplest possible level and grows in complexity by widening its focus on each criterion. Those criteria are as follows:[26]

1. Equivalence at Word Level

Word is the smallest unit of language that can be used by itself which we would expect topossess individual meaning.[27]This parameter is the simplest of all of the criteria. Though it is the simplest, it is the most vital essence in translating. In this level, we have to consider some particulars.

One problem that is most commonly happens is like what is said by Baker "what does the translator do when there is no word in the target language which expresses the same meaning as the source language word?" though translating word from source language to target language

---

[26]M. Baker, (1992). In Other Words a Coursebook on Translation London: Routledge. (p.5)

[27]M. Baker, (1992). In Other Words a Coursebook on Translation London: Routledge. (p.11)

seems to be easy, it would cause us a big trouble when translator meet the problem shown above.[28] This case most likely appears when translator is translating a slang or term.

Example:

1. Sejak awal kehadirannya, Islam sebenarnya sudah dilingkupi oleh **khazanah** kesusastraan.

   Since the beginning ofits presence, Islamis alreadycoveredbythe **treasures** ofliterature.

2. Jika fiqh Islam dipetakan dalam sekala besar, maka menjadi dua bagian; yaitu urusan ibadah dan urusan **muamalah**.

   If the Islamic fiqh is mapped in a large scale, then into two parts; namely religious affairs and affairs **muamalah**

   The word(s) "khazanah" in the first example is translated as "treasure", is translated correctly, because even the meaning of treasure is *kekayaan* not *khazanah* but actually the real meaning of *khazanah* in KBBI is also *kekayaan.* A different case happens in the second example. The word "muamalah" is not translated into other word. The word "*muamalah*" is a term commonly used in islamic studies discourse to deliver something which is close to society relationship. Also, KBBI is explained the word "*muamalah*" in the "*masyarakat*". So, "*muamalah*" in the sentence can be translated in word "society" or "public".

2. Equivalence above Word Level

   This parameter does not imply to the equivalence at sentence level, it implies mostly on the phrase level. Baker states that:[29]

   > *It goes without saying that words rarely occur on their own; they almost occur in the company of other words. But words are not strung together at random in any language; there are always restrictions on the way they can be combined to convey meaning.*

---

[28]M. Baker, (1992). In Other Words a Coursebook on Translation London: Routledge. (p. 10)

[29]M. Baker, (1992). In Other Words a Coursebook on Translation London: Routledge. (p. 46)

Words that are combined can sometimes misleading to be translated. If translator does not know the correct meaning of the combined words, the whole translation result will be weird.

Example:

1. Hal itu dikarenakan **jam terbang** yang dimilikinya sudah sangat luar biasa

    It is because of its **flight hours** has been very incredible

2. This Job is a **piece of cake**

    Pekerjaan ini adalah **sepotong kue**.

The Phrase "*jam terbang*" and "a piece of cake" is not an individual word, so it should not be translated word per word just like what happened above. The phrase "*jam terbang*" means "experience", while the phrase "piece of cake" means "very easy".

3. Grammatical Equivalence

Grammar isprganized along two main dimensions: morphology and syntax.[30] Morphology covers thestructure of word and syntax covers the grammatical structure of clauses and sentences.

In translating, a translator also needs to take a caution in the grammar section. In some cases, different grammatical order can have a different meaning for sentences. Jakobson (1959) states that:[31]

> *The grammatical pattern of a language (as opposed to its lexical stock) determines those aspects of each experience that must be expressed in the given language*

The statement of Jakobson here is the key to solve most problems that mostly occur in this part: Some languages have different

---

[30]M. Baker, (1992). In Other Words a Coursebook on Translation London: Routledge. (p. 83)

[31]M. Baker, (1992). In Other Words a Coursebook on Translation London: Routledge. (p. 83)

grammatical order than the source languages. This means that a translator must understand the grammatical order of the target language before they begin to translate the text.

Example:

1. Hari ini, saya membeli sebuah tas

   Today, I bought a bag
2. I wanted to eat chicken noodle

   Saya ingin makan mie ayam

At a first glance this translation seems fine and correct, but there are some mistakes. The source text in first senence uses present form of the sentence, but the result shows a past sentence. Then, the second source text is in past form, while the translation result does not indicate any tense.

4. Textual Equivalence: Thematic and Information Structures

In translating something, word arrangement is important. Please remember that when translator translates texts, the translator should choose the word wisely so that the information delivered correctly. This statement is also supported by Enkvist (1978):[32]

> *A sentence is not autonomous; it does not exist for its own sake but as part of a situation and part of a text. And one of the most important functions of information dynamics is precisely to link a sentence to its environment in a manner which allows the information to flow through the text in desired manner.*

Example:
1. Aku mencintaimu

   I love you
2. Saya suka burung

   I love birds

---

[32]M. Baker, (1992). In Other Words a Coursebook on Translation London: Routledge. (p. 117)

3. This knife is dull

   Pisau ini membosankan

4. The glow of this bonfire is dull

   Cahaya api unggun ini membosankan

The information is delivered correctly because the word "*cinta*" and "*suka*" is translatedin the same word "love" in different sentences. In English the word "love" to express both "taken aliking" and "Sexually attracted", but in Indonesian it is different. In Indonesian theword "*cinta*" is used to express "sexually attracted", while the word "*suka*" is used toexpress "taken a liking.

It is different from the first sentence, the second shows uncorrectly result. The word dull is translated in one meaning "membosankan" for two sentences which use one word "dull" but have different thematic. So, the word "dull" in sentence "this knife is dull " must be translated in word "*tumpul*" and in sentence "the glow of this bonfire is dull" in word "*tidak terang* or *redup*".

5. Textual Equivalence: Cohesion

The connection of grammatical and lexical are important in a sentence, one cannot stand without the others. Baker states that: "Cohesion is the network of lexical, grammatical, and other relations which provide link between various parts of a text".[33] The cohesion device such as: reference, substitution, ellipsis, conjunction, and lexical cohesion (Halliday and Hasan (1976) arrangement plays an important role in helping readers to understand the text[34]

---

[33] M. Baker, (1992). In Other Words a Coursebook on Translation London: Routledge. (p.180)

[34]M. Baker, (1992). In Other Words a Coursebook on Translation London: Routledge. (p. 180)

Example:

1. Umat juga ingin mengetahui pemahaman ayat-ayat al-Quran yang kelihatannya mirip, padahal **ia** membawa pengertian yang berbeda.

   People also want to know the understanding of the verses of the Koran that seems similiar, and **he** brings a different understanding

2. Metode tematik adalah metode terbaru dalam ilmu tafsir alquran dan **ini** akan sangat memudahkan umat

   Thematic method is the latest method in interpreting the Quran and **this** will greatly facilitate people.

In the first example, which indicates a lexical cohesion, is quite similar as "reference", the translation result is wrong. The word "*ia*", which indicates reference to "*ayat-ayat al-Quran yang kelihatannya mirip*", is translated into "he", and this causes the translation result became weird. In the second sentence the translation result is translated correctly. The word "*ini*", which indicates a reference, is translated to "this".

6. Pragmatic Equivalence

In the translation process, after dealing with the surface of the text, the next one is to deal with the implementation of the text in the utterance, or more specifically coherence. Charolles (1983) states that:[35]

> *No text is inherently coherent or incoherent. In the end, it all depends on the receiver, and on his ability to interpret the indications present in the discourse so that, finally, he manages to understand it in a way which seems coherent to him- in a way which corresponds with his idea of what it is that makes a series of actions into an integrated whole.*

---

[35]M. Baker, (1992). In Other Words a Coursebook on Translation London: Routledge. (p. 219)

The quotation above does not mean that the translator does not have a part in this. Translator part in this section is to arrange the words and sentences, with good selection of diction in a way that it will be understand by the people who read the translation/results, since not all reader has the same extend of knowledge.

Example:

Syntactically speaking, this sentence is wrong.

Sintaksis berbicara, kalimat ini salah.

Ignoring the translation mistakes that happened in the translation result, the word "Syntactically" may be understood by linguist, but not with the common people. So the translator needs to change the word "Sintaksis", or at least translator can give a foot note about the definition of "Sintaksis".

The difficulty of the effective translation differs from one sentence to another. It depends on the sentence, and the sentence types.

D. Sentences

Sentence is the unity of several words which arranged grammatically. In more technical term; "A sentence is a full predication containing a subject plus a predicate with a finite verb".[36]In Indonesia, sentence which called *kalimat* is like what Alwi say in his book:[37]

> *Kalimat adalah bagian terkecil ujaran atau teks (wacana) yang mengungkapkan pikiran yang utuh secara ketatabahasaan.* Dalam *wujud tulisan kalimat dimulai oleh huruf kapital dan diakhiri dengan titik, tanda tanya, atau tanda seru.*

---

[36]M. Frank, (1972). Modern English: A Practical Reference Guide. New Jersey Prentice Hall International (p. 220).

[37]Hasan Alwi. (1998). Tata Bahasa Baku Bahasa Indonesia. Jakarta: Balai Pustaka (hkm. 311)

According to Frank, sentences are classified into two ways: by types and by number of formal predication. Through the classification of the number of formal predication there are four types of sentences, they are as follows:[38]

1. Simple Sentences

    Sentences which only has one predication, in the form of an independent clause

    Example: The man stole the Jewelry

2. Compound Sentences

    Sentences which have two or more full predications, in a form of independent clauses

    Example: The man stole the jewelry and hid it in his home

3. Complex Sentences

    Sentences which have two or more full predication, one of the predication is independent clause and the other one is dependent clause.

    Example: The man who stole the jewelry hid it in his home

4. Compound-Complex Sentences

    Sentences which contain two or more independent clauses and one or more dependent clauses.

    Example: The man stole the jewelry and he hid it in his home until he could safely get out of town

While, sentence or *kalimat* have their clasification in Indonesian grammar and it is clasified in many aspects. Those are based on the predicate, the position of the actor, and the number of clausa. The case of predicate and position of the actor in kalimat is only the development theory of kalimat clasification based on the clause. Its casification is explained by Cook as follow:

---

[38]M. Frank, (1972). Modern English: A Practical Reference Guide. New Jersey Prentice Hall International (p.).

1. Kalimat Tunggal

Kalimat tunggal the most simple kind of sentence in Indonesia grammar. That is shown in the definition given by Putrayasa in his book *"Kalimat tunggal adalah kalimat yang terdiri atas satu klausa atau konstituen subjek dan predikat"*[39]. Also, it has only one subject and one predicate.

Example: Kritik tersebut memberikan harapan kepada agama untuk menyelamatkan umat manusia.

In this sentence, *kritik tersebut* isas the subject and *memberikan* as the predicate.

2. Kalimat Majemuk

Kalimat majemuk is "*jenis kalimat yang terdiri atas dua buah klausa atau lebih"*.[40] This kind of sentence is devided into two kind. It is based on the grammatical relation between/among their each clause which become the element of the sentence. They are:

a. *Kalimat majemuk setara*

Kalimat majemuk has two or more full predications, in a form of independent clauses or in Indonesia "*kalimat yang terdiri atas dua klausa atau lebih yang sama kedudukannya"*.[41] The clausas are connected by some conjuntion (*koordinatif*). They are *dan, dan lagi, lagi pula, serta, lalu, kemudian, atau, tetapi, tapi, sedang, sedangkan, namun, melainkan, sebaliknya*.

Example: penafsiran mengenai bentuk negara yang ideal adalah teokratis dan keyakinan-keyakinan serupa dianggap sebagai hasil ijtihad politik yang final.

---

[39] Ida Bagus Putrayasa..(2010). Analisis Kalimat; Fungsi, Kategori, dan Peran. Bandung: PT Refika Aditama (p.26).
[40] Ibid. (p. 55).
[41] Ibid. (p. 55).

26

Then, we can conclude from this sentence that "*penafsiran mengenai bentuk negara yang ideal adalah teokratis*" as the first clause and the second is "*keyakinan-keyakinan serupa dianggap sebagai hasil ijtihad politik yang final*". Those are connected by conjunction "*dan*".

b. *Kalimat majemuk bertingkat*

Kalimat majemuk is explained in Putrayasa book as "*kalimat yang terdiri atas dua klausa atau lebih yang tidak setara. Salah satu klausanya merupakan bagian dari klausa lainnya yang disebut klausa terikat*".[42] So, *kalimat majemuk bertingkat* is formed by independent clause and the other one is dependent clause. it is usually connected by some conjunctions (*subordinatif*), such as *ketika, sebelum, karena, untuk, supaya, selama, bahwa, demi, apabila, jika, setelah, kalau.*[43]

Example: Keadaan ini akan semakin parah lagi ketika terjadi pembenaran mutlak atas hasil penafsiran dengan menganggap penafsiran yang lain salah.

Here, the first clause "*keadaan ini akan semakin parah lagi*" is independent clause and another clause ketika "*terjadi pembenaran mutlak atas hasil penafsiran dengan menganggap penafsiran yang lain salah*" is dependent clause. "ketika" is as the conjunction.

Based on the explanation above, the researcer is sure that grammatically, simple sentence is in line with *kalimat tunggal,* compound sentence is equal to *kaimat majemuk setara,* complex sentence is *similiar* to *kalimat majemuk bertingkat*.

---

[42] Ida Bagus Putrayasa, (2010). Analisis Kalimat; Fungsi, Kategori, dan Peran. Bandung: PT RefikaAditama (p.59).

[43] E. ZaenalArifin, dan S. Amran Tasai. Cermat Berbahasa Indonesia: Untuk Perguruan Tinggi. (Jakarta: Akademikapressindo, 2004)p.100Make Money at : http://bit.ly/copy_win

CHAPTER III
GOOGLE TRANSLATE AND PROFILE OF *JURNAL WALISONGO* AND *LP2M*

A. Google Translate

The "Google Translate" is an invention of Google that is published to the public by the end of 2008. The latest Google's feature is a development of php ajax which will produce a media of translation called translator. "Google Translate" is a media that serves a service of online translation. This feature is the first that is introduced to public. The advantageous of "Google Translate" is the ability to translate more than 50 languages worldwide.

"Google Translate" will help us to translate texts or webs pages from one language into other languages automatically, from source language (SL) into target language (TL) so that it helps readers as they are trying to understand the content of a web page. Och pointed that "because we want to provide everyone with acces to all the world's information, including information in every language, one of the exciting projects at Google Research is machine translation".[44] Machine that is used in Google can be classified in term machine translation whose abbreviation is MT. Imam Santoso argued that MT is a computerized system responsible for the production of translations with or without human assistance[45].

Today, "Google Translate" is growing to be a complex MT. There are many researches do to analyze it. Stephen in his research, Global Internet Ranking Results for FMTs, provides "Google Translate" as the highest rank among other ten machine translation investigated on translating sentences

---

[44]in www.googleresearch.blogspot.com, 2006
[45]J. Hutchin, (1995). Reflection on the History and Present State of Machine Translation. Retrieved April 16, 2010

with a formal register ever.[46] This conclutionn proove that "Google Translation" actually has the best sistem on translation than others and deserve to be used as the profesional machine translation.

B. Profile of *LP2M*

1. *LP2M*

LP2M stand for *Lembaga Penelitian dan Pengabdian Masyarakat.* This institution is a merger between research institute and institute of society devotion, based upon the rule of Minister of Religion (*PMA*) No. 17 of 2013, concerning the organization and working procedures (*ortaker*) IAIN Walisongo. *LP2M* or exactly LPPM has changed its name in several times since he was established on May 15, 1973 and got its current name since 2013 ago.[47]

Institution which resides in Walisongo Semarang Islamic State University is an academic unit to conduct activities in the field of research studies and community service. In this institution there are three centres namely research and publishing centers, community service centers and study child and gender centers. *LP2M* has a duty to implement, coordinate, monitor and evaluate the activities of research, assessment and community service in Walisongo Islamic State University. They have their respective work programs as well as research and publishing that one of the focus is the publication of the *Jurnal Walisongo*.

2. Journals of *LP2M*

LP2M published three types of journals. The three types of the journal have a different discourse in accordance with the three centers under the auspices *LP2M*. The journals are Walisongo Jurnal by the Center

---

[46] Stephen Hampshire*, Translation and the Internet: Evaluating the Quality of Free Online Machine Translators* (Spain: Facultat de Belles Arts, Universitat de Barcelona 2010), Published Thesis (p.11)

[47] Retrieved from *LP2M* Profile Book in interview with M. AqilLuthfan as the *sirkulasi* devision on 28th September 2015

for Research and Publishing, Dimas journal by the Center for Community Service and the third is the journal of the Center for the Study of Gender and Children.

Talking about journal, here the writer has simply explanation of it. Journal is one of the academic journals where authors publish scientific articles.[48] Then, we also know the term of nasional journal, based on the rules of the Catholic University Parahyangan's Rector Number: III / PRT / 2013-01 / 014, journal can be called as jnational journal after crediting to accredited national journals. It is periodical publications that disseminate knowledge development, officially published by the ISSN and disseminated. This journal involving national experts as bestari partners, interested experts from outside its own environment, and distributed nationally. Also it must be accredited by the *DIKTI.*[49]

Based on the explanation the writer decide that as is the form of periodical journal that serves scholarly activity registering, certify the results of activities that meet the minimum scientific requirements, to disseminate widely to the public, and archive all findings of scientists and scholarly activities pandit contains.

Jurnal Walisongo has been published since July 1981.[50] This *LP2M* excellence journal has had many editions and each edition has twenty to twenty-three volumes. The first of National accreditation *Jurnal Walisongo* is in 2013 and crediting back in 2014. Acreditation is a process of journal in getting a grade of quality aswell as journal national. It means a journal should have the standadized decided. Accredited National Scientific journals should refer to National Education Minister Regulation No. 22 Year 2011 on periodicals Scientific and Regulatory Director

---

[48] https://id.wikipedia.org/wiki/Jurnal_ilmiah, accessed on 2nd October 2015
[49] Retrieved from http://lppm.unpar.ac.id/publikasi-ilmiah/jurnal-nasional-terakreditasi/, accessed on 2nd October 2015
[50] [50] Retrieved from *LP2M* official document in interview with M. AqilLuthfan as the *sirkulasi* devision on 28th September 2015

General of Higher Education, Ministry of Education No. 49 / DIKTI / KEP / 2011 on Guidelines for Accreditation of periodicals.[51]

Jurnal Walisongo is published in hard-copy and online which we always call it E-Journal. We cand find all edition of *Jurnal Waliosngo* trough E-Journal. LP2M only published its volume in E-Jornal since it got the grade of acreditation in 2013. Those *Jurnal Walisongo's* volume can be accessed on jurnal.walisongo.ac.id.

C. Profile of *Jurnal Walisongo*

1. The Journal's Description

This journal is one of the editions of the journal published by *LP2M* UIN Walisongo. The journal used in this research is a *Jurnal Walisongo* vol. 23 number 1, May, 2015. This is the latest volume. The focus of this journal is Islamic Studies particularly education discourse so that the journal has the theme "*Pendidikan dan Deradikalisme Agama*". It was accredited in B degree as the decision of the Minister of Education and Culture of the Republic of Indonesia Number: 040 / P / 2014 on February 14, 2014 stairs in ISSN 0852-7172.[52]

In the process of collecting articles, filtering and publishing this *Jurnal Walisongo*, LP2M particularly research and publishing center has a special editorial team. Here the team:[53]

---

[51] http://www.kopertis12.or.id/2012/02/02/mengenal-kriteria jurnal-ilmiah-jurnal-ilmiah-nasional-jin-terakreditasi-jurnal-internasional.html#sthash.qMnCiR0H.dpuf

[52] Retrieved from Desicion Sertificate of the Minister of Education and Culture of the Republic of Indonesia.

[53] Retrieved from *LP2M* official document in interview with M. AqilLuthfan as the *sirkulasi* devision on 28th September 2015

Each journal that wants to sign up to be one of the accredited in national journals should be reviewed by some reviewers as the standardized, as well as this volume of *Jurnal Walisongo*. There are fifteen reviewers who reviewed the journals in process of collecting the articles as we can find on it now. They are experts in accordance the theme chosen by the *Jurnal Walisongo* and come from a variety of national and international institutions. The list of the reviewers is as follow:[54]

---

[54] Retrieved from *LP2M* official document in interview with M. AqilLuthfan as the sirkulasi devision on 28th September 2015

2. Contain of the Journal

Jurnal Walisongo is an journal which is focus on Islamic Studies discourse. All of the edition of the journal discussed some theme like as politic, missionary endavor, economic, law, education etc. Those are investigated with islamic overview.

The journal used in this study was the latest volume. It was volume 23 number 1 that had education theme as the focus. All the article inside generally talked about how education activity encounter radicalisme whether in *pesantren* or formal school and what method can be used or adapted from the method aplied in.

The writer had some reasons in choosing the journal as material in this study. First, this journal focuses on Islamic Studies discourse in line with the object of this study. Since the object of this study is formal register explained in parameter discussion[55], this journal is compatible. Then, getting B acreditation proved this journal well established and

---

[55] M. Baker, (1992). In Other Words a Coursebook on Translation London: Routledge. (p. 219)

33

writing which would cause "Google Translet" getting less or even none confusion in translation process. Besides, the theme was close to the reader around of the writer also the writer itself.

This jurnal have ten articles which all of them have the same theme presented in different focuses and cases. They are as follow:[56]

a. *Membaca Gerakan Islam Radikal Dan Deradikalisasi Gerakan Islam* by Muzayyin Ahyar from Sunan Kalijaga Islamic State University Yogyakarta. This study focussed on many radical Islamic movements in Solo as the objects of research, especially the Islamic movements often called as Tim Hisbah. This research argued that Islamic radicalism is not only a religious phenomenon that must be solved solely by de-radicalization of Islamic thought and ideology, but also a phenomenon that can be discussed by other sciences such as social, political and economic sciences.

b. *Dialektika Radikalisme Dan Anti Radikalisme Di Pesantren* by Thohir Yuli Kusmanto, Moh. Fauzi, M. Mukhsin Jamil from Walisongo Islamic State University Semarang. This study explored the data on the perspective of Islamic boarding schools on the discourse and praxis of radicalism and anti radicalism and resistance patterns. The research results showed that the community of Islamic boarding schools rejected, opposed and actively built the spirit of anti radicalism that was implemented in several patterns.

c. *Pendidikan Agama Dalam Kultur Sekolah Demokratis: Potensi Membumikan Deradikalisasi Agama Di Sekolah* by Herly Jannet from *Sekolah Tinggi Agama Kristen Protestan Negeri (STAKPN)* Ambon. This study aimed in general to determine and describe the religious education in a democratic school culture is one of potential strategies in disseminating religious deradicalization in schools. The results of this study can be described as follows:

---

[56] Jurnal Walisongo, (2015). Jurnal Sosial dan Keagamaan. Vol. 23, No. 1, Mei/2015

religious education in a democratic school culture has the potential to disseminate de-radicalization because the learning process optimized the attitude of critical thinking on freedom, independence, and accountability that were assumed to build the belief, attitude and norm of student.

d. *Reorientasi Manajemen Pembelajaran Pendidikan Agama Islam (PAI) Dan Deradikalisasi Agama* by Fatah Syukur Walisongo Islamic State University Semarang. Through quantitative research, this study examined the implementation of Islamic religious education in schools. The results showed that Islamic education is not positively correlated to the level of religious observance.

e. *Bina-Damai Dalam Komunitas Pesantren: Sebuah Upaya Counter-Radikalisme* by Rahman Mantu from Sunan Kalijaga Islamic State University Yogyakarta. This article discussed about the experience of al-Qodir Boarding School in Sleman Yogyakarta in the effort to counter the radicalism through the approach of peace building. It resulted in the ability of al-Qodir Boarding School in formulating the strategy of radicalism counter.

f. *Peaceful Jihād Dan Pendidikan Deradikalisasi Agama* by Sulasman from Sunan Gunung Djati Islamic State University Bandung. The results was shown that the students, alumni, and the boarding schools incorporated in Miftahul Huda Islamic boarding school networking system that appears in peace, moderate, and tolerance appearance.

g. *Pertemanan Sebaya Sebagai Arena Pendidikan Deradikalisasi Agama* by Yusar from Padjadjaran University Bandung. This article was an endeavor to describe the arena of the education which aim to de-radicalization, specially among the youth with their peer group. This article may provide a new approach in terms of education for deradicalization of religious movement.

h.   *Diskursus Deradikalisasi Agama: Pola Resistensi Pesantren Terhadap Gerakan Radikal* by Hasyim Muhammad, Khoirul Anwar, Misbah Zulfa E. from Walisongo Islamic State University Semarang. Pesantren had a specific perspective related to religious radicalism and violence. The purpose of this study is to uncover the discourse of radicalism and deradicalization in Pesantren Soko Tunggal Semarang. Pesantren assumed that Pancasila and UUD 1945 is a form of actual enforcement of Islamic law.

i.   *Pengembangan Pendidikan Aswaja Sebagai Strategi Deradikalisasi* by Ngainun Naim Tulungagung Islamic State Institute. This study discussed about the role of Aswaja lesson in the efforts of deradicalization. The argument developed in this paper is that the reconstruction and actualization of the values contained in Aswaja might be personally internalized firmly.

j.   *Pesantren Dan Upaya Deradikalisasi Agama* by Mukodi from *Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP) PGRI* Pacitan. Applying qualitative approach and phenomenological method, this article revealed how the religious de-radicalization in Tremas boarding school was.

3. **Abstract**

The word "abstract" comes from the Latin *abstractum*, which means a condensed form of a longer piece of writing. There are two main types of abstract: the (1) Descriptive and the (2) Informative abstract.[57] The type of abstract you write depends on your discipline area. Descriptive abstracts are generally used for humanities and social science papers or psychology essays. This type of abstract is usually very short (50-100 words).[58] Most descriptive abstracts have certain key parts in common. Informative abstracts are generally used for science, engineering or

---

[57] The University of Adelaide, (2014). Writing an Abstract; Writing Centre Learning Guide, Retrieved from www.adelaide.edu.au/writingcentre/, accessed on 27th September 2015 (p.1)

[58] The University of Adelaide, (2014).(p.2)

psychology reports. The writer must get the essence of what your report is about, usually in about 200 words.[59] Most informative abstracts also have key parts in common. Each of these parts might consist of 1-2 sentences.

Abstracts are important parts of reports and research papers and sometimes academic assignments, because they generally inform the object, the methodology, and the result of the research of them. [60] The abstract is often the last item that you write, but the first thing people read when they want to have a quick overview of the whole paper. We suggest you leave writing the abstract to the end, because you will have a clearer picture of all your findings and conclusions. Thus, we can know what a work tell us through abstract.

---

[59] The University of Adelaide, (2014). (p.2)
[60] The University of Adelaide, (2014) (p.1)

BAB IV

DISCUSSION

A. Sentence Analysis

1. Simple Sentence

a. Equivalence at Word Level

Among fourty four academic simple sentences, the writer found twenty two word level equivalence translation mistakes. They are as follows:

1. *Upaya menentang segala bentuk radikalisme merupakan bagian dari reaksi anti radikalisme.* = **Efforts** against any form of radicalism is part of the anti-radical reactions.

At the first glance this sentence was correctly translated, each word was translated correctly, except for one word; the word *upaya* was translated as efforts. The word *upaya* was a singular word while the word efforts in English was a plural word. Alwi states that eventhough usually the form of plural and singular words were different in Indonesian, mostly the form differences were not used if it had connection with certain verb. Eventhough the form of singular and plural word was not applied, the sentence should at least, show that the noun was not a singular but plural.[61] So the translation result should be effort or in other word we leave the "s" which indicate plural in English.

2. *Pandangan tersebut didasari oleh banyaknya pelaku radikalisme Islam dalam bentuk kekerasan alumni pesantren.=* This view is based on the number of perpetrators of violent Islamic radicalism in the form **alumnis.**

---

[61] Hasan Alwi. (1998). Tata Bahasa Baku Bahasa Indonesia. Jakarta: Balai Pustaka (p. 311)

The translation mistake of translating singular into plural noun also happened in this translation. The word *alumni*, which was a singular noun, was translated as alumnis which actually wanted to present plural word eventhough the plural form was also wong. Then the sentence did not show that this word was a plural word. To show that the word was a singular word, this word could be translated as alumnus.[62]

3. *Penelitian ini bertujuan untuk dmenemukan dan mendeskripsikan Pendidikan Agama dalam kultur sekolah demokratis sebagai salah satu strategi membumikan deradikalisasi agama di sekolah* = This study aims to discover and describe the Religious Education in a democratic school culture as one of the de-radicalization strategy membumikan religion in **schools.**

A similar mistake to the previous translation also happened in this translation. The word *sekolah* was translated to schools. The word *sekolah* was a singular word while "schools" was a plural word.

4. *Metode penelitian yang digunakan adalah kualitatif naturalistik dengan strategi studi kasus dan mengambil tempat penelitian di SMA Kristen Urimessing Ambon.* = The method used is qualitative naturalistic strategy case **studies** and research taking place in Christian High School Urimessing Ambon.

The mistake in this translation was once again the singuglar noun was translated to plural noun and the source sentence did not show the words was plural word. To show that the word was singular words, the word could be translated as "study".

5. *Pendidikan agama Islam di sekolah secara substantif memiliki peran yang sangat penting.* = Religious education in **schools** substantively Islam has a very important role.

---

[62] Cambridge Advanced Learner's Dictionary Third Edition (2008)

A similar mistake to the previous translation also happened in this translation. The word *sekolah* was translated to schools. The word *sekolah* was a singular word while "schools" was a plural word.

6. *Sesuai dengan amanat Undang-undang Sistem Pendidikan Nasional, bahwa Pendidikan Agama harus diberikan kepada peserta didik di semua jenjang pendidikan* = In accordance with the mandate of the Law on National Education System, that Religious Education **should** be given to students at all levels of education.

The next mistake was that there was a word translated incorrectly; *harus.* The word *harus* should be translated as "must" instead of "should", since the word *harus* in this sentence had the meaning of "intended to" not as an suggestionn or advice. That was why the word had to be translated as "must".[63]

7. Oleh karena itu, maka perlu ada reorientasi Pendidikan Agama di sekolah. = Therefore, there should be a reorientation of Religious Education in **schools**

A similar mistake to the previous translation also happened in this translation. The word *sekolah* was translated to schools. The word *sekolah* was a singular word while "schools" was a plural word.

8. *Upaya deradikalisasi yang dilakukan Pondok Pesantren Miftahul Huda berkisar pada tiga strategi, yakni pencegahan, pemeliharaan budaya damai, dan pemulihan bagi yang terdampak radikal.* = De-radicalization **efforts** undertaken Miftahul Huda Islamic boarding school around three strategies, namely prevention, the maintenance of a culture of peace and recovery for the affected radicals.

---

[63] Cambridge Advanced Learner's Dictionary Third Edition(2008)

The translation mistake of translating singular into plural noun also happened in this translation. The word *upaya* was translated as efforts. The word *upaya* was a singular word while the word efforts in English was a plural word. So the translation result should be "effort" or in other word we leave the "s" which indicate plural in English.

9. *Dalam kehidupan teman sebaya, dibangun kekuatan untuk mengendalikan anggota untuk tidak bergabung dengan gerakan radikal.* = In life peers, built the power to control **members** not to join the radical movement.

Similar to the previous translations, mistake in translating singular word into plural word also happened in this translation. This time it happened on the word *anggota*, which was translated to "members".

10. *Artikel ini dapat memberikan pendekatan baru dalam pendidikan istilah untuk deradikalisasi gerakan keagamaan.* = This article **may** provide a new approach in terms of education for the de-radicalization of religious movements.

The next mistake was that there was a word translated incorrectly; *dapat.* The word *dapat* should be translated as "can" instead of "may", since the word *dapat* in this sentence has the meaning of "able or possible to do something" not as "an suggestionn or advice". That was why the word had to be translated as "can".[64]

11. *Pesantren memiliki perspektif tersendiri terhadap radikalisme agama dan kekerasan* = **Pesantren** has its own perspective towards religious radicalism and violence.

The first noticeable mistake was the word *pesantren* that did not undergo any translation at all. This word could be

[64] Betty S.A, (1993). Understanding and Using English Grammar. New Jersey Prentice Hall International (p. 107)

translated as "boarding school". It was since *pesantren* has a meaning as a place where many students study some Islamic lesson and they also live there.[65] Based on the explanation, it was appropriate in using "boarding school" since it also had the same meaning "school where students live and study".[66]

12. *Dalam pandangan Pesantren Soko Tunggal, gerakan radikal atas nama agama merupakan bentuk kesalahpahaman agama* = In view of **Pesantren** Soko Tunggal, radical movement in the name of religion is a form of religious misunderstanding.

     The mistake made in this setence was exactly similiar with the previous sentence.

13. *Pesantren menganggap bahwa Pancasila dan UUD 1945 merupakan bentuk penegakan hukum Islam yang aktual* = **Pesantren** assume that Pancasila and the 1945 Constitution is a form of actual enforcement of Islamic law.

     We can also find the same mistake as the previous sentence in this translation result. Thus, it should be "boarding school" inspite of *pesantren.*

14. *Pesantren Soko Tunggal ini ingin mempertahankan nilai-nilai moderatisme dan mengembangkan kehidupan multikultural yang damai.* = This **single** Soko boarding schools want to maintain the values moderatisme and develop multicultural peaceful life.

     In this sentence, it did not need to translate *Tunggal* as "single". *Tunggal* should stand in the sentence because it was a name while a term included a name did not have to be translated.[67]

15. *Penelitian ini bertujuan untuk mengungkap wacana radikalisme dan deradikalisasi di Pesantren Soko Tunggal Semarang* = This study aims to reveal the discourse radicalism and de-radicalization in **Pesantren** Soko Tunggal Semarang.

---

[65] *Kamus Besar Bahasa Indonesia* Offline 1.4
[66] Cambridge Advanced Learner's Dictionary Third Editon (2008)
[67] M. Baker, (1992). In Other Words a Coursebook on Translation London: Routledge. (p.)

Once more, an incorrect translation result happened here. That was the translation of *pesantren* which still in the same word in the result.

16. *Di sekolah-sekolah yang mengaplikasi mata pelajaran Aswaja, para siswanya memiliki peluang untuk memiliki pemahaman keagamaan yang moderat dan terhindar dari arus radikalisasi.* = In the schools that apply Aswaja **subjects**, students have the opportunity to have a religious understanding of the current moderate and avoid radicalization.

The mistake was the word *pelajaran* which was a singular word translated as "subject" which was a plural word; furthermore, the translation result did not indicate that the word "subjects" was a singular word. To make the translation result indicates that the word was a singular word the word could be translated as "subject".

17. *Deradikalisasi agama Islam di Pondok Tremas dari generasi ke generasi senantiasa menemukan momentum.* = Deradicalisation Islam in **Pondok** Tremas from generation to generation always find momentum.

In this sentence, word *pondok* was not translated. Lexically, *pondok* and *pesantren* in the sentences above have the same meaning. Thus, it could be translated as "boarding school".

18. *Melalui praktik budaya Pondok Tremas yang meliputi: budaya keilmuan, budaya keagamaan, budaya sosial dan politik, benih-benih deradikalisasi agama Islam disemikan* = Through cultural practices **cottage** Tremas covering: scientific culture, a culture of religious, cultural, social and political culture of the seeds sown the de-radicalization of Islam.

The mistake was on the word *pondok* translated as "cottage". The word "cottage" translating *pondok* should be translated as "boarding house" since the meaning of *pondok* here

was not a small house, usually in the countryside as the meaning of "cottage".[68] Yet, it was the place to study.[69]

19. *Apalagi masifnya perkembangan media teknologi dan informatika berakses secara signifikan pada pola pikir warga Pondok Tremas* = Moreover, the massive development of technology and informatics media-access significantly in the mindset of citizens Tremas **cottage**.

A similiar incorrect translation result happened in this sentence. It was *pondok* which should be translated as "boarding house" not "cottage" like the previous.

20. *Dengan menggunakan pendekatan kualitatif, dan metode fenomenologi, artikel ini menjelaskan bagaimana deradikalisasi agama di Pondok Tremas dirajut, dan dibingkai dalam praktik-praktik budaya keseharian.* = By using a qualitative approach and **methods** of phenomenology, this article describes how the de-radicalization of religion in the **cottage** Tremas knitted, and framed in the cultural practices of everyday life

The next mistake was that there are some words translated incorrectly; "methods" and "cottage". The letter "s", which indicates a plural noun in "methods" while the source text was singular word, should not be put. Again, "boarding house" should be used in this sentence instead of "cottage".

21. *Penelitian ini berupaya menggali data pandangan pesantren tentang wacana, praksis, dan pola resistensi radikalisme dan anti radikalisme.* .= This study seeks to explore the data view of **boarding** discourse, praxis, and resistance **patterns** of radicalism and anti-radicalism.

The mistake in this sentence related to above word level equivalence part was two cases. First, the word "boarding" was the

---

68 Cambridge Advanced Learner's Dictionary Third Edition (2008)

[69] *Kamus Besar Bahasa Indonesia* Offline 1.4

result from phrase *Pesantren*. The first noticeable mistake is the word *pesantren* that did not undergo a complete translationn. This word could be translated as "boarding school". It was since *pesantren* had a meaning as a place where many students study some Islamic lesson and they also live there.[70] Based on the explanation, it was appropriate in using "boarding school" since it also had the same meaning "school where students live and study".[71]

Second, the mistake was in the word *pola* translated as "paterns". Because the word *pola* was singular noun, the result should be "pattern".

22. *Tulisan ini akan membahas pengalaman Pondok Pesantren Al-Qodir terhadap upaya counter-radikalisme melalui pendekatan bina-damai di Sleman Yogyakarta.* = This paper will discuss the experience **Pondok Pesantren** Al-Qadir to **efforts** to counter-radicalism through peacebuilding approach in Sleman, Yogyakarta.

In this case, the incorrect translation happened to two words *pondok pesantren* and "efforts". *Pondok* should be translated as "boarding school". While "efforts" should leave the letter "s" to indicate the original form which is singular word.

23. *Penelitian ini menggunakan metode kualitatif dengan melakukan pengamatan serta wawancara mendalam* = This study used qualitative **methods** with observation and in-depth **interviews**.

The mistake was the word *metode* and *wawancara* which were a singular word translated as "methods" and "interviews" which were a plural word; furthermore, the translation result did not indicate that the word "methods" and "interviews" were a singular word. To make the translation result indicates that the

---

[70] Kamus *Besar Bahasa Indonesia* Offline 1.4
[71] Cambridge Advanced Learner's Dictionary Third Edition (2008)

word was a singular word the word can be translated as "method" and "interview"

24. *Namun demikian, pasang surut paham ekstremisme yang berkembang di transnasional, dan internasional menjadi tantangan tersendiri.* = However, tidal **understand** the growing extremism in the transnational, and international challenge.

The word "understand" which was intend to translate the word *paham* actually didnot need. The word *paham* in this sentence was represented by the word "extremism".

b. Equivalence above Word Level

1. *Penelitian ini mengulas tentang peranan pelajaran Aswaja dalam usaha deradikalisasi.* = This study reviewed the **role Aswaja lesson** in de-radicalization efforts.

The translation of the object, which was "the role Aswaja lesson" was strange, because there were two English nouns located next to each other ("role" as a noun and "Aswaja lesson" as noun phrase). To make it better in translation, the phrase could be translated as the role of Aswaja lesson.[72]

2. *Penelitian ini bertujuan untuk mengungkap wacana radikalisme dan deradikalisasi di Pesantren Soko Tunggal Semarang* = This study aims to reveal **the discourse radicalism** and de-radicalization in Pesantren Soko Tunggal Semarang.

Then, it needed to put "of" between "discourse" and "radicalism. That was the same mistake in the sentence above. Hence, the translation should be "the discourse of radicalsim"[73].

3. *Dalam kehidupan teman sebaya, dibangun kekuatan untuk mengendalikan anggota untuk tidak bergabung dengan gerakan*

---

[72] Cambridge Advanced Learner's Dictionary Third Edition (2008) about "of as an preposition of posession"
[73] Cambridge Advanced Learner's Dictionary Third Edition (2008) about "of as preposition of relating to "

radikal. = In **life peers**, built the power to control members not to join the radical movement.

 Again, the similiar mistake ob above word equivalent was in this sentence.Tthe phrase "life of peers" was more correct translation for *kehidupan teman sebaya* inspite of "life peers". [74]

4. *Kerangka teoritik yang digunakan peneliti adalah teori peace building.* = **The researchers used theoretical framework** is the theory of peace building.

 The problem of this translation result was really random. In that tranlation, something which used was not *kerangka teoritik* as express from the sentence but "the researcher". Thus, it was better "the theorotical framework used by the researcher".

5. *Tulisan ini akan membahas pengalaman Pondok Pesantren Al-Qodir terhadap upaya counter-radikalisme melalui pendekatan bina-damai di Sleman Yogyakarta.* = This paper will discuss **the experience Pondok Pesantren Al-Qadir** to efforts to counter-radicalism through peacebuilding approach in Sleman, Yogyakarta.

 It needed to put "of" between "the experieence" and "Pondok Pesantren Al-Qadir". Finally, it is be "the experience of Pondok Pesantren Al-Qadir".[75]

6. ***Pendidikan agama Islam di sekolah*** *secara substantif memiliki peran yang sangat penting.* = **Religious education** in schools substantively **Islam** has a very important role.

 A random translation result happened in this sentence. The source text presented as pendidikan agama Islam. It meant *Islam* as the modifier of *agama* and the merger of those nouns would be the

---

[74] Cambridge Advanced Learner's Dictionary Third Edition (2008) about "of as preposition of posession "
[75] Cambridge Advanced Learner's Dictionary Third Edition (2008) about "of as preposition of posession "

next modifier for head *pendidikan*. So, the best translation should be "Islamic religion education" or Education of Islamic religion.[76]

7. *Pondok Pesantren Miftahul Huda semula identik dengan gerakan "radikal" baik karena pandangan eksklusivismenya dalam beragama, kritisisme terhadap Pemerintah, maupun karena keidentikkan beberapa personalnya dengan gerakan DI/TII dan FPI.* = **Boarding Miftahul Huda** originally synonymous with the movement of "radical" either because **eksklusivismenya religious views**, criticisms of the Government, as well as some personal keidentikkan with movement DI / TII and FPI.

The mistake in this sentence related to above word level equivalence part was two cases. First, the phrase "Boarding Miftahul Huda" was the result from phrase *Pondok Pesantren Miftahul Huda*. The first noticeable mistake is the word *pondok pesantren* that did not undergo a complete translationn. This word could be translated as "boarding school". It was since *pesantren* had a meaning as a place where many students study some Islamic lesson and they also live there.[77] Based on the explanation, it was appropriate in using "boarding school" since it also had the same meaning "school where students live and study".[78]

Second, the phrase in the source text *pandangan eksklusivismenya dalam beragama* was random in the translation result to be "eksklusivismenya religious views". Also the posessive pronoun *–nya* did not translated at all, since the pronoun refered to *Miftahul Huda* it should be "its". Then, the phrase "its eksklusivism religious views" should be "its religious eksklusivism view".

---

[76] M. Frank, (1972). Modern English: A Practical Reference Guide. New Jersey Prentice Hall International (p. 111)

[77] Kamus *Besar Bahasa Indonesia* Offline 1.4

[78] Cambridge Advanced Learner's Dictionary Third Edition (2008)

8. *Perdamaian menurut teori ini bisa tercipta karena tiga faktor;
   mekanisme internal, antar kelompok dan eksternal.* = Peace,
   according to this theory could be created because of three factors;
   internal mechanisms, inter-group and external.

   The case of the mistake was the random of phrase
   arrangement. In the source, the word *mekanisme* was the head
   while the modifiers were *internal, antar kelompok dan eksternal.*
   Yet, the result showed that the modifier had a head was only the
   word "internal". Hence, it shoould be "internal mechanisms, inter-
   group and external mechanisms"

9. *Namun demikian, pasang surut paham ekstremisme yang
   berkembang di transnasional, dan internasional menjadi
   tantangan tersendiri.* = However, **tidal understand the growing
   extremism** in the transnational, and international challenge.

   Again, the source of noun phrase *pasang surut paham
   ekstremisme yang berkembang di transnasional, dan internasional*
   had a random translation result. It should be "the tidal of
   extremism growing in the the transnational, and international".[79]

10. *Penelitian ini berupaya menggali data pandangan pesantren
    tentang wacana, praksis, dan pola resistensi radikalisme dan anti
    radikalisme.* .= This study seeks to explore **the data view of
    boarding** discourse, praxis, and resistance patterns of radicalism
    and anti-radicalism.

    A word per word translation result happened in this
    sentence. The source text presented as *data pandangan pesantren.*
    It meant *data* as the head of *pandangan pesantren* and the merger
    of those nouns would be the modifier for head *data.* Since, the
    word *pesantren* is nomina posesif to word *peandangan,* it would be

---

[79] Cambridge Advanced Learner's Dictionary Third Edition (2008) about "of as preposition of judgment "

49

"boarding school's view".[80] So, the best translation should be "the data of boarding school's view.[81]

c. Grammatical Equivalence

1. *Radikalisme dan anti radikalisme saling berkaitan secara dialektis.*= Radicalism and anti radicalism **(are)** dialectically interrelated.

In this sentence, "Google Translate" failed in detecting the verb. To be a complete sentence, it needed to put "are" between "radicalcalism and anti rdicalism" and "dialectically interrelated", since the subject of the sentence was a plural form.[82]

2. *Pendidikan agama Islam di sekolah secara substantif memiliki peran yang sangat penting.* = Religious education in schools **substantively** Islam has a very important role.

The word "substantuvely" cleaves the phrase, which explained in the equivalent above word became "Islamic education religious", that caused the translation grammatically strange. "Substantively" should be before the verb since this sentence was with no auxiliaries.[83] Thus, the best translation is "Islam religion education in schools substantively had a very important role".

3. *Proses menjinakkan diri dan gerakannya, yang dikenal dengan deradikalisasi, dilalui oleh pondok pesantren ini dengan enam cara, yakni internalisasi nilai-nilai pesantren, perluasan perspektif keislaman, adopsi sistem sekolah, pendidikan hubb al-waṭan, penggunaan local wisdom, dan pendidikan keterampilan.* = The process of taming himself and his movement, known as de-radicalization, **traversed** by a boarding school with six ways,

---

[80] Betty S.A, (1993). Understanding and Using English Grammar. New Jersey: Prentice Hall International (p. 202)

[81] M. Frank, (1972). Modern English: A Practical Reference Guide. New Jersey: Prentice Hall International (p. 111)

[82] Michael . Pyle and Marry Ellan M. P, (2002). Cliffs; TOEFL Preparation Guide. USA: John Wiley and Sons Inc (p. 68)

[83] M. Frank, (1972). Modern English: A Practical Reference Guide. New Jersey Prentice Hall International (p. 161)

50

namely internalizing the values of boarding schools, the expansion of the Islamic perspective, the adoption of the school system, the education hubb al-Watan, the use of **local wisdom, education and skills.**

The writer found two mistakes in this sentence. Passive voice form in clause "traversed by a boarding school with six ways" was translated without verb auxiliary.[84] It should be "are traversed by a boarding school with six ways". The second, the translation result "the use of local wisdom, education and skills" had a problem in a case of agreement. Since other nouns mentioned were a singular word, it was forbidden the latest word "skill" presented in a plural form "skills".[85]

4. *Upaya deradikalisasi yang dilakukan Pondok Pesantren Miftahul Huda berkisar pada tiga strategi, yakni pencegahan, pemeliharaan budaya damai, dan pemulihan bagi yang terdampak radikal.* = De-radicalization efforts undertaken Miftahul Huda Islamic boarding school **(are)** around three strategies, namely prevention, the maintenance of a culture of peace and recovery for the affected radicals.

The mistake of this sentence was presented without main verb which has to stand after "De-radicalization efforts undertaken Miftahul Huda Islamic boarding school". It was "are", because the subject of this sentence was a plural word "efforts".[86]

5. *Dalam penelitian sebelumnya, konsep dari kelompok sebaya jarang dipertimbangkan.* = In previous research, the concept of peer groups are **(is)** rarely considered.

---

[84] Betty S.A, (1993). Understanding and Using English Grammar. New Jersey Prentice Hall International (p. 120)

[85] M. Frank, (1972). Modern English: A Practical Reference Guide. New Jersey Prentice Hall International (p. 207)

[86] Michael . Pyle and Marry Ellan M. P, (p. 68)

On the first glance, the result of this translation was correct, because this are a complete sentence. Yet, this sentence was incorrect since the singular subject should has a singular verb. Finally it must put "is" instead of "are".[87]

6. *Data dikumpulkan berdasarkan beberapa pengamatan dalam eksperimen dalam adegan buatan kehidupan sehari-hari.* = Data **(are)** collected by several osbservations in experiments in artificial scenes of everyday life.

Again, "Google Translate" could not identify the passive voice form. "are" should be put after "data" since the sentence are passive. Every sentence in a passive form must have verb auxiliary and verb ordinary.[88]

7. *Pesantren menganggap bahwa Pancasila dan UUD 1945 merupakan bentuk penegakan hukum Islam yang aktual.* = Pesantren assume **(s)** that Pancasila and the 1945 Constitution is a form of actual enforcement of Islamic law.

The mistake found in this sentence was the main verb "assume" presented in plural form while the subject is singular *pesantren*. So, the letter "s" which indicate a singular form on a verb should be put "assumes".[89]

8. *Radikalisasi semakin berkembang pasca jatuhnya Orde Baru.* = **Growing radicalization after the fall of the New Order.**

It was very clear that the sentence does not have a verb. Hence, the sentence should be "radicalization get more developing after the fall of the New Order".

9. *Era Reformasi membuka lebar berbagai bentuk ekspresi, termasuk ekspresi keberagamaan.*

---

[87] Michael . Pyle and Marry Ellan M. P, (p. 68)
[88] M. Frank, (1972). Modern English: A Practical Reference Guide. New Jersey Prentice Hall International (p. 161)
[89] Michael . Pyle and Marry Ellan M. P, (p. 68)

Reform Era opens wide **(ly)** variety of forms of expression, including religious expression.

This sentence had the problem of translating word "wide" because the word "wide" was actually an adverb. It must be "widely"

10. *Aswaja diyakini dapat mencegah tumbuh suburnya radikalisasi.* = Aswaja **(is)** believed to prevent the proliferation of radicalization.

This translation mistake was passive form translated into active. So, "is" should be put after Aswaja.

11. *Data yang disajikan dalam artikel ini berasal dari observasi, wawancara dan telaah literatur yang berkaitan dengan topik tulisan* = The data presented in this article is **(are)** derived from observation, interviews and review of the literature related to the topic of writing.

The mistake was the main verb. Since the subject was plural "data", the verb should indicate a plural situation. That is why "is" must be "are".[90]

12. *Di sekolah-sekolah yang mengaplikasi mata pelajaran Aswaja, para siswanya memiliki peluang untuk memiliki pemahaman keagamaan yang moderat dan terhindar dari arus radikalisasi.=* In the schools that apply Aswaja subjects, students have the opportunity to have a religious understanding of the current moderate and **(to)** avoid radicalization.

The word "avoid" must be ti a "to-infinitive form" because the conjunction "and" in the result connected the word "avoid" and the before "have". Thus, it should be "to avoid".

13. *Dengan menggunakan pendekatan kualitatif, dan metode fenomenologi, artikel ini menjelaskan bagaimana deradikalisasi agama di Pondok Tremas dirajut, dan dibingkai dalam praktik-praktik budaya keseharian.* = By using a qualitative approach, and

---

[90] Michael . Pyle and Marry Ellan M. P, (p. 68)

methods of phenomenology, this article describes how the de-radicalization of religion in the cottage Tremas **(is)** knitted, and framed in the cultural practices of everyday life.

Wrong detectio still found in this sentence. The clause "Tremas knitted, and framed in the cultural practices of everyday life" should be put "is" since it was a passive clause and the subject was a singular word.[91]

14. *Apalagi masifnya perkembangan media teknologi dan informatika berakses secara signifikan pada pola pikir warga Pondok Tremas.* = Moreover, the massive development of technology and informatics **media-access significantly in the mindset** of citizens Tremas cottage.

The mistake happened in this sentence was the verb in the source text *berakses* tranlsated into a word "media-acces" which was not fuction as a verb. The word *berakses* actually could only be translated as "accessed". Yet, the word *berakses* presented a passive action, it should be pput auxiliary. The auxiliary used was "is" since the subject was a singular phrase.[92] Tus, the translation result would be "Moreover, the massive development of technology and informatics is accessed significantly in the mindset of citizens Tremas cottage".

15. *Penelitian ini menggunakan metode kualitatif dengan melakukan pengamatan serta* = This study **used** qualitative methods with observation and in-depth interviews.

This sentence did not indicate that the sentence was in a past form. Thus, the word "used" must be "uses" since the subject of the sentence was a singular noun.

16. *Pondok Pesantren Miftahul Huda semula identik dengan gerakan "radikal" baik karena pandangan eksklusivismenya dalam*

---

[91] A.J Thomson and A. V Martinet, (1995). A Practical English Grammar; Fourth Edition. New York: Oxford University Press (p. 263)

[92] Betty S.A, (1993). (p. 120)

beragama, kritisisme terhadap Pemerintah, maupun karena keidentikkan beberapa personalnya dengan gerakan DI/TII dan FPI. = Boarding Miftahul Huda **originally synonymous** with the movement of "radical" either because eksklusivismenya religious views, criticisms of the Government, as well as some personal keidentikkan with movement DI / TII and FPI.

Clearly, this sentence did not have any verb. The verb was actually in the *semula identik* but it was translated incorrectly till the result was indicate no verb at all. Then, it should be "Miftahul Huda is originally synonymous" since the subject of this was a singular noun phrase.[93]

17. Namun demikian, pasang surut paham ekstremisme yang berkembang di transnasional, dan internasional menjadi tantangan tersendiri. = However, tidal **understand the growing extremism** in the transnational, and international challenge.

Again, this sentence did not have any verb. The verb was actually in the *menjadi tantangan* but it was translated incorrectly till the result was indicate no verb at all. It should have a verb after the subject "tidal understand the growing extremism in the transnational, and international". Since the sentence *menjadi* was a word that express something start to be another or other and the subject was a singular noun phrase, the verb should be "becames". Thus, it will "However, tidal understand the growing extremism in the transnational, and international becames challenge."

25. *Lebih dari itu, agar agama Islam dapat menempati area yang semestinya, yakni agama raḥmatan li 'l- 'ālamīn, tanpa kekerasan, cinta perdamaian, dan mengedepankan cinta kasih.=* More than that, that Islam can occupy an area proper, namely religion rahmatan li 'l' Alamin, non-violence, **love** of peace, and **promote** love.

---

[93] Michael . Pyle and Marry Ellan M. P, (p. 68)

The word "love" and "promote" in the result of this translation result were as if a noun. Yet, "love" and "promote" was actually a verb which had "peace" and "love" as the object in this phrase although those word did not have function as an main verb. Hence, it should be translated as "loving" and "promoting".[94]

d. Textual Equivalence: Thematic

1. *Penelitian ini **mengangkat** gerakan Islam di Solo sebagai objek kajian, khususnya pada gerakan yang sering disebut Tim Hisbah* = This study **raised** the Islamic movement in Solo *as* an object of study, especially in the movement often called Tim Hisbah.

   Lexically, the word *angkat* and "raised" was suitble. Yet, the word *angkat here* was not only to lift something to higher position but also choose or decide something to be the poin.[95] Thus, it was better using word "take" inspite of "raise".

2. *Penelitian ini bertujuan untuk menemukan dan mendeskripsikan Pendidikan Agama dalam kultur sekolah demokratis sebagai salah satu strategi membumikan deradikalisasi agama di sekolah* = This study aims to **discover** and describe the Religious Education in a democratic school culture as one of the de-radicalization strategy membumikan religion in schools

   imenemukan in this sentence was inapproptiate translated to "discover". "discover" has a meaning "to find information, a place or an object, especially for the first time intuitively"[96] while *mencari* here is inclining to achieving something by some action in searching. Based on the explanation "find" word is more appropriate to be used in this translation.

---

[94] A.J Thomson and A. V Martinet, (1995). A Practical English Grammar; Fourth Edition. New York: Oxford University Press (p. 228)

[95] *Kamus Besar Bahasa Indonesia* Offline 1.4

[96] Cambridge Advanced Learner's Dictionary Third Edition (2008)

3. *Semakin berkembangnya radikalisasi memunculkan keresahan masyarakat secara luas* = The growing radicalization led to widespread social **unrest.**

The word *keresahan* can be translated as "unrest" but since this is word to present a feel of worry it would be better if it were translated as "disquiet" instead of "unrest". The word "unrest" is one of the translation possibilities of the word *keresahan*, but the word "unrest" has a meaning not only a feeling bacause of disagreements but also causing fight between different groups of people.[97]

4. *Melalui praktik budaya Pondok Tremas yang meliputi: budaya keilmuan, budaya keagamaan, budaya sosial dan politik, benih-benih deradikalisasi agama Islam disemikan* = Through cultural practices cottage Tremas including**:** scientific culture, a culture of religious, cultural, social and political culture of the **seeds** sown the de-radicalization of Islam.

In this case *benih-benih* was not small round or oval object produced by a plant and from which, when it is planted, a new plant can grow as the meaning of "seed" but it was *benih-benih* as the reason why somethinng happeneded. By all mean, it was better using "cause" word to translate *benih-benih* than "seed".

5. *Lebih dari itu, agar agama Islam dapat menempati area yang semestinya, yakni agama raḥmatan li ʼl- ʻālamīn, tanpa kekerasan, cinta perdamaian, dan mengedepankan cinta kasih.=* More than that, that Islam can occupy an area proper, namely religion rahmatan li 'l' Alamin, non-violence, love of peace, and **promote** love.

The mistake hapenned here was the word "promote" stand for word *mengedapankan.* "promote" is "to encourage the popularity, sale, development or existence of something" or "to

[97] Cambridge Advanced Learner's Dictionary Third Edition (2008)

raise someone to a higher or more important position or rank".[98] That was not in line with the meaning sense of word *mengedepankann* which actually want to consider "love" as the most important thing in life. Therefore, word "prioritize" was more approprite used inspite of "promote".

6. *Sejalan dengan dinamika internal dan eksternal, pondok pesantren ini pun mereorientasi gerakannya dari jihād fisik ke jalur pendidikan dan dakwah damai atau dalam perspektif Lukens-Bull dikenal sebagai jihad damai (peaceful jihād).* = In line with internal and external dynamics, boarding school is also reorient the movement of physical jihad into the path of education and **propaganda** of peace or in perspective Lukens-Bull is known as a peaceful jihad (jihad peaceful).

A mistake in textual level equivalence in this section was in the word "propaganda". "propaganda" has the same meaning as word *dakwah* "deliver information, ideas, opinions or images to influence people's opinions" but it was also containing a negatif sense.[99] Then, it was more appropriate using word "mission" to translate word *dakwah.*

2. Compound Sentence

a. Equivalence at Word Level

1. *Realitas tersebut bisa jadi benar dalam kasus tertentu, tetapi tidak bisa digeneralisasi* = The reality may be true in certain **cases**, but cannot be generalized.

The mistake was the word *kasus* which was a singular word translated as "cases" which was a plural word; furthermore, the translation result did not indicate that the word "cases" was a singular word. To make the translation result indicates that the word was a singular word the word could be translated as "case"

---

[98] Cambridge Advanced Learner's Dictionary Third Edition (2008)
[99] Cambridge Advanced Learner's Dictionary Third Edition (2008)

2. *Dalam banyak kasus, pemuda adalah sasaran utama radikalisme dan mereka sering digunakan untuk gerakan radikal.* = In many cases, the youth are the main target of radicalism and they are often used for radical **movements**.

A similar mistake to the previous translation also happened in this translation. The word *gerakan* was translated to "movements". The word *gerakan* was a singular word while "movements" was a plural word.

b. Grammatical Equivalence

1. *Dalam banyak kasus, pemuda adalah sasaran utama radikalisme dan mereka sering digunakan untuk gerakan radikal.* = In many cases, the youth are **(is)** the main target of radicalism and they are often used for radical movements.

The word "youth" in this sentence had meaning "young people, both male and female, whether as a person or a group". That was why the word "youth" here was an uncountable noun.[100] Based on the explanation, it need to put "is" as the verb inside of "are".

c. Textual Equivalence: Thematic

1. *Dalam banyak kasus, pemuda adalah sasaran utama radikalisme dan mereka sering digunakan untuk gerakan radikal.* = In many cases, the youth are the main target of radicalism and they are often **used** for radical movements

The word *digunakan* in this context of text translated to be "used" was rather strange. *Digunakan* here was not to put something such as a tool, skill or building to a particular purpose as the meant of word "use".[101] Yet, the word *menggunakan* here was the youth was taken their action in deceiving way. Thus, it was appropriate using the word "trick".

---

[100] Cambridge Advanced Learner's Dictionary Third Edition (2008)
[101] Cambridge Advanced Learner's Dictionary Third Edition (2008)

3. Complex Sentence

   a. Equivalence at Word Level

1. *Dialektika radikalisme dan anti radikalisme menarik ketika dilihat dalam kehidupan pesantren.=* Dialectics of radicalism and anti radicalism interesting when seen in the life of **schools.**

   First mistake of this sentence was the translation on word *pesantren* translated to "schools". The word "schools" was not aprropriate and common used in translating word *pesantren* but in this part the problem was the result which indicate plural word while *pesantren* was single. It didnot need to put "s" on word "school".

2. *Hasil penelitian menunjukkan bahwa masyarakat pesantren menolak, menentang dan aktif membangun spirit anti radikalisme yang diwujudkan dalam beberapa pola.=* The **results** show that the public **schools** reject, oppose and actively build a spirit of anti radicalism manifested in several patterns.

   There were two mistake found in this result. Word "results" and "schools" were plural word hereas the source was singular word.

3. *Temuan penelitian tersebut merupakan sintesis dari tesis yang selama ini menjadi wacana masyarakat tentang radikalisme dan pesantren.=* **The findings** of these studies was the synthesis of a thesis which has been the public discourse about radicalism and boarding.

   Again, the source text of word "findings" was singular. Yet, the result presented it into plural wtih put letter "s" which indicate plural word in a noun.

4. *Temuan dari riset ini adalah adanya peran penting kiai dalam membangun dialog partisipatif dengan masyarakat luar pesantren yang terimplementasi melalui aksi-aksi sosial. =* The **findings** of this research is that there is an important role in establishing kiai

participatory dialogue with the outside community schools are implemented through social action.

It was similiar to the previous mistake. Singular noun was translated into plural noun. It should be "finding" without letter "s".

5. *Artikel ini merupakan upaya untuk menggambarkan arena pendidikan yang bertujuan untuk deradikalisasi, khususnya di antara kaum muda dengan kelompok sebaya mereka.*= This article is an attempt to describe the educational **arena** that aims to de-radicalization, particularly among young people with their peers.

Another kind of mistake happeneded in this sentence. The source word *arena* had two meaning as gelanggang and *bidang*.[102] Here, the word *arena* meant *bidang* but the result used word "arena" which meant "area used for sport or intertainment or an activity". Hence, it was better used word "field" as the result translation.

6. *Pada beberapa penyelidikan empiris, artikel ini dapat menawarkan kerangka teoritis teman sebaya yang mungkin dibangun untuk mempelajari deradikalisasi gerakan keagamaan.* = In some empirical **investigation**, this article offers a theoretical framework peers who might be built to study the de-radicalization of religious **movements**.

The translation mistake of translating plural into plular noun happeneded in this translation. The word penyelidikan, which was a plural noun indicated by word *beberapa* in the beginning of sentence, is translated as "investigation". Since "investigation" was a countable noun,[103] it should be put "s" in the end of the word. Then, the opposite happenedd to word "movements" which should

---

[102] *Kamus Besar Bahasa Indonesia* Offline 1.4
[103] Cambridge Advanced Learner's Dictionary Third Edition (2008)

be "movement" because the source text was singular not plural word.

7. *Dengan menggunakan pendekatan kualitatif penelitian menunjukkan bahwa Pesantren Soko Tunggal menentang segala bentuk kekerasan atas nama agama.*= By using a qualitative approach, research shows that **Pesantren** Soko Tunggal against any form of violence in the name of religion.

   The first noticeable mistake is the word *pesantren* that does not undergo any translation at all. This word can be translated as "boarding school". It is since *pesantren* has a meaning as a place where many students study some Islamic lesson and they also live there.[104] Based on the explanation, it is appropriate in using "boarding school" since it also has the same meaning "school where students live and study".[105]

8. *Hal itu, dilakukan agar generasi Islam dapat bijak dalam bersikap dan bertindak* = It was conducted in order to **generations** of Islam can be wise in being and acting.

   The problem was on word "generations". It should be singular "generation" because the source text was singular word *generasi.*

b. Equivalence above Word Level

   1. *Dengan menggunakan pendekatan sosiologi politik, penelitian ini berusaha menangkap fenomena radikalisme agama yang bukan sepenuhnya gejala ideologi keagamaan, namun juga sebagai gejala sosial politik.*= Using the approach of political sociology, this study tried to capture the phenomenon of religious radicalism are not completely **symptom religious ideology**, but also as a socio-political phenomenon.

---

[104] *Kamus Besar Bahasa Indonesia* Offline 1.4
[105] Cambridge Advanced Learner's Dictionary Third Edition (2008)

Surely, the translation result of word *gejala ideologi keagamaan* as "symptom religious ideology" was random. Although word *keagamaan* there was a noun but actually it was function as an adjective for word *ideologi*. It meant the word "religious" as a modifier for word "ideology" and the phrase was the modifier of head "symptom".[106] Thus. It should be "religious ideology symptom" or "symptom of religious ideology".

2. *Pada beberapa penyelidikan empiris, artikel ini dapat menawarkan kerangka teoritis teman sebaya yang mungkin dibangun untuk mempelajari deradikalisasi gerakan keagamaan.* = In some empirical investigation, this article offers a **theoretical framework peers** who might be built to study the de-radicalization of religious movements.

   The same mistake to the case before also happeneded in this sentence. It should be "peer theoritical framework"

3. *Temuan dari riset ini adalah adanya peran penting kiai dalam membangun dialog partisipatif dengan masyarakat luar pesantren yang terimplementasi melalui aksi-aksi sosial.* = The findings of this research is that there is an important role in establishing kiai participatory dialogue with **the outside community schools** are implemented through social action.

   Briefly, the phrase of the translatin result "the outside community schools" should be translated as "the non boarding school people". Since the source phrase *masyarakat luar pesantren* intended to explain people who were not in the boarding school.

c. Grammatical Equivalence

1. *Dengan menggunakan pendekatan sosiologi politik, penelitian ini berusaha menangkap fenomena radikalisme agama yang bukan sepenuhnya gejala ideologi keagamaan, namun juga sebagai*

---

[106] Michael . Pyle and Marry Ellan M. P, (2002). Cliffs; TOEFL Preparation Guide. USA: John Wiley and Sons Inc (p. 44)

gejala sosial politik.= Using the approach of political sociology, this study **tried** to capture the phenomenon of religious radicalism are **(is)** not completely symptom religious ideology, but also as a socio-political phenomenon.

Since the source text didnot indicate that it was past action, the word "tried" should be "try". Then, because the subject was singular noun, the verb should be "tries". The next mistake was the verb "are" which actually must be "is" because the subject was a singular noun.[107]

2. *Hasilnya Pesantren Al-Qadir mampu merumuskan strategi counter-radikalisme yang khas pesantren ditengah upaya banyak pihak mencari formulasi baru dalam menangkal gerakan radikalisme di Indonesia.* = As a result, Pesantren Al-Qadir **(is)** able to formulate a strategy of counter-radicalism typical pesantren among the efforts of many parties seek new formulations in counteracting radicalism in Indonesia.

Again, the problem about verb happeneded here. The first clause didnot have a verb. Since the subject was singular, the verb must be singular form. In this case, it should put "is" after the subject *Pesantren Al-Qadir.*[108]

3. *Hasil penelitian menunjukkan bahwa masyarakat pesantren menolak, menentang dan aktif membangun spirit anti radikalisme yang diwujudkan dalam beberapa pola* = The results show that the public schools **reject, oppose and actively build** a spirit of anti radicalism manifested in several patterns.

Because the mistake in the word level "school" was translated to "schools" in, the verb followed also became a mistake. The verb should be in a singular form. It would be "rejects, opposes and actively builds".

---

[107] Michael . Pyle and Marry Ellan M. P, (p. 68)
[108] Michael . Pyle and Marry Ellan M. P, (p. 68)

4. *Temuan penelitian tersebut merupakan sintesis dari tesis yang selama ini menjadi wacana masyarakat tentang radikalisme dan pesantren.*= The findings of **these studies** was the synthesis of a thesis which has been the public discourse about radicalism and boarding.

The word "these studies" as the result of the word *penelitian tersebut* was correct in the first glance but it was not. The word *penelitian* here was a singular noun while the result "studies" was a plural noun. So, it must be "study". In addition, the word "these" was a demostrative adjective used to a plural noun while for a singular was "this".[109] Finaly. It would be "this study".

5. *Hasil penelitian ini menunjukkan bahwa Pendidikan Agama Islam tidak berkorelasi positif terhadap tingkat ketaatan beragama.* = The results of this study indicate that Islamic education is **(not)** positively correlated to the level of religious observance.

It was clear that this sentence had a mistake. The source text had a negative meaning trough the word "not" while the result text didnot indicate it. Therefore, it should put an adverb "not".

6. *Pada beberapa penyelidikan empiris, artikel ini dapat menawarkan kerangka teoritis teman sebaya yang mungkin dibangun untuk mempelajari deradikalisasi gerakan keagamaan.* = In some empirical investigation, this article offers a theoretical framework peers who **might** be built to study the de-radicalization of religious movements.

Since the sentence did not indicate a past action, it should not use "might" as the verb in the dependent clause. Then, "may" should be the verb inspite of "might".

7. *Dengan menggunakan pendekatan kualitatif penelitian menunjukkan bahwa Pesantren Soko Tunggal menentang segala*

---

[109] M. Frank, (1972). Modern English: A Practical Reference Guide. New Jersey Prentice Hall International (p.109)

bentuk kekerasan atas nama agama.= By using a qualitative approach, research shows that Pesantren Soko Tunggal against **any form** of violence in the name of religion.

The word "any form" as the result of word *segala* was inexactly translatiom. The word *segala* meant "he complete amount or number (of), or the whole (of)".[110] While, the word "any" lexically meant "some, or even the smallest amount or number of".[111] Besides, the use of any in sentences was explained that it could be used in an introgative sentence and negative sentence but it could not in a positif sentence.[112] Hence. It should be use word "all" inspite of "ani" and it would be "any forms".

8. *Argumen yang dibangun dalam tulisan ini adalah rekonstruksi dan aktualisasi nilai-nilai yang terkandung di dalam Aswaja dapat terinternalisasi secara kokoh dalam diri seseorang*. = The argument **is built** in this paper is the reconstruction and actualization of the values contained in Aswaja can firmly internalized in a person.

The word "dibangun" in the subject arranged from noun phrasse here was a past participle noun function as an adjective for the word *argumen*. Then, the result was so strange because the auxiliary verb "is" stand before the word "built". It make it seem like a passive inspite of an adjective. Thus, the auxiliary verb "is" should be leave.[113]

9. *Dialektika radikalisme dan anti radikalisme menarik ketika dilihat dalam kehidupan pesantren*.= Dialectics of radicalism and anti radicalism **(is)** interesting when seen in the life of schools.

---

[110] Kamus *Besar Bahasa Indonesia* Oggline 1.4
[111] Cambridge Advanced Learner's Dictionary Third Edition (2008)
[112] John S. Hartanto, (2003). English Grammar. Surabaya:IKAPI (p. 155)
[113] Oxford International Language Academy of Kemuning Pare Kediri. Oxford TOEFL Structure and Written Expression; Stage two. 2013

The independent clause of this sentence was uncomplete sentence because the result text didnot have a verb. So, the verb should be put after the subject "Dialectics of radicalism and anti radicalism". Since the subject of the sentence was singular, the verb should be singular. The verb "is" must be between "Dialectics of radicalism and anti radicalism" and "interesting".[114]

d. Textual Equivalence:

1. *Dengan menggunakan pendekatan sosiologi politik, penelitian ini berusaha menangkap fenomena radikalisme agama yang bukan sepenuhnya gejala ideologi keagamaan, namun juga sebagai gejala sosialpolitik.*= Using the approach of political sociology, this study tried to capture the phenomenon of religious radicalism are not completely **symptom** religious ideology, but also as a socio-political phenomenon.

   The word *gejala* here meant *keadaan yg menjadi tanda-tanda akan timbulnya (terjadinya,* berjangkitnya*) sesuatu.*[115] It was inappropriate used word ""symptom" as the translation result of *gejala* because the word "symptom" meant "any feeling of illness or physical or mental change which is caused by a particular disease".[116] Based on the meaning of the word *gejala*, it was betteer used word "phenomenon".

2. *Temuan dari penelitian ini menggambarkan bahwa radikalisme adalah sebuah upaya membentuk identitas dengan menggunakan jejaring massa (Islam), dan memanfaatkan peluang politik (alam demokratis), mobilisasi dan proses pembingkaian.*= The findings of this study illustrate that radicalism is an effort to **establish** identity using mass networking (Islam), and take advantage of political opportunities (the democratic nature), and the mobilization of the framing process.

---

[114] Michael . Pyle and Marry Ellan M. P, (p. 68)
[115] Kamus *Besar Bahasa Indonesia* Offline 1.4
[116] Cambridge Advanced Learner's Dictionary Third Edition (2008)

The word *membentuk* in this sentence was not appropriate tranlsated "establish", although word "establish" also had the same meaning to *membentuk* lexically. Yet, contextually the word "establish" use as the verb close to corpporation field. Thus the word *membentuk* should be translated as "form" or "shape".[117]

3. *Temuan dari riset ini adalah adanya peran penting kiai dalam membangun dialog partisipatif dengan masyarakat luar pesantren yang terimplementasi melalui aksi-aksi sosial.* = The findings of this research is that there is an important role in **establishin**g kiai participatory dialogue with the outside community **schools** are implemented through social action.

   The mistake in this sentence was similiar to the previous sentence. Hence, the word *membentuk* should be translated as "form" or "shape".

   Next, the word "school" was not appropriate as the translation result of word *pesantren.* The word "school" meant "a place where children go to be educated or the teaching and learning activities which happened at school" while *pesantren* was not only had a meaning of place or teaching learning process but also the student would get some Islmis knowledge or lesson and they had to live there in some periode of time. Based on the meaning, it was better in using word "boarding school" inspite of "schoo".

4. *Hasilnya, para santri, alumni, dan pesantren yang tergabung dalam sistem jaringan Pondok Pesantren Miftahul Huda muncul dalam wajah damai, moderat, dan toleran* = As a result, the students, alumni, and **schools** that are members of the network system Miftahul Huda Islamic boarding school appeared in the face of peaceful, moderate, and tolerant.

---

[117] Cambridge Advanced Learner's Dictionary Third Edition (2008)

As the analysis of previous material with the same case, the word *pesantren* should not be translated as "schools". It was better translated into the word "boarding school".

5. *Artikel ini merupakan upaya untuk menggambarkan arena pendidiksan yang bertujuan untuk deradikalisasi, khususnya di antara kaum muda dengan kelompok sebaya mereka*.= This article is an **attempt** to describe the educational arena that aims to de-radicalization, particularly among young people with their peers.

Related to this sentence, word *upaya* was better translated into "effort". *Upaya* here was physical or mental activity needed to achieve something not to try to do something, especially something difficult as the meaning of "attempt".[118]

6. *Dialektika radikalisme dan anti radikalisme menarik ketika dilihat dalam kehidupan pesantren*.= Dialectics of radicalism and anti radicalism interesting when seen in the life of **schools.**

Again the mistake was on the word *pesantren* translated into "schools". It should be "boarding school".

4. Compound-Complex Sentence

a. Equivalence at Word Level

1. *Melalui penelitian kuantitatif, tulisan ini mengkaji pelaksanaan Pendidikan Agama Islam di sekolah, apakah ada korelasinya dengan ketaatan beragama, adakah faktor-faktor lain yang berpengaruh terhadap perilaku beragama, serta bagaimana orientasi Pendidikan Agama Islam di sekolah* = Through quantitative research, this paper examines the implementation of Islamic education in **schools**, is correlated with religious observance, is there any other factors that affect religious behavior, and how the orientation of Islamic education in **schools**.

At the first glance this sentence is correctly translated, each word is translated correctly, except for one word; the word *sekolah*

---

[118] Cambridge Advanced Learner's Dictionary Third Edition (2008)

is translated as "schools". The word *sekolah* is a singular word while the word "schools" in English is a plural word. Alwi states that eventhough usually the form of plural and singular words are different in Indonesian, mostly the form differences are not used if it has connection with certain verb. Eventhough the form of singular and plural word is not applied, the sentsence should at least, show that the noun is not a singular but plural.[119] So the translation result should be "school" or in other word we leave the "s" which indicate plural in English.

b. Equivalence above Word Level

1. *Hasil penelitian dapat dideskripsikan sebagai berikut, Pendidikan Agama dalam kultur sekolah demokratis berpotensi mempopulerkan deradikalisasi, karena dalam proses belajar mengajar mengoptimalkan sikap kebebasan berpikir kritis, kemandirian, dan akuntabilitas sehingga dapat membentuk keyakinan, sikap dan norma peserta didik untuk: (1) mendalami dan meyakini ajaran agamanya sendiri; (2) berkomitmen mentransformasikan ajaran agamanya secara baik dalam kehidupan pribadi maupun sosial bermasyarakat; dan (3) memberi teladan secara konkret tidak terjebak menggunakan kekerasan dan anarkisme dalam mewujudkan keinginan.* = Results of research can be described as follows, Religious Education in school culture of democratic potential to popularize de-radicalization, because the learning process to optimize the attitude of freedom of critical thinking, independence, and accountability so as to form **the beliefs, attitudes and norms learners** to: (1) explore and believes the teachings of their own religion; (2) committed to transforming the teaching of religion in both the private and social life of society; and (3) give a concrete

---

[119] Hasan Alwi. (1998). Tata Bahasa Baku Bahasa Indonesia. Jakarta: Balai Pustaka (p. 311)

example not stuck using violence and anarchism in realizing the desire.

The phrase "the beliefs, attitudes and norms learners" was seem strange. Since the word "learners" was a noun fucntion as the nomina posesif, it should be stand in front of the nouns. Hence, "the learners' beliefs, attitudes and norms" was better than.[120]

c. Grammatical Equivalence

1. *Dalam kaitannya dengan deradikalisasi, penelitian ini juga membahas bahwa radikalisme bukan hanya fenomena keagamaan, yang mana permasalahannya harus dipecahkan dengan deradikalisasi pemikiran dan ideology Islam* = In relation to the de-radicalization, the study also discusses that radicalism is not only a religious phenomenon, which is where the **problem to be solved** by the de-radicalization of Islamic thought and ideology.

The the translation result of this sentence ommited the word *harus* from the source text. Since the word *harus* wanted to present something necessar or important, the word "must" could be used to repressent the meaning. Thus, it should be "which the problem must be solved by the de-radicalization of Islamic thought and ideology"

2. *Hasil penelitian dapat dideskripsikan sebagai berikut, Pendidikan Agama dalam kultur sekolah demokratis berpotensi **mempopulerkan** deradikalisasi, karena dalam proses belajar mengajar mengoptimalkan sikap kebebasan berpikir kritis, kemandirian, dan akuntabilitas sehingga dapat membentuk keyakinan, sikap dan norma peserta didik untuk: (1) mendalami dan meyakini ajaran agamanya sendiri; (2) berkomitmen mentransformasikan ajaran agamanya secara baik dalam*

---

[120] Betty S.A, (1993). Understanding and Using English Grammar. New Jersey Prentice Hall International (p. 202)

kehidupan pribadi maupun sosial bermasyarakat; dan (3) memberi teladan secara konkret tidak terjebak menggunakan kekerasan dan anarkisme dalam mewujudkan keinginan. = Results of research can be described as follows, Religious Education in school culture of democratic **potential to popularize** de-radicalization, because the learning process **to optimize** the attitude of freedom of critical thinking, independence, and accountability so as to form the beliefs, attitudes and norms learners to: (1) explore and **believes** the teachings of their own religion; (2) **committed** to transforming the teaching of religion in both the private and social life of society; and (3) give a concrete example not stuck using violence and anarchism in realizing the desire.

The mistake happened in this sentence was in some parts of it. First, it was in the dependen clause because as the result the sentence did not have a verb at all. The verb in the source text was *berpotensi mempopulerkan* while the result was "potential to popularize". The word "potential" was an adjective eventhough the function of word *berpotensi* is a modifier for the head *mempopulerkan,* an adjective would never be a modifier for a verb.[121] Then, the word "to popularize" was "to invinitive" while "to invinitive" never could be a main verb.[122] It should be "potentially popularizes" since a word which can be an modifier for a verb was an adverb.[123]

Second, it also happeneded to the second sentence. Te source had a verb *mengoptimalkan* while the result did not and

---

[121] Michael . Pyle and Marry Ellan M. P, (2002). Cliffs; TOEFL Preparation Guide. USA: John Wiley and Sons Inc (p. 134)

[122] Oxford International Language Academy of Kemuning Pare Kediri. Oxford TOEFL Structure and Written Expression; Stage two. 2013

[123] Michael . Pyle and Marry Ellan M. P, (p. 134)

only had a to invinitive "to optimize". In order to be a complete clause, it should be "optimizes".

Third, a word "believes" was incorrect word for an agreement to invinitive. Since it was "to explore and believes the teachings of their own religion", the word "believes" should be "believe".

Fourth, the similiar case to the previous senntence happeneded in this sentence. The word "commited" in the phrase "committed to transforming the teaching of religion in both the private and social life of society" should be "commite".

B. General Finding

After conducting this study, the writer found many mistakes was done by "Google Translate". The some types of sentences had been translated ineffectively and the success rate was close to zero percent. The table below was the complete list of the translation success rate:

Sentence Type	∑Sentence	∑Correctly Translated	Rate
Simple Sentence	48	6	12.5%
Compound Sentence	2	0	0%
Complex Sentence	16	3	18.75%
Compound Complex Senence	3	0	0%
Overall	73	9	12.3%

Table B. Translation success rate of "Google Translate"

Out of all Academic Compound Sentences, Academic compound – complex which used in this study, there was none which was correctly translated. Therefore these types of sentences had 0% successful translation percentage. While Academic Compex Sentences had two out of

the sixteen sentences correctly translated so (3/16) X 100% = 18.75%. The highest successful translation percentage is achieved by Academic Simple Sentences. It has four correctly translated sentences, out of fourty four material sentences. Therefore (6/48) X 100% = 12.5%. Overall, out of seventy three sentences which used as the material, "Google Translate" only able to translate six sentences correctly, while the other sentences has problem in the translation, so (9/73) X 100% = 12.3%. Therefore, the writer assumes that the effectiveness of "Google translate" is very low.

The writer also found the mistakes made by "Google Translate" in each parameter that is used for analyzing the sentences; they are as follows:

1. Equivalence at Word Level

   a. Translating Plural word into singular word

   There are many cases of the plural word, which isasupposedly translated as plural word, is translated as singular word. This mistake happens to: S1, S2, S3, S4, S5, S7, S8, S9, S16, S21, S22, S23, C1, C2, X1, X2, X3, X4, X6, X8, CX1.

   b. The translation result has different meaning after translation

   This is the most basic form of the mistake in translation. If the translated word has a different meaning from the original sentence, the information which should be delivered will be wrong. This mistake happens to: S6, S10, S14, S18, S19, S20, S21, S24, X5.

   c. Inconsistency of translation result

   The word which should be translated is not translated in the translation result. The word still exists in the translation result, but it retained its original form. There is an exception where the word cannot be translated, but it mostly occurs on proper noun. This mistake happens to: S11, S12. S13, S15, S17, S20, S22, S25, X7.

2. Equivalence above Word Level

   a. Using word per word translation

Phrase and clause should be translated as a phrase and clause, not as a set of word. Translating phrase or clause by word per word translation would cause the phrase or clause has a strange meaning in the translation result. This mistake happens to: S1, S2, S3, S5, S9, X3.

b. Random word order

A random translation result in a phrase is not only when a phrase translated into word per word translation but also the fuction and the structure is weird. It happens to: S4, S6, S7, S9, X1, X2, CX1.

c. Agreement the word order in a phrase

The structure of some word connected to others whether after or before the word in a phrase has the role. It is called agreement. Every word in a sentence does not stand by itself but it should consider the function or the form of other word builting a complete sentence. The mistake happens to S8.

3. Grammatical Equivalence

a. Problem of verb

A complete sentence or clause is when it has a main subject and a main verb. The verb in a sentence is not only verb as its form but also as its function. Afterwards, it can not called as a sentence when it does not have. Futhermore, it happens in whether a passive sentence, active sentence or even getiing added-word at the verb. The sentence will be not only an uncomplete sentenc but also change the meaning intendedto convey. It happens to some sentences in these translation result. They are: S1,S3, S4. S6, S7, S10, S13, S14, S16, S17, X2, X8, X9, CX2.

b. Random word order

A random translation result in grammar part is not only when a clause or sentence translated into word per word translation but

also the fuction and the structure in the clause or sentence is weird.it happens to: S2, S8.

c. Agreement on each phrase and clause

The structure of some word connected to others whether after or before the word has the role. It is called agreement. Every word in a sentence does not stand by itself but it should consider the function or the form of other word builting a complete sentence. The mistake happens to: S3, S12. CX2.

d. Unable to identify singular and plural verb

Grammatically, every verb in a centence or clause has to agree with the subject. When the subject is a singular noun or noun phrase, the verb must be also in a singular form. Yet, the sentence or clause is incorrectly transalted since it does not happen. The mistake happens to: S5,S11, C1, X1, X3, X4, X7.

e. Wrong word order

Wrong word order is when a word is translated not in its original fuction. Then, it makes the form of the word not as the proper form. It happens to S9, S18.

f. Unable to identify present or past tense

English has its own role in using it, grammatically. Especially about tense, it has different role in every tense to present every action happened in different time whether it is present or past. When a sentence does not use the correct tense in presenting the action in the setence with considering some indication in every tense, the sentence will fail in translation process. It happens to: S15, X1, X6.

g. Unable to identify positive or negative sentence

The difference between positive or negative sentence is very clear. In Englis it shows by adverb "not". While the negative sentence does not have "not" it will be positive sentence and exactly has the opposite meaning. It happens to: X5.

h. Ommited word

The word which supposed to be translated is omitted from the translation result. Omittance of any word from the source sentence mostly makes the translation result has different meaning. This mistake happens to: CX1.

4. Textual Equivalence: Thematic

It cannot match the translation result with the context. Aside from correctly translating a word, phrase, or clause, translation should also correctly match to the context, in order to convey the right information. There are some mistakes where the translation result does not match with the context of the sentence.

C. Contribution In Teaching Indonesian-English Translation

The finding of this research hopefully can give contribution in English teaching and learning process. Translation is one of subject tought in English Language Teaching Department. Translation subject is presented into two part, English-Indonesian Translation and Indonesian-English Translation.

Since the study of this research is accuracy analisis on Indnesia-English Translation, this research can be used as consideration to teach Indonesian-English Translation. The book which explained the theory used in this research as the parameter of effective translation can be used as the secondary or even the primary hand book. Besides, the sequence applied by the researcher in analysing the text could be adapted as the way in translation. In addition, the result of the analisis or tha mistakesfound can be a new information as a consideration in the material related to English formal register.

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

After analysing and interpreting the data, the writer comes to the conclusion that the effectiveness of "Google Translate" in translating Indonesian sentences to English sentences is very low (12.3%). Most of the sentences, which are used as the data, are translated incorrectly. Based on chapter 4 (table B), the highest percentage of correct translation is at Academic complex sentences (18.75%), while most of the other sentences percentage are very low ($\leq$ 12.5%). The mistakes found in the translation result mostly are mistakes at minor detail, so the translation mistakes are not too serious. But, the writer also finds a case where the mistake is very serious. Moreover, the writer finds that there are some cases where the "Google Translate" often makes mistake. Each parameter has at least one case in which "Google Translate" often makes mistake.

B. Recommendation

From the result of the study, the writer suggests

1. For the lecturer of Indonesian-English Translation. This thesis is hoped as reference to improve knowledge about the material of Indonesian-English Translation subject.

2. For students of Indonesian-English Translation class. Students can identify how the correst translation result is and what one of parameters actually must be used.

3. For further studies, the writer suggests some points that can be used as consideration. The next researcher can conduct the deeper study related to use another theory of translation, in order to make a comparison with this study. Also, the next researcher can take other fields of study to be the materials. The next researcher can also compare "Google Translate"

machine translation to others whether using the same theory or different one.

4. For the users. They can use "Google Translate" only for translating a for register sentence. The writer also does not suggest to use the "Google Translate" as a primary translation tool, but as a translation aid. Because the mistakes that "Google Translate" makes are not too serious, it can still be used, but it must be accompanied by Human Translator, who should edit the post-translation result.

REFFERENCES

Alwi, Hasan. 1998. *Tata Bahasa Baku Bahasa Indonesia*. Jakarta: Balai Pustaka.

A.J, Thomson and A. V Martinet. 1995. *A Practical English Grammar; Fourth Edition*. New York: Oxford University Press.

Baker, M. 1992. *In Other Words a Coursebook on Translation*. London: Routledge.

Bassnett,S. 1991. *Translation Studies Revised Edition.* London: Routledge.

Betty S.A,. 1993. Understanding and Using English Grammar. New Jersey Prentice Hall International

Cambridge Advanced Learner's Dictionary Third Edition. 2008.

Cohen.L, Manion, L., and Morrison, K. 2007. *Research Method in Education 6th Edition*. London: Routledge.

Cribb, V. M. 2000. *Machine Translation: The alternative for 21st century?*. TESOL QUARTERLY.

Desicion Sertificate of the Minister of Education and Culture of the Republic of Indonesia.

Frank, M. 1972. *Modern English: A Practical Reference Guide.* New Jersey: Prentice Hall International.

Hutchins, J. 1995. *Reflection on the History and Present State of Machine Translation*. Retrieved April 16, 2015 from http:// www.citeseerx.com.

Hutchins, J. 1999. *The development and use of machine translation systems and computer-based translation tools*. Retrieved April 13, 2015 from http:/ www.citeseerx.com

Isabelle Ee Hsia, T.,and Tang Enya K. 2004. *A Discourse of Cognitive Paradigm on the Accuracy of Machine Translation.* Retrieved April 15, 2015 from http:// www.citeseerx.com

John, S. Hartanto. 2003. English Grammar. Surabaya:IKAPI.

Jurnal Walisongo. 2015. *Jurnal Sosial dan Keagamaan. Vol. 23*, No. 1, Mei/2015.

Kamus Besar Bahasa Indonesia Offline 1.4

LP2M Profile Book

Michael, Pyle and Marry Ellan M. P. 2002. *Cliffs; TOEFL Preparation Guide.* USA: John Wiley and Sons Inc.

Newmark, P. 1988. *A Text Book of Translation*. Hertfordshire: Prentice Hall International.

Oxford International Language Academy of Kemuning Pare Kediri. Oxford TOEFL Structure and Written Expression; Stage two. 2013.

Vasconellos, M and L.Chris Miller. 2010. *Recent Trends in Machine Translation.* Retrieved April 16, 2015. from http://www.citeseerx.com

Walter, E., Kate W., Melissa G. (Eds.). 2008. *Cambridge Advanced Learner's Dictionary Third Edition*. Cambridge University Press: Cambridge.

Yusuf, S. 1994. *Teori Terjemah: Pengantar ke Arah pendekatan Linguistik dan Sosiolinguistik*. Bandung: CV. Mandar Maju.

http://www.kopertis12.or.id/2012/02/02/mengenal-kriteria   jurnal-ilmiah-jurnal-ilmiah-nasional-jin-terakreditasi-jurnal-internasional.html#sthash.qMnCiR0H.dpuf

http://lppm.unpar.ac.id/publikasi-ilmiah/jurnal-nasional-terakreditasi/

https://id.wikipedia.org/wiki/Jurnal_ilmiah, accessed on 2nd October 2015

www.adelaide.edu.au/writingcentre/

www.googleresearch.blogspot.com, 2006

Appendix 1.

Cover of Journal

Article 1

MEMBACA GERAKAN ISLAM RADIKAL DAN
DERADIKALISASI GERAKAN ISLAM

Muzayyin Ahyar

Universitas Islam Negeri (UIN) Sunan Kalijaga Yogyakarta

e-mail: muzayyin.ahyar@yahoo.com

Abstract

Penelitian ini mengangkat gerakan Islam di Solo sebagai objek kajian, khususnyapada gerakan yang sering disebut Tim Hisbah. Dengan menggunakan pendekatan sosiologi politik, penelitian ini berusaha menangkap fenomena radikalisme agamabukan sepenuhnya gejala ideologi keagamaan, namun juga sebagai gejala sosialpolitik. Penelitian ini akan dipandu oleh teori-teori sosial seperti teori identitas dan gerakan sosial meliputi kesempatan politik (political opportunity structure), struktur pembingkaian (framing process), dan struktur mobilisasi (mobilizing structure). Temuan dari penelitian ini menggambarkan bahwa radikalisme adalah sebuah upaya membentuk identitas dengan menggunakan jejaring massa (Islam),dan memanfaatkan peluang politik (alam demokratis), mobilisasi dan proses pembingkaian. Dalam kaitannya dengan deradikalisasi, penelitian ini juga membahas bahwa radikalisme bukan hanya fenomena keagamaan, yang mana permasalahannya harus dipecahkan dengan deradikalisasi pemikiran dan ideologi Islam. Ia juga fenomena yang dapat dikaji melalui ilmu-ilmu lainnya seperti ilmu sosial, politik dan bahkan ekonomi

Keywords: gerakan Islam radikal, Solo, teori gerakan sosial, teori identitas

Article 2

DIALEKTIKA RADIKALISME DAN
ANTI RADIKALISME DI PESANTREN

Thohir Yuli Kusmanto, Moh. Fauzi, M. Mukhsin Jamil

Universitas Islam Negeri (UIN) Walisongo Semarang

e-mail: thohiryuli@yahoo.co.id

Abstract

Upaya menentang segala bentuk radikalisme merupakan bagian dari reaksi anti radikalisme. Semangat anti radikalisme muncul sebagai bagian dari resistensi masyarakat. Radikalisme dan anti radikalisme saling berkaitan secara dialektis. Meskipun keduanya merupakan sesuatu yang paradoks, namun selalu menyatu. Dialektika radikalisme dan anti radikalisme menarik ketika dilihat dalam kehidupan pesantren. Fenomena radikalisme Islam seringkali dihubungkan dengan masyarakat pesantren di Indonesia. Beberapa kelompok masyarakat memahami radikalisme tumbuh dari pesantren. Pandangan tersebut didasari oleh banyaknya pelaku radikalisme Islam dalam bentuk kekerasan alumni pesantren. Realitas tersebut bisa jadi benar dalam kasus tertentu, tetapi tidak bisa digeneralisasi. Penelitian ini berupaya menggali data pandangan pesantren tentang wacana dan praksis radikalisme dan anti radikalisme serta pola resistensinya. Hasil penelitian menunjukkan bahwa masyarakat pesantren menolak, menentang dan aktif membangun spirit anti radikalisme yang diwujudkan dalam beberapa pola. Temuan penelitian tersebut merupakan sintesis dari tesis yang selama ini menjadi wacana masyarakat tentang radikalisme dan pesantren.

Keywords: dialektika, radikalisme, anti radikalisme, pesantren

Article 3

PENDIDIKAN AGAMA DALAM KULTUR
SEKOLAH DEMOKRATIS:

Potensi Membumikan Deradikalisasi Agama di Sekolah

Herly Jannet

Sekolah Tinggi Agama Kristen Protestan Negeri (STAKPN) Ambon

e-mail: bunda_noa@yahoo.com

Abstract

Penelitian ini bertujuan untuk menemukan dan mendeskripsikan Pendidikan Agama dalam kultur sekolah demokratis sebagai salah satu strategi membumikan deradikalisasi agama di sekolah. Metode penelitian yang digunakan adalah

kualitatif naturalistik dengan strategi studi kasus dan mengambil tempat penelitian di SMA Kristen Urimessing Ambon. Objek penelitian ini adalah keseluruhan gejala demokratis dalam proses belajar mengajar Pendidikan Agama Kristen. Hasil penelitian dapat dideskripsikan sebagai berikut, Pendidikan Agama dalam kultur sekolah demokratis berpotensi membumikan deradikalisasi, karena dalam proses belajar mengajar mengoptimalkan sikap kebebasan berpikir kritis, kemandirian, dan akuntabilitas sehingga dapat membentuk keyakinan, sikap dan norma peserta didik untuk: (1) mendalami dan meyakini ajaran agamanya sendiri; (2) berkomitmen mentransformasikan ajaran agamanya secara baik dalam kehidupan pribadi maupun sosial bermasyarakat; dan (3) memberi teladan secara konkret tidak terjebak menggunakan kekerasan dan anarkisme dalam mewujudkan keinginan.

Keywords: pendidikan agama, kultur sekolah demokratis, deradikalisas

Article 4
REORIENTASI MANAJEMEN PEMBELAJARAN
PENDIDIKAN AGAMA ISLAM (PAI)
DAN DERADIKALISASI AGAMA

Fatah Syukur

Universitas Islam Negeri (UIN) Walisongo Semarang

e-mail: fsyukur68@gmail.com

Abstract

Pendidikan agama Islam di sekolah secara substantif memiliki peran yang sangat penting. Sesuai dengan amanat Undang-undang Sistem Pendidikan Nasional, bahwa Pendidikan Agama harus diberikan kepada peserta didik di semua jenjang pendidikan. Diharapkan Pendidikan Agama bukan hanya memberikan pengetahuan agama saja, akan tetapi juga membentuk karakter kepribadian anak didik dengan nilai-nilai yang diajarkan oleh agama. Melalui penelitian kuantitatif, tulisan ini mengkaji pelaksanaan Pendidikan Agama Islam di sekolah, apakah ada korelasinya dengan ketaatan beragama, adakah faktor-faktor lain yang berpengaruh terhadap perilaku beragama? Serta Bagaimana orientasi Pendidikan

Agama Islam di sekolah?. Hasil penelitian ini menunjukkan bahwa Pendidikan Agama Islam tidak berkorelasi positif terhadap tingkat ketaatan beragama. Demikian pula perbedaan laki-laki dan perempuan tidak berkorelasi terhadap tingkat ketaatan beragama. Oleh karena itu, maka perlu ada reorientasi Pendidikan Agama di sekolah.

Keywords: Pendidikan Agama Islam, sekolah, reorientasi, deradikalisasi

Article 5

BINA-DAMAI DALAM KOMUNITAS PESANTREN:

Sebuah Upaya Counter-Radikalisme

Rahman Mantu

Universitas Islam Negeri (UIN) Sunan Kalijaga Yogyakarta

e-mail: muhammadrahman530@ymail.com

Abstract

Tulisan ini akan membahas tentang pengalaman Pondok Pesantren Al-Qodir terhadap upaya counter-radikalisme melalui pendekatan bina-damai di Sleman Yogyakarta. Penelitian ini menggunakan metode kualitatif dengan melakukan pengamatan serta wawancara mendalam. Kerangka teoritik yang digunakan peneliti adalah teori peace building. Perdamaian menurut teori ini bisa tercipta karena tiga faktor; mekanisme internal, antar kelompok dan eksternal. Temuan dari riset ini adalah adanya peran penting kiai dalam membangun dialog partisipatif dengan masyarakat luar pesantren yang terimplementasi melalui aksi-aksi sosial. Hasilnya Pesantren Al-Qadir mampu merumuskan strategi counter-radikalisme yang khas pesantren ditengah upaya banyak pihak mencari formulasi baru dalam menangkal gerakan radikalisme di Indonesia.

Keywords: Pesantren Al-Qodir, bina-damai, plural, counter-radikalisme

Article 6

PEACEFUL JIHĀD DAN PENDIDIKAN

DERADIKALISASI AGAMA

Sulasman

Universitas Islam Negeri (UIN) Sunan Gunung Djati Bandung

e-mail: sulasman14@yahoo.com

Abstract

Pondok Pesantren Miftahul Huda semula identik dengan gerakan "radikal" baik karena pandangan eksklusivismenya dalam beragama, kritisisme terhadap pemerintah, maupun karena keidentikkan beberapa personalnya dengan gerakan DI/TII dan FPI. Sejalan dengan dinamika internal dan eksternal, pondok pesantren ini pun mereorientasi gerakannya dari jihād fisik ke jalur pendidikan dan dakwah damai atau dalam perspektif Lukens-Bull dikenal sebagai jihad damai (peaceful jihād). Proses menjinakkan diri dan gerakannya, yang dikenal dengan deradikalisasi, dilalui oleh pondok pesantren ini dengan enam cara, yakni internalisasi nilai-nilai pesantren, perluasan perspektif keislaman, adopsi sistem sekolah, pendidikan hubb al-waṭan, penggunaan local wisdom, dan pendidikan keterampilan. Upaya deradikalisasi yang dilakukan Pondok Pesantren Miftahul Huda berkisar pada tiga strategi, yakni pencegahan, pemeliharaan budaya damai, dan pemulihan bagi yang terdampak radikal. Hasilnya, para santri, alumni, dan pesantren yang tergabung dalam sistem jaringan Pondok Pesantren Miftahul Huda muncul dalam wajah damai, moderat, dan toleran.

Keywords: Islam, jihād, pendidikan, deradikalisasi, pesantren

Article 7

PERTEMANAN SEBAYA SEBAGAI
ARENA PENDIDIKAN DERADIKALISASI AGAMA

Yusar

Universitas Padjadjaran Bandung

e-mail: yuzzsar@gmail.com

Abstract

Article ini merupakan upaya untuk menggambarkan arena pendidikan yang bertujuan untuk deradikalisasi, khususnya di antara kaum muda dengan kelompok sebaya mereka. Dalam banyak kasus, pemuda adalah sasaran utama radikalisme dan mereka sering dilakukan untuk gerakan radikal. Dalam penelitian

sebelumnya, konsep dari kelompok sebaya jarang dipertimbangkan. Data dikumpulkan berdasarkan beberapa pengamatan dalam eksperimen dalam adegan buatan kehidupan sehari-hari. Pemuda menemukan jalan mereka untuk memberikan tanda kesadaran gerakan radikal agama. Pada beberapa penyelidikan empiris, article ini dapat menawarkan kerangka teoritis teman sebaya yang mungkin dibangun untuk mempelajari deradikalisasi gerakan keagamaan. Dalam kehidupan teman sebaya, dibangun kekuatan untuk mengendalikan anggota untuk tidak bergabung dengan gerakan radikal. Article ini dapat memberikan pendekatan

baru dalam pendidikan istilah untuk deradikalisasi gerakan keagamaan.

Keywords: pertemanan sebaya, remaja, deradikalisasi

Article 8

DISKURSUS DERADIKALISASI AGAMA:

Pola Resistensi Pesantren terhadap Gerakan Radikal

Hasyim Muhammad, Khoirul Anwar, Misbah Zulfa E.

Universitas Islam Negeri (UIN) Walisongo Semarang

e-mail: hasyimmuhammad@ymail.com

Abstract

Pesantren memiliki perspektif tersendiri terhadap radikalisme agama dan kekerasan. Penelitian ini bertujuan untuk mengungkap wacana radikalisme dan deradikalisasi di Pesantren Soko Tunggal Semarang. Dengan menggunakan pendekatan kualitatif penelitian menunjukkan bahwa Pesantren Soko Tunggal menentang segala bentuk kekerasan atas nama agama. Dalam pandangan Pesantren Soko Tunggal bahwa gerakan radikal atas nama agama merupakan bentuk kesalahpahaman agama. Islam radikal umumnya didasarkan pada pemahaman Wahabi, sehingga sikap dan perilaku dipengaruhi oleh Wahabi. Menurut Wahabi, bid'ah dalam agama adalah bentuk penodaan dan penolakan yang harus diperangi. Pesantren menganggap bahwa Pancasila dan UUD 1945 merupakan bentuk penegakan hukum Islam yang aktual. Karena di Pesantren

Soko Tunggal ini ingin mempertahankan nilai-nilai moderatisme dan mengembangkan kehidupan multikultural yang damai.

Article 9
PENGEMBANGAN PENDIDIKAN ASWAJA
SEBAGAI STRATEGI DERADIKALISASI

Ngainun Naim

Institut Agama Islam Negeri (IAIN) Tulungagung

e-mail: naimmas22@gmail.com

Abstract

Penelitian ini mengulas tentang peranan pelajaran Aswaja dalam usaha deradikalisasi. Radikalisasi semakin berkembang pasca jatuhnya Orde Baru. Era Reformasi membuka lebar berbagai bentuk ekspresi, termasuk ekspresi keberagamaan. Semakin berkembangnya radikalisasi memunculkan keresahan masyarakat secara luas. Berbagai respons pun muncul, di antaranya melalui counterideologi. Aswaja diyakini dapat mencegah tumbuh suburnya radikalisasi. Data yang disajikan dalam article ini berasal dari observasi, wawancara dan telaah literatur yang berkaitan dengan topik tulisan. Argumen yang dibangun dalam tulisan ini adalah rekonstruksi dan aktualisasi nilai-nilai yang terkandung di dalam Aswaja dapat terinternalisasi secara kokoh dalam diri seseorang. Strategi penting yang dapat ditempuh untuk sosialisasi dan internalisasi Aswaja adalah melalui jalur pendidikan. Di sekolah-sekolah yang mengaplikasi mata pelajaran Aswaja, para siswanya memiliki peluang untuk memiliki pemahaman keagamaan yang moderat dan terhindar dari arus radikalisasi.

Article 10
PESANTREN DAN UPAYA DERADIKALISASI AGAMA

Mukodi

Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP) PGRI Pacitan

e-mail: mukodi@yahoo.com

Abstract

Deradikalisasi agama Islam di Pondok Tremas dari generasi ke generasi senantiasa menemukan momentum. Melalui praktik budaya Pondok Tremas yang meliputi: budaya keilmuan, budaya keagamaan, budaya sosial dan budaya politik benih-benih deradikalisasi agama Islam disemaikan. Namun demikian, pasang surut paham ekstremisme yang berkembang di transnasional, dan internasional menjadi tantangan tersendiri. Apalagi masifnya perkembangan media teknologi dan informatika berekses secara signifikan pada pola pikir warga Pondok Tremas. Dengan menggunakan pendekatan kualitatif, dan metode fenomenologi, article ini menjelaskan bagaimana deradikalisasi agama di Pondok Tremas dirajut, dan dibingkai dalam praktik-praktik budaya keseharian. Hal itu, dilakukan agar generasi Islam dapat bijak dalam bersikap dan bertindak. Lebih dari itu, agar agama Islam dapat menempati area yang semestinya, yakni agama raḥmatan li 'l-'ālamīn, tanpa kekerasan, cinta perdamaian, dan mengedepankan cinta kasih.

Keywords: radikalisme agama, Pondok Tremas, praktik budaya

CURRICULUM VITAE

Name	: Maria Ulfah
Student Number	: 113411005
Place and Date of Birth	: Semarang, March 27 1993
Address	: Sidodadi rt: 1 rw: 4 Mijen Semarang
Sex	: Female
Phone	: 085740254943
E-mail	: fafhaulfha@yahoo.com
Educational Background	:

A. Formal Education

1. TK Roudhotul Athfal 45 Mijen Semarang
2. SD N 02 Jatibarang Mijen Semarang
3. MTs. NU Al-Hikmah Semarang
4. MA NU Al-Hikmah Semarang
5. Education and Teacher Training Faculty Walisongo State Islamic University Semarang

B. Non-Formal Education

1. Roudhotul Muttaqin Boarding School Polaman Mijen Semarang
2. *Ma'had* Waliosongo UIN Walisongo Semarang
3. *Oxford* English Course for TOEFL Pare Kediri

Semarang, Nov 30 2015

The Writer,

Maria Ulfah

NIM 113411005