THE ANALYSIS OF IMPLICIT MEANING TRANSLATION AT THIRD GRADE STUDENTS OF ENGLISH DEPARTEMENT IAIN PADANGSIDIMPUAN

A THESIS

Submitted to the State Institute for Islamic Studies Padangsidimpuan as a Partial Fulfillment of Requirement For the Degree of Islamic Educational Scholar(S.Pd) in English Program

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PADANGSIDIMPUAN
2016

Term   : Thesis   Padangsidimpuan,   13th May 2016

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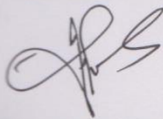
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Assalamu'alaikum Wr. Wb.

    After reading, studying and giving advice for necessary revises on thesis belongs to **Denni Syaputra**, entitle **"The Analysis of Implicit Meaning Translation at the Third Grade Students of English Departement IAIN Padangsidimpuan."**, weassume that the thesis has been acceptable to complete the requirement to fulfill for the degree of Islamic Education (S.Pd) in English Department of Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

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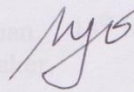
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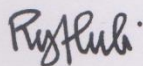<tr><td align="center">**Eka Sustri Harida., M.Pd**
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The thesis had been accepted as a partial fulfillment of requirement for degree of

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The Title   : The Analysis of Implicit Meaning Translation at Third Grade
           Students Of English Departement IAIN Padangsidimpuan.
Year   : 2015

ABSTRACT

The objectives of the research were to know students' ability to translate implicit meaning at the third Grade Students of English Departement IAIN Padangsidimpuan. To know difficulties of students to translate implicit meaning at the third Grade Students of English Departement IAIN Padangsidimpuan. And to know lecturer effort in overcoming students' difficulties in implicit meaning of translation process at the third Grade Students of English Departement IAIN Padangsidimpuan.

In this research, the researcher has teken 10 students are sample, the sample used snowball porposive. The kind of this research was qualitative research by using descriptive method. This instrument of collecting data were interview and test.

Based on the result of research, researcher found that the students' ability to translate implicit meaning at the third Grade Students of English Departement IAIN Padangsidimpuan was low categories (21,6%). The difficulties of student to translate implicit meaning at the third grade students of English Departement IAIN Padangsidimpuan were: *First,* students were difficult to determine where were referential, organization, and situational. *Second,* students were gotten difficulties in background knowledge to refer source language to target language. *Third,* implicit meaning have other meaning in every word for word. *Next,* beside three froblems above, another significant problem was in implicit meaning is *vocabularies mastery. Last, shortly,* students difficulties implicit meaning especially in context, condition, situation speaker and target. The lecturer efforts by Eli Nondang Saragih, S.S., to overcoming students' difficulties were referential meaning, organizational meaning, situational meaning, *first,* she was given lecturer theory. *Second,* given example to students. *Third,* guided to students discussions together. *Fourth,* guided the students to find implicit meaning (referential, orgenizational, situational) in text. And then commanded the students often were tried text in other genre text.

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

First of all, i would like to say thank you to Allah the almighty who has given me time and healty in writing and finishing this thesis. Next, the i do not forget to send Sholawat to our prophed Muhammad SAW who has brought us from the darkness into the lightness.

In finishing this thesis, a god a lot of advices, suggestions, and aids from the following;

10. All my friends Saddam Lubis, Muhammad Aulia, Rudi Martua, Gong Martua, Benni azhari, Ali Mursal, Rahmad Hadi, Sarifah Hannum and my dear Nilma Iryani Nasution who have supported and motipated me to finish this thesis, May Allah, the almighty bless them all, amin.

Finally, I realize that there must be some weaknesses in this thesis. Therefore, I welcome to all good and value critics that can improve this thesis.

Padangsidimpuan,   February 2014
Researcher

Denni Syaputra
Reg. No. 09 340 0034

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                             IAIN Padangsidimpuan

CHAPTER I

INTRODUCTION

A. Background of the problem

Human acquire language through social interaction in early childhood, and children generally speak fluently when they are approximately three years old, social interaction within the meaning of the language is encountered are not same, boot grammatically and lexikal of two diffrent languages, and therefore a language has a social level in comunication.

Language itself can be formed from a sign relationship whit a meaning such as sounds, images, and gestures within a particular group of people, because the basic relation of meaning for linguistic sign is based on social convention, linguistic sign can be considered arbitrary, in the sense that the convention is established socially and historically.

Having language is our obligation as the human when allah wants to say something, he does it by language. Language is the sign of his greatness, it can be seen surah An-Nahl ayat 103:

3 Ö□t±o0 ¼çmßJÏk=yèã□ $yJ¯RÎ) □cqä9qà)t□ óOßg¯Rr& ãNn=÷ètR ô□s)s9ur

@ □ÏJyfôãr& Ïmø□s9Î) □crß□Åsù=ã□ □Ï%©!$# Üc$|¡Ïj9

ÇÊÉÌÈ êúüÎ7□B ?□Î1t□tã îb$|¡Ï9 #x□»ydur

> Meaning: "And indeed we know that they (polytheists and pagans) say: 'it is only a human being who teaches Him (Muhammad).' The tongue of the man they refer to is foreign, while this (the Qur'an) is a clear arabic tongue".[1]

In this case the language can be divided into 4 levels of comunication, there are intrapersonal communication, intrapersonal communication, small group communication, and organizational communication, each of which has a context in language. In today's era of human language as a requirement to make intrreaction in life is correlated.

Accourding to the curricullum of english university, there are many subjects or materials or taught in this level. Translation is one of the subject in the curriculum IAIN Padangsidimpuan among other subjects, in the IAIN Padangsidimpuan translation subject begins in the third semester until fourth semester, part of the translation are definition of translations, types of translations, meaning and lexical or grammatical words. It is one of subject to understand

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[1] Muhammad Taqi-ud-Din al-hilali and Muhammad Muhsin Kahn, *Translation of the Noble Qur'an in the English Language,* (Madinah: King Fadh Complex for the printing of the Holy Qur'an, tth), p. 363.

commuications of the meaning is a source-language text be means of an equivalent target-language text.

Based on the result of students' interview in the third semester, a lot of things that affect students' understanding of translation, especially in terms of meaning, understanding meaning in translation, was needed because the translation associated with two diffrent languages, each language has rules of each language structure, so as a translator isobliged to know and understand the true meaning in any translation process, because every meaning certainly implies either explicit or implicit.

In this case, many researchers have encountred IAIN Padangsidimpuan thrid semester students do not uderstand the meaning of any language in english, especially in the implicit meaning, because it does not show the implicit meaning into a single sense but some understanding of a broad range of language appropriate to the context.

In translation process especially in implicit meaning, translator always has problem inappropriate spill-over of source-language idiom and usage into the target-language translation. On the other hand, spill-over import useful of source-language and loanwords that enrich the target languages. Indeed, translator help substantially to shape the languages into which they translate to be better and accept.

Based on the explanation above, the researcher is intrested to search about translation process. So the researcher conducts research un title: **"THE ANALYSIS OF IMPLICIT MEANING TRANSLATION AT THE THIRD GRADE STUDENTS OF ENGLISH DEPARTEMENT IAIN PADANGSIDIMPUAN''.**

B. Focus of the Research

It is stated previously that there are some problems faced in translation such as meaning, culture and language. In this study the researcher focuses this research of the analysis of implicit meaning translation at the third grade students of English Departement IAIN Padangsidimpuan.

C. Formulation of the Problem

Based of the above the background of the problem,the researcher formulates the problems of the research as follow:

1. How is students' abily to translate implicit meaning at The third garade students of English Departement IAIN Padangsidimpuan?
2. What are the difficulties of student to translate implicit meaning at The Third grade student of English Dpartement IAIN Padangsidimpuan?

3. What will be lectuler efforts in overcoming students' difficult in implicit meaning translasion at the third grade students of English Departement IAIN Padangsidimpuan?

D. Aims of the research

Based on above formulation of the researcher state the aims of this research as follows:

1. To know students' ability to translate implicit meaning at the Third grade students of English Departement IAIN Padangsidimpuan

2. To know the difficulties of student to translate implicit meaning at The Third grade students of English Departement IAIN Padangsidimpuan.

3. To know lecturer efforts in overcoming students' difficulties in implicit meaning of translation proces at The Third grade students of English Departement IAIN Padangsidimpuan.

E. Significances of the research

The Significances of the research hat two major benefits as follow:

1. Theoritical signification of research

   a. To fulfill a requirement to reach the first strata degree in english departement of IAIN Padangsidimpuan.

b. To develops the knowledge in implicit meaning translation for the readers and others. The researcher will give the copy of this theis in library.

2. The other significance is for instution or the location of the research. The b research will be as information for the students, lecturer about the condition of the learning and result, problem and effort to solve the problems in implicit meaning translation. Practical Signification of Research.

   a. As an input for the headmaster in guiding his english lecturer.

   b. As an input for the english lecturer in teaching and learning process especially in implicit meaning of translation process.

   c. As an input to the students to decrease their problems in implicit meaning of translation process.

F. Defenition of Key Term

To avoid the vagueness and misunderstanding between the researcher and reader, so the researcher will explain as a follows:

1. Analysis

   Anaslysis is a fundamental decomposotion of the various parts and a review of the part itself as well as the relationship of the parts to obtain a proper

understanding of the meaning and understanding of the overall.[2] Komaruddin stated that; " Analysis was thinking activities to describe a whole into components so as to recognize the signs of the components, their relationships to each other and their respective function in a single integrated whole".

2. Implicit

Implicit is suggested though not directly expressed, according by hasta dictionary "Implicit adalah termasuk juga; dengan diam-diam; tidak dengan perjanjian".[3] (implicit is including; quitly; with no agreement).

3. Meaning

Meaning is an integral part of the semantics and " Menyindir; maksud arti."[4] (saractic, mean sense).

4. Implicit Meaning

Implicit meaning is (of statement, rule, etc). Meant thoug not plainly expressed: an implicit threat / a thereat implicit in way he looked.[5]

5. Translation

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[2] Sanjaya, *Analysis*(http://sastraindonesiaoke.com/p/pengertian-makna-kata-html), accessed on May 12th, 2013 at 09.20 a.m).
[3] Wojowasito and Tito Wasito, *Kamus Lengkap Hasta* (Bandung: Hasta, 1980), p.81.
[4] *Ibid.,* p.111.
[5] Burn Bill, Longman Dictionary of Contemporary English (Britian: Longman, 1978), p.561.

Translation is the communication of the meaning of a source-language text by means of an equivalent target-language text. Whereas interpreting undoubtedly antedates writing, translation began only after the appearance of written literature.

6. Student

Student is a person who is studying at a college or university.[6] The researcher concludes that the student is a person who learn on the grade elementary, junior and senior high school not only on formal education institute but also on the informal education.

Based on the above definiton, the researcher want to analayze implicit meaning who studies at the Third Grade Students of English Education Departement.

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[6] A.S Hornby, *Oxford Learner's Pocket Dictionary (Fourth Edition)* (New York: Oxford University Press,2000), p. 441.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

1. Definition of Translation

Translation is result produced by mind in translating process. Translation is changing from one state or form to another state or form of a language. As state by Mildred " Translation is basically a change of form".[1] According by Roger T. Bell "Translation is the expression in another language (or target language) of what has been expressed in another, source language. Preseving semantic and stylistic equivalences and translation is the replacement of a representation of a text in one language by a representation of an equivalen text in a second language".[2]

So, translation is the communication of the meaning of a source-language text by means of an aquivalen target-language text. The purpose of this text is to show that translation consist of transferring the meaning of the source language into the receptor language. The form which the translation is made will be called the source language and the form into which it is to be changed will be called the receptor language.

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[1]Mildred L. Larson, *Meaning Base Translation* (Amerika: University Press, 1984), 9.3.
[2] Roger T. Bell, *Translation and Translating Theory and Pracktice* (England: Longman, 1991), p. 5-6.

Translation is consists of studying the lexicon, grammatical structure, communication situation, and cultural context of the source language text, analyzing it in order to determine its meanign and then reconstructing this same meaning using the lexicon and grammatical structure which are appropriate in the Receptor Language and its cultural context. The process may be diagrammed as shown in display.[3]
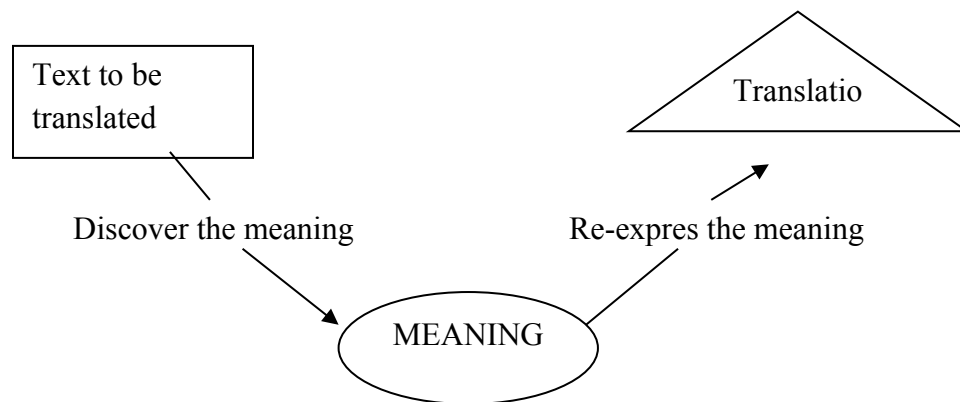
It is true person who know both the source language and the receptor language well can often make the trasnsfer from one prom to the other very rapidly, without thinking about the semantic structure overtly.

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[3] *Ibid.,* p.4.

2. Kinds of translation

Translation can be divided into two kinds in english, namely, literal, and idiomatic translation.[4]

a. Literal Translation

Literal translation is one of kinds translation. Literal translation or direct translation is the rendering of text from one language two another "word-for-word" with or withoud conveying the *sense* of the original. A patent is a long, precislly worded legal defenition of an invention. As such, the meaning conveyed by the words is important, but so is the wording it self. In many cases, the decision made by patent offices, courts, and even research departments hinge more on the way the definition is set forth than on the actual tecnologi that is described in the patent. To grasp the importance of the actual wording, we need know how the transalation will be used. Understanding how literal translations are used is easier if we know something about how the patent system works.[5]

According by oxpord dictionari "Literaly is taking words in their usual or most basic sense without methapor or exaggeration.[6] Literal meaning has been a consept at the hearth of English literacy for almost as long as there has been an English litarature. At least for the last four hundred years, literate spekears of english have used the words *literal*.

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[4] Michael Israael, *Common Sense and Literal Meaning* (College park: Departement of English University of Maryland) p. 1.

[5] Ibid., p.2.
[6] A.S. Hornby, Op.Cit., P.301.

b. Idomatic Translation

A phrase which means something different from the meanings of the separate words.[7] In other words, the meaning of the idiomatic expression is not the sume of the words taken individually. An idiom is a kind of complex lxical item. It is a phrase whose meaning cannot be predicted from the meanings of the morphemes it comprises". This definition shows to basic characteristics of the idiom; it is a complex lexical item, and it is meaning cannot be inferred from it parts. Accordingly, an idiom is learned and used as a single unit.

It should not be analysed into is contituents; it is unchangeable and always carries a figurative meaning. The mean is that native speakers can easile understand idiom; but non- native speakers find a lot of problems in recornizing and using them.

3. Meaning

Meaning is dirived from word mean + ing, means aim which want to be said speaker or researcher. According be longman "mean is to represent (a meanig), to intend (to say), have in mind as or for a porpose, to be about/too act".[8] There are three main ways in which linguistis and philosophers have attempted to construct explanations of   meanig in

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[7] Longman. Op.cit., P. 556.
[8] *Ibid.,* p.673.

natural language: (a) by defining the nature of word meaning, (b) by defining the nature of sentence meaning, and (c) by explaning the process of communication.[9] The process of rendering meaning involves some aspects as diction, grammatical structure, communication setting, and cultural contect of the source text. So, that mean is "meaning of the source and target texts must be equipalent".

The meaning equivalence is impolved by, at least, language. The system of rules in one language, which is diffrent from other language. Will have role for the translator in his or her decision making in the process of translation. For example, in this case, is the process of translation which involves Indonesian and English language. Both languages have diffrent system on the structure of noun phrase. Noun phrase of English language usually follow the structure of modifier + noun head. While that of Indonesian language usually follow the rule of D-M (Diterangkan – menerangkan) where modifier comes after the noun head. To clarify his fact, this comparasion can be the example. The English phrase 'a beautiful girl' is translated into ' *seorang gadis cantik'* in indonesia language.

Meaning of a phrase in one language cannot always be translated in the way as the exsample above. The Indonesian phrase '*kambing hitam'* is not always translated as *'balck goad'* in eglish language. if it means ' a goad which is black'. the prase can be translated as *'a black goad'*. However, if it

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[9] Ruth M. Kempson, *Semantic Theory* (USA: Cambridge University Press, 1977), p. 11.

has a spesifik meaning 'a person who is blamed for something thet someone else has done'. It will be equivalent with the english phrase *'scapegoad.*

4. Kinds of Meaning

Magdi M. Zaky in 'Translation and meaning' also diffrentiates meaning into two categories, *referential meaning* (which includes *detonation meaning*) and *associated meaning (which includes cannotative meaning).*[10] Zaky states, "There is a distinction between conceptual meaning, on the hand, and cannotative, stylistic, affective, reflected, and coolcative types of meaning on the other hand. Thus, we clasify the last five types of meaning under one general category of associated meaning". The researcher will concern with detonation meaning and cannotative meaning in this thesis.

a. Detonation meaning

Words have to mind kind of meaning, detonation and cannotation. Detonation is the act or action or detonating, the thing pointed to by a (rather tahn the fellings or ideas connected with the word).[11] Harrimurti says " Detonasi adalah makna atau kelompok kata yang di dasarkan atas petunjukian yang luas pada sesuatu di luar bahasa atau yang di dasarkan

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[10] Magdy M.Zaky, *Translation and Meaning* (England: Cambridg University Press, 1998), p.99.

[11] *Ibid*., p.101.

atas konveksi tertentu; sifatnya objective".[12] (meaning of word of a group of word which is based on a straingforward designation on something outside the language or that are based on certain conventions; objectives of nature).

For example, most of people in the world agree that coinor printed paper accepted when buying or selling is called by *money*. So, money has only a meaning as something which is used to bui and to sell. From those explanations detonation can definite as the meaning of word which comes from the word it self. The detonation of a word is the limited, explicit meaning; the connotation implicit of a word is the additional suggestion that it carries whit it, implicit meaning.

b. Connotation meaning

Connotation is a meaning or idea suggested by a word or thing in addition to the formal meaning and nature of the word or think.[13] Understanding meaning of a word is not merely based on the referred reaction might be strong, weak, positive or negetive. This kind of meaning is closely related to individual emotional reaction which, then, is named as cannotative meaning there three main principles to understand cannotative meaning. They are:

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[12] Harimurti Kridalaksana, *Kamus Linguisik* (Edisi Ketiga) (Jakarta: PT. Gramedia Pustaka Utama 2001). p. 40.

[13] Longman, *Op.cit*., P.231.

1) The relationship between the word and the speaker

When certain words become very closely related with certain types of speakers, this will be well accepted by the member of the group. For examples are words which are used and understood by members of certain social class, level of education, and religion.[14]

2) Condition of speaker

The same word expressed by the same speaker but in different condition or setting may rise different connotative meaning. Some expressions are related to certain environments as in court, police station, market, tourism objects etc.[15] For illustration, there is a woman who met her friend while she is shopping in a market. She told a story to her friend that last night there were a robbery at her neighbor's house. Her friend may respond it as new information that warns her to be more careful at home. Different respond will appear.

3) Linguistic factor

Parallel words which are always in pairs with other words give different various connotations. The word 'green', for example, when it is in pair with the following words have different meaning.

Green with envy   ⟶   cemburu

Green at the gills   ⟶   pucat

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[14] Andi Bayu Nugroho, *Meaning and Translation* (Jakarta: Rineka Cipta, 1998),p. 66.
[15] *Ibid.*, p. 67.

A green worker $\longrightarrow$ pekerja baru

A green fruit $\longrightarrow$ buah yang masih muda

The word 'geen' in some examples above are in fact a kind of colour. The word has different meaning when it occurs before certain word that the receivers night react differently.

From of the defenitions before, in the mentioned researchhers that implicit meaning can we categorize into idimatic translation, because idiomatic translation, has the same meaning with the implicit meaning that it contains second meaning.

5. Implicit Meaning

a. Definition of Implicit

In this case, the reseacher will discuss about the defenition of implicit meaning. According by oxford dictionary "implicit meaning is suggested with out being directly expressed, forming part of something (although perhaps not directly expressed)".[16] According to longman dictionary implicit meaning is (of a statement, rule, etc,) meant though not plainly expressed: an implicit threat/a threat implicit in a way he looked.[17]

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[16] A.S. Hornby, *Op.cit.*, p.351.
[17] Andi Bayu Nugroho, Op.cit., p.561.

Translation, then, is communication the same meaning in a secoond language as was communicated in the first. But to do so adequately, one must be aware of the fact that there various kinds of meaning. Not all of the meaning which is being communicated is stated overtly in the forms of the source language text.

> People usually think of meaning as something that a word or sentence refers to. For example, the word *banana* refers to the fruit produced by a certain tree. People know the meaning of *banana* because they have seen a banana. This kind of meaning is called referential meaning because the word refers to a certain thing, event, attribution, or relation which a person can perceive or imagine. The referential meaning is organized into a semantic structure. the information bits are "packaged" they are put together and expressed by a variety of combination. As they are "packaged" into larger and larger units there is Organizational meaning. Organizational meaning that puts the referential information together into a coherent text. Organizational meaning is signaled by doictics, repetition, grouping, and by many orther features in grammatical structure of a text.[18]

Beside the referential meaning and the organizational meaning, there is also situational meaning which is crucial to the understanding of any message the researcher or speaker and the address will affect the communication. Where the communication takes place, when it takes place, the age, sex and social stetus of the speaker and hearer, the relationship between them, the presuppositions that each bring to the

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[18] Mildred L. Larson, Op.cit., p.36..

communication, the cultural background of speaker and addressee, and many other situational matters result in situational meaning.[19]

For example, the very same person my be refered to by fariousb lexical items. A man name Maratua Pane my be refered to as Maratua, Mr Pane, professor pane, etc, depending on situation. This choice carries situational meaning. It may indicate whether the situation is formal or informal. A friend who refers to him as maratua as he greets him in the morning may later in the day call him professor Pane when intoducing him at a university seminar.

b. The Representational Theory of Knowledge

Mental concepts such as knowledge are standardly analysed as propositional attitudes. The setence " I Know that this is a cat" consists of a person (I), a proposition (this is a cat) and an attitude relation between person and proposition (knowing). The suggestion is that the proposition is represented and the attitude results from how that representation is used by the person (functional role). The representation "this is a cat" knowledge if it put in what philosophers would call *"knowledge box"* or cognitive scientists would call a *data base.*[20]

The representation is used as a reflection of the state of the world and not as it would be, for example, if it were in a *goal box,* as a typically

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[19] *Ibid.*, p. 37.
[20] Zoltan Dienes, *A Theory Of implicit and Explicit Knowledge* (England: University of Sussex, 1998), p. 6.

nonexisting but desirable state of the word. In this view we can say that the content of the knowledge is explicit because it is represented by the relevant representational distinction (by analogy with explicit verba communication). That is, there is an internal state whose function is to indicate the content of the knowledge. In contras, the fact that this content functions knowledge is left implicit in its functional role (as iplicitly conveyed information is communicated by the functional necessities f by the explicit part), the fact that it is I myself who hold this knowledge is not explicitly represented, it is implicit in the fact that I do hold that knowledge.

There are three main types of explicit knowledge, depending on which of the (3) contstituents of the propositional attitude is represented explicitly:

1) Explicit content but implicit attitude and implicit holder (self) of the attitude.

This large picture has to be refined in at least three ways. First, the same shift from implicit to explicit also afflies within each constituent, complicating the ficture somewhat. Second, arguments are needed as to why onli the above combinations occur and not all the other logically possible ones (e.g., an explicit representation of self but implicit attitude

and content). Start by discussing the refinements required for the first type of each of the three constituents of propositional attitudes.[21]

c. Content

The content of a propositional attitude, like knowledge, is what the attitude is about. In our example of the cat that i see in from me, i know that it is a cat. The representations of the content of this knowledge as "this is a cat" identifies (1) a particular individual (i.e., the animal in from of me), (2) a property (or natural kind: catness), and (3) it predicates this roperty of the particular individual. For a ore succinct and more general way of expressing these aspect we use predicate calculus notation, where F, G,... denote properties, a, b, ... denote particular individuals, and the syntatic combination of F and b into the formula Fb expresses that F is predicated of b.

Even though this content makes thes three elements explicit, however, there are other aspects that remaint implicit, for example, I cat, not just a cat in some fictional context. The are identified 4 main components of a know fact about which we can ask whether they need to be represented explicitly or can be left implicit:

1. Properties, e.g.: F 'being a cat'.

2. Individuals, e.g.: b 'particular individual in front of me'.

[21] *Ibid.*, p. 7.

3. The predication of the property to the individual, e.g.: 'Fb'. 'this is a cat'.

4. Temporal context and factuality (vs.fiction).[22]

The questions is now whether any of these components can remain implicit and whether the can remain implicit independently of each other only in certain combination. The argue that they can only remain implicit in roughly the order in which they are listed above, i.e., if an elemant with a higher number is represented explicitly then every element of a lower number must also be represented explicitly.[23]

In the naming game, it is also possible to represent individuals explicitly and to leave their properties implicit. This is is the case for forced coices between two items, by pointing to the item thet has a particular property, for example, which one of two objects- the left or the right- is a cat. In the case of the naming game, one could argue that the response.

The pointing thus conveys the invormation 'this one is a cat' but makes only 'this one' explicit and leaves 'is a cat' implicit. In the case of the naming game (i.e., the invormation passing between two communicating perties) this is imposible. In the case of the knowledge that a single person must bring to bear, explicitness or the individuals requires explicitness of the atributed property, because the person must be able to

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[22] *Ibid.,* p. 7.
[23] *Log.*Cit.

go into a cat/no-cat state for each individual in order to decide which is a can and than to respond correctly. Hence, for knowledge we have the constraint that explicit representation of the individual to which a property is attributed entails explicit representation of thet property.

d. Attitude

Knoeledge ia standardly analysed as propositional attitudes. The system knows some fact (e.g., the fact that b is F, or that this is a cat) if it is related in a particular why to the proposition expressing that fact. In the representational theory of mind this is the case if the following conditions hold:

1) The system knows some fact,

2) R is accrurate (true),

3) R has been propertly caused(itmust not have come about by accident, but (?) have a respectable causal *origin*, which when made explicit serves to *justify* the claimto knowledge).

Possession*, accuracy, judgement,* and *causal origin (justification)* are all supporting fects for any representation to constitute knowledge. E.g., "Fb is a fact" constitutes knowledge of *the fact that b is F* for a system only if (a) The system ha a representation, (b) it is accurate, (c) it is treated by the system as an accurate reflection of the world (the word is a judged to be so) and (d) it came about in a proper causal (justifiable) way. Hence all four facts are implicit in any knowledge until made explicit.

These four facts define the *attitude* of knowledge. Making them explicit means making the attitude explicit. For that the system has to form the following metarepresentations, where R stands for the representations of the know fact (i.e., R= "Fb is a fact'):

a) "R is possessed by the system"

b) "R is possessed by the system"

c) "R is being taken (judged) as accuratelly reflecting the fact that Fb."

d) "R was properly caused by it is content through a generally reliable process (i.e., it is caused by the fact Fb through the reliable process of visual perception)".[24]

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[24] *Ibid.*, p. 11.

CHAPTER III

RESEARCH METHODOLOGI

A. Place and Timeof the Research

This research will be done at IAIN Padangsidimpuan, especially at the third grade student of english education study program, it is locate at Jl.H.T.Rizal Nurdin km. 4,5 sihitang Padangsidimpuan. It was started from march 2013 until finished.

B. Research design

This research will use the qualitative research. Gay and airasian states that: "qualitative approach is based on the collection data and analysis of non numerical data such as observation, interview, and other more dicursive source of information."[1] While according to burhan burngin qualitative research is one of the main approaches that basically are a label or general name of a big family of research methodologi.[2]

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[1] L.R. Gay & Peter Airasian, *Educatiional Research: Compentives for Analysis and Application*. (USA: prentice hall, incorporate, 2009), p. 9.

[2] Burhan Burngin, *Analisis Data Penelitian Kualitatif* (Jakarta: PT. Raja Grafindo Persada, 2007), P. 19.

Based on the method, this research uses descriptive method. Descriptive method is a research to depict to object genuinely.[3] According to Gay and Airasian; "descriptive research a descriptive study determiners and describes the way things are. T may also compare subgroups such as males and females or experienced and experienced lecturer view issue and topic".[4]

This method is used to describe, an analysis it is used to describe an analysis analysis of implicit meaning in translaion process at the grade students of english departement IAIN Padangsidimpan.

C. Sources of Data

The sources of data in this research, there are two sources:

a. The primari sources of data is the third grade students' or english Departement IAIN Padangsidimpuan, they are 3 classes, there are 95 students. The researcher took 10 students as sample. The sample used snowball purposive.[5]

b. The secondary sources of data is the translation lecturer of English Departement IAIN Padangsidimpuan

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[3] Sukardi, *Metode Penelitian Pendidikan, Kompetensinya dan prakteknya* (Jakarta: Bumi Aksara, 2003), p. 157.

[4] *Ibid.,* p. 275.

[5] Sugiono, *Metode kuantitatif, kualitatif, dan R & D* (Bandung: Alfabeta, 2010), p.82.

D. Instrument of collecting data

A researcher must have and instrument in this research because a good instrument can go guarantee for taking the valid data. Suhasimi Arikunto says, "instrument merupakan alat bantu bagi peneliti di dalam menggunakan metode pengumpulan data".[6] (instrument of a research is a tool of facility is used by the researcher in collecting data).

So that, the process is going tobe easier and better with the more careful, complete and systematic. In this research, the researcher use instrument of collecting data as follows:

1. Test

Test is some of questions or views and other tool which are used to measure skill, knowledge, and intelligence in implicit meaning in translation process. In order to garther the data accurately on students' in implicit meaning in translation process, the researcher gives essay test.

Table 1
The Indicator of Test

No.	Indicator	Item	Score
1	Students are able to translate referential meaning in translation	16	64
2	Students are able to translate organizational	5	20

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[6] Suhasimi Arikunto, *Manajemen Penelitian* (Jakarta: Rinneka Cipta, 2003), p. 135.

	Meaning in translation		
3	Students are able to translate situational meaning in transaltion	4	16
	Total	25	100

Every item have 4 score, will the incorrect answers will not give a score. So, if all questions can be answered correctly so the score is 100.

2. Interview

Interview is a porposeful interaction, usually between two people, focus on one person trying to get invormation prom the other person.[7] In this research. The researcher had done interviewed directly (structure interview).[8] Interview is even for the translation lecturer and students for getting data about students' ability to translate implicit meaning the third garade students of english defartement IAIN Padangsidimpuan. So this intervieew is one of the tecniques data by doing oral interview in individual meeting.

E. Technique of the data analysis

The tecnique of analysis of this research was done some steps as follow:

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[7] L.R. Gay and Peter Airasian, *Op.cit.,* p. 219

[8] Sugiono, *Op.cit.*, p.73.

1. After collecting the students' answer, the researcherwas analyzed the result of the test with mean score, and the average scores of the students were in terprented in descriptive.

2. Reduction pf the data, when the researcher was interviewed lecturer and students.

3. Display of the data, the researcher was arraged the data with systematically. The data could explaind and answered the formulation of the problem in this research.

4. Tabulation of the data was done to occounted and it was given the score to students answered though the test and the researcher was taken on the table the consists of alternative answer, frequency any percentage those all, to abtain the scores on the table by using the formulation below:

$$P = \frac{f}{N} \text{ x } 100 \text{ \%}$$

Explanation:

F = Frequence

N = Sum of the sample

P = Percentage

5. The students result with mean / score was calculated into the clasificatio quality.[9]

Table 2

Criteria Score Interpretation

Percentage	Criteria
0% - 20%	Very low
21% – 40%	Low
41% – 60%	Enough
61% – 80%	Good
8% – 100%	Very good[10]

6. Taking conclution, it was don the conclude the discussion solidity and briefli.[11]

F. The Technique of Data Trustworthiness

Trustworthiness in qualitative research is very important because checking to the trustworthinees of the data. There are nine techniques to determine the data trustworthetniss state by Lexi J. Moleong as.

1. The extension of participation is the extension not only done at the short time, but need the long time.

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[9] Iskandar, *Penelitian Kualitatif* (Jambi: GP.Press, 2000), p 139.

[10] Riduan, *Belajar Mudah Penelitian Untuk Guru-Karyawan dan Penelitian Pemula* (Bandung: Alfabeta, 2005), p. 89.

[11] Iskandar, *Op.Cit.,* p. 142.

2. The aplication of research is the researcher must do the research with careful, detail and continouos to the object of the research.

3. Tringulasi is the technique of checking data trustworthiness thet using something besides the data to verification of as comparison of the data.

4. Checking with friendly through discussion is done with expos the interview result of te final result that gotten in discussion with friends.

5. Analyze the negative case in the research collects the example an appropriate case with the model and the inclination of invormation that have collected a used as a substance of comparison.

6. The adequate and referential are the tools of them, with using the free time to compare the result of the research with critics are collected.

7. Checking the member is the most important in checking in credibility.

8. The detail description is a technique to demand the researcher to the result his/her research, so description is done carefully and accurate to draw the context of the research.

9. Auditing used the check the truth and certainly of data, this point that done well to the process of result and extent.[12]

But the researcher was taken number eight the detail description is a technique to demand the researcher to the result his/her research, so description was done carefully and accurated to draw the context of the research.

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[12] Lexi J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT. Remaja Rosdakarya, 2000), p. 175.

CHAPTER IV

INTRODUCTION

A. Findings

1. General findings

This research was done in IAIN Padangsidimpuan which in street Imam Bonjol Km. 4,5 Sihitang, call number (0634) 22080 Fax. (0634) 24022 – 22733 padangsidimpuan.

a. History

STAIN Padangsidimpuan was came from the tarbiyah faculty of Nahdatul Ulama University North Sumatra or known as UNUSU. In 1968, Tarbiyah faculty of UNUSU become the tarbiyah faculty IAIN (Institute Agama Islam Negei) Imam Bonjol Padang, Western sumatra. After 5 years, IAIN north sumatra Medan was born in 1973, and as the effect the tarbiyah Faculty of IAIN Imam bonjol Padang, Western sumatra have to change become Tarbiyah Faculty of IAIN North sumatera in Padangsidimpuan. And after 24 years old, Tarbiyah Faculty of IAIN North Sumatera in Padangsidimpuan has a new name again was STAIN Padangsidimpuan.

The Indonesia Presidentt's decision NO. 11 1977 at 21 March 1977 and Ministry's decision NO. 300 1977 and NO. 333 1977 about STAIN Padangsidimpuan founding was up. So, Tarbiyah Faculty of IAIN North

Sumatera in padangsidimpuan has changed became STAIN Padangsidimpuan and have the same authority with the other in expanding this collage. And Monday, january 6th 2014 STAIN became IAIN Padangsidimpuan.[1]

b. **Facilities and Infrastructures**

IAIN Padangsidimpuan have many Facilitien and infrastructures in covering all campus activities such as classrooms, Library, Moscue, Micro teaching room and another as the learning teaching planes, forthermore, sport areas like Futsal, Volley Ball, Badminton and Table Tennis also exist, And all of those fields are dedicated for lecturers, Staff and College Students as the extracurricular activities. For more details, see table below!

Table 3.
Facilities and Infrastructures of English Education Study Program
IAIN Padangsidimpuan

No.	Kinds of Room	Total
1.	Offices room	1
2.	Classroom	6
3.	Micro Teaching	1
4.	Language Laboratory	1
5.	Library	1
6.	Mosque	1
7.	Computer room	1
8.	Auditorium	1
9.	Sport Area	4
10.	Park Area	3
11.	Canteen	4
Total		**24**

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[1] Fatahudiin Aziz Siregar, *Buku Panduan Mahasiswa Baru* (Padangsidimpuan: STAIN, 2010), p. 1.

c. Structure Organization of Tadris Bahasa Inggris

Scheme 1

Structure Organization of Tadris Bahasa Inggris

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┌─────────────────────────────────────┐
│  Ketua Jurusan Tadris Bahasa Inggris │
│                                      │
│  Rayendriani Fahmei Lubis, M. Ag.    │
└─────────────────────────────────────┘
                    │
                    ▼
┌─────────────────────────────────────┐
│  Seketaris Jurusan Tadris Bahasa     │
│  Inggris                             │
│  Fitri Rayani Siregar, M. Hum.       │
└─────────────────────────────────────┘
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Staf Jurusan Tadris Bahasa Inggris Eli Nondang Saragih, S.S.	Staf Jurusan Tadris Bahasa Inggris Zainuddin, S.S., M. Hum

Lecturers
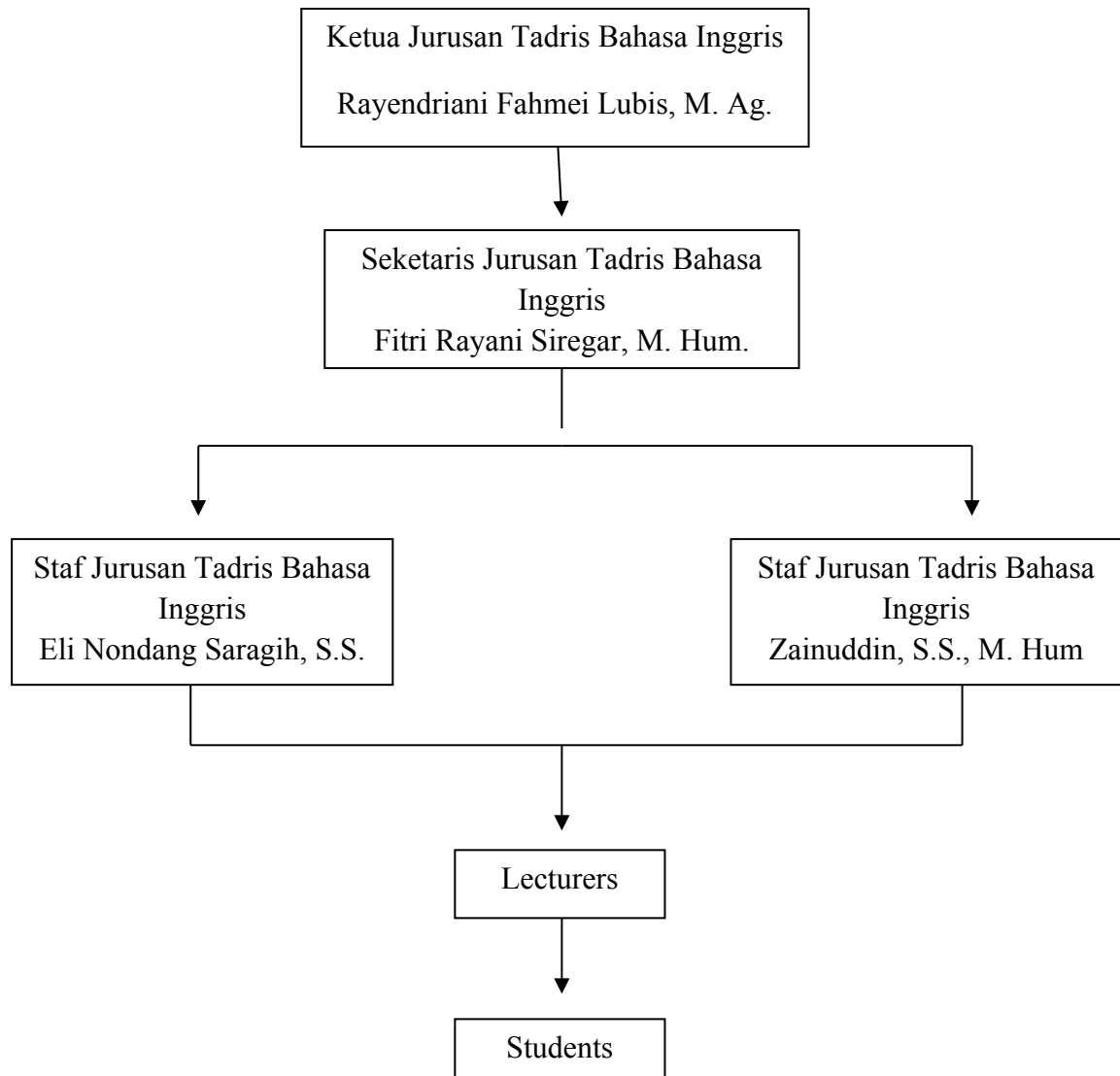
Students

2. Specific Findings

a. **The Deskription of the Analisys of Implicit Meaning Translation at Third Grade Students of English Departmen IAIN Padangsidimpuan.**

Table 4

Students are able to Translate Referential Meaning in Translation

No.	Initial Name	Referential		Total	Score (%)
		Correct	Fault		
1	A	4	12	16	25%
2	B	3	13	16	18,75%
3	C	5	11	16	31,25%
4	D	4	12	16	25%
5	E	3	13	16	18,75%
6	F	3	13	16	18,75%
7	G	3	13	16	18,75%
8	H	3	13	16	18,75%
9	I	4	12	16	25%
10	J	3	13	16	18,75%

Based on the table 4, the researcher extract some descrption about the classification of students are able to translate referential meaning in translation. *First,* A was correct 4 items got score 25%. *Second,* B was correct 3 items got score (18,75%). *Third,* C was correct 5 items got score (31,25%). *Fourth,*D was correct 4 items got score (25%). *Fifth,* E was correct 3 items got score (18,75%). *Sixth,* F was correct 3 items got score (18,75%). *Seventh,* G was correct 3 items got score (18,75%). *Eight,* H was correct 3 items got score (18,75%). *Nineth,* I was correct 4 items got score (25%). *Tenth,* J was correct 3 items got score (18,75%). The result of the data above all students felt

difficulties in translate meaning referential because they were minim backround knowledge and refers to a certain thing. From the data researcher found that students' can translate referential in text is low (21,87% students correct).

Table 5

Students are able to Translate Organizational Meaning in Translation

No.	Initial Name	Referential		Total	Score (%)
		Correct	Fault		
1	A	3	2	5	60%
2	B	1	4	5	20%
3	C	1	4	5	20%
4	D	3	2	5	60%
5	E	1	4	5	20%
6	F	0	5	5	0
7	G	0	5	5	0
8	H	0	5	5	0
9	I	2	3	5	40%
10	J	0	5	5	0

Based on the table 5, the researcher extract some descrption about the classification of students are able to translate organizational meaning in translation. *First,* A was correct 3 items got score 60%. *Second,* B was correct 1 items got score (20%). *Third,* C was correct items got score (20%). *Fourth,*D was correct 3 items got score (60%). *Fifth,* E was correct 1 items got score (20%). *Sixth,* F was correct 0 items got score (0%). *Seventh,* G was correct 0 items got score (0%). *Eight,* H was correct 0 items got score (0%). *Nineth,* I was correct 2 items got score (40%). *Tenth,* J was correct 0 items got

score (0%). The result of the data above almost students felt difficulties in translate meaning organizational because they organizational meaning that put the referential information together in cohetrent text. All students can answer take it easy because the have backround knowledge about it. From the data researcher found that students' can translate referential in text is low (22% students correct).

Table 6

Students are able to Translate Situational Meaning in Translation

No.	Initial Name	Referential		Total	Score (%)
		Correct	Fault		
1	A	1	3	4	25%
2	B	2	2	4	50%
3	C	0	4	4	0
4	D	1	3	4	25%
5	E	0	4	4	0
6	F	0	4	4	0
7	G	1	3	4	25%
8	H	1	3	4	25%
9	I	1	3	4	25%
10	J	1	3	4	25%

Based on the table 6, the researcher extract some descrption about the classification of students are able to translate situational meaning in translation. *First*, A was correct 1 items got score 25%. *Second,* B was correct 2 items got score (50%). *Third,* C was correct 0 items got score (0%).*Fourth,* D was correct items got score (25%). *Fifth,* E was correct 0 items   got score (0%). *Sixth,* f was correct 0 items got score (0%). *Seventh,* G was   correct I

Items got score (25%). *Eight,* H was correct 1 items got score (25%). *Nineth,* I was correct 1 items got score (25%). *Tenth,* J was correct 1 items got score (25%). The result of the data above almost students felt difficulties in translate meaning situational because they situational meaning was the relationship between the writer or the speaker and addressee will affect the communication. From the data researcher found that students' can translate situational in text is very low (20% students correct).

Based on the data above, the researcher concluded that the analisys of implicit meaning translation at the third Grade students of english departement IAIN Padangsidimpuan was **21,6%**. So, it was able to be classifield into ***"low"*** category.

b. **The Students' Difficulties in Learning Implicit Meaning Translation**

Based on the result of the interview to students, there were some difficulties that usually faced by students when they did implicit meaning translation. First, fitriani harahap said that implicit meaning translation has difficulty, like translate meaning of word and determining where were ferential, organizational, and situational.[2] Siti aminah Lubis, she also felt difficult in implicit meaning aspecially referential, because she had

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[2] Fitriani harahap, *The Students of TBI-1, Private interview, 26th August 2014.*

difficulties in background knowledge to refer source language to target language.[3]

Then, Siti Rahmah said that she difficult in meaning because implicit meaning have other meaning in every word for word.[4] Jhon peter said that he has difficulties in implicit meaning because he has not much vocabularies or our vocabularies was really minim.[5] The other problem, Reza Amalia said that she felt difficult in emplicit meaning especially in context, condition, situation soeaker and target.[6]

To overcome above problems, through interviews the researcher also ask the respondents the logical solution to solve all problems as below:

1. Vocabularies enrichment.

2. Studi more about context and diffrent genre text.

3. Studi more about referential, organizational, and situational.

4. Increasing translate of text.

According to translation lecture's, the researcher was interviewed the lecturer. Based on the result the interview to lecturer Mrs. Eli nondang saragih, S.S the students ability to translate implicit meaning was low,

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[3] Siti Aminah Lubis, The Student of TBI-2, *private interview,* 26th August 2014.
[4] Siti Rahmah, The Student of TBI-2, *private interview,* 27th August 2014.
[5] Jhon Peter, The Student of TBI-3, *private interview,* 27th August 2014.
[6] Reza Amalia, The Student of TBI-2, *private interview,* 27th August 2014.

because they can't understood about context, condition, person, situation speaker with terget relationship.[7]

based on the result interviewed the lecturer and the students and result test the students above, the researcher can conclude the student at third grade students of English departement IAIN Padangsidimpuan were low categories.

c. The Efford of Translation Lecturer's in Overcoming Students Difficulties in Implicit Meaning Translation at third Grade Students of English Departement IAIN Padangsidimpuan.

Based on the result of the interview toward translation lecturer's to inticipane the difficulties of the students in implcit meaning translation to overcoming students difficulties in referential, organizational and situational. Translation lecturer's gave more text in other genre, explained from the besic implicit meaning as backround knowledge, the translation lecturer's used to make drill and practice more in diffrent genre in text. The translation lecturer's methode were:

1) Lecturer theory

Lecturer theory is the firs efford use by lecturer to give basic knowledge obout referential, organizational, and situation. Because

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[7] Eli Nondang Saragih, Translation Lecturer IAIN Padangsidimpuan, *Private Interview,* 2nd September 2014.

most of students did not have any good preparation to learn a topic in certain time for instance, students just hearing what the lecturer or another students explain to them, most of the students did not have the good responses to their topic what time, because they have not any god preparation.

2) Giving example

After lecturer giving theory, then the lecturer give some examples about topic to meke students more understand about topic and give them changes to answer.

3) Discussion

The lecturers give test about translation referential, organizational, situatiional to students. And students do discuss with their friend, after that lecturer and students do discuss and sharing.

4) Find implicit meaning in the text

In discuss and sharing the lecturer guide students to find implicit meaning (referential, organizational, and situational) in text and determine meaning with context in text to get conclusion.[8]

Based on the explanation above translation lecturer's hove that efforts can overcome students' difficulties in implicit meaning translation.

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[8] *Ibid*

B. Discussion

After analyzing the collecting data, it was gotten tha analysis of implicit meaning translation at the thord grade students of English Departement IAIN Padangsidimpuan can be categrized into **low category.** it can be known from the score calculation that the Implicit meaning translation at the third garade students of English Departement IAIN Padangsidimpuan was **21,6%.**

Students also have many difficulties in learning implicit meaning translation. *First.* Students were difficult to determine where were referential, organizational, and situational, *second,* students were gotten difficulties in backgroun knowledge to refer source language to target language. *Third,* implicit meaning have other meaning in every word for word.

Next, beside the problem above, another significant problem was in implicit meaning is *vocabularies mastery, last, shortly,* students difficulties implicit meaning sepecially in context, condition, situation speaker and target.

The translation lecturer the have done the best effort in implicit meaning translation, but most of the students did not have any good preparation, did serious when they are studying, and some students have low level skills in implicit meaning. So, they still have difficulties in implicit meaning translation.

C. The Threath of the Research

There were many threats in doing this research. The threats ware happened from the all aspects of this research. The researcher knew this thesis not good as expected. The researcher done maximally to produce a good thesis, but there were

still many threats anywhere and researcher believed that nobody perpect in the word. The word perfect just for our Got Allah SWT.

The threat of time was one main threats that feced by researcher. Students had many activities in their college and the researcher didn't have much time too. Furthermore, they would face the final semester examination and they have many final semester task also. That it was way they didin't have a good preparation and attention in doing this research. Finally this has been done because the helping from the entire advisors, principle and English teacher.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After getting the result of the research the researcher was done to the conclusions as follows:

1. Students ability to translate implicit meaning at the third grade students of English Departement IAIN Padangsidimpuan was **low categories (21,6%).**

2. The difficulties of student to translate implicit meaning at the third grade students of English Departement IAIN Padangsidimpuan were:

    First, students were difficult to determine where were ferential, organization, and situational. *Second,* students were gotten difficulties in background knowledge to refer source language to target language. *Third,* implicit meaning have other meaning in every word for word.

    Next, beside three froblems above, another significant problem was in implicit meaning is *vocabularies mastery. Last, shortly,* students difficulties implicit meaning especially in context, condition, situation speaker and target.

3. The lecturer efforts by Eli Nondang Saragih, S.S., to overcoming students' difficulties were referential meaning, organizational meaning, situational meaning, *first,* she was given lecturer theor. *Second,* given example to

students. *Third,* guided to students discussions together. *Fourth,* guided the students to find implicit meaning (referential, orgenizational, situational) in text. And then commanded the students often were tried text in other genre text.

B. Suggestions

based on the conclutions and the implication of the research that have mention previously, the researcher would like to give some suggestions to people who gets benefits from this research.

1. To head of english departement shall active to look her's students ability, always to motipation the trans

2. lation lecturer to increas her ability in   teaching translation and more active to collect information from student to make it be better.

3. To lecturer of English, especially translation lecturer is hoping to develop the students' ability in understanding implicit meaning translation.

4. To the students at third grade of English Departement IAIN Padangsidimpuan. Shall do often exercise implicit meaning translation in other genre text, especially in referential meaning, organizational meaning and situational meaning.

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APPENDIX III
THE ANALYSIS OF IMPLICIT MEANING TRANSLATION AT THE THIRD GRADE STUDENTS
OF ENGLISH DEPARTMENT IAIN PADANGSIDIMPUAN

No.	Initial Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	SCORE
		RESPONDENT NUMBER OF EACH ITEM NUMBER																									
1	A	0	0	4	4	4	0	0	0	0	0	4	0	0	4	0	4	0	4	0	4	0	0	0	0	0	32
2	B	4	4	0	4	4	0	0	0	0	0	4	0	4	0	0	0	0	0	0	0	0	0	0	0	0	24
3	C	0	4	0	0	4	4	4	0	0	4	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	24
4	D	0	0	4	4	4	0	0	0	0	0	4	0	0	4	0	4	0	4	0	4	0	0	0	0	0	32
5	E	0	0	0	0	4	0	0	0	0	0	4	0	0	4	0	0	0	0	4	0	0	0	0	0	0	16
6	F	0	0	0	0	4	0	0	0	0	0	4	0	0	0	0	0	0	0	4	0	0	0	0	0	0	12
7	G	0	0	0	0	4	0	0	0	4	0	4	0	4	0	0	0	0	0	0	0	0	0	0	0	0	16
8	H	0	0	0	0	4	0	0	0	0	0	4	0	4	0	0	0	0	0	4	0	0	0	0	0	0	16
9	I	0	0	4	4	4	0	0	0	0	0	4	0	0	0	0	4	0	4	0	4	0	0	0	0	0	28
10	J	0	0	0	0	4	0	0	0	0	0	4	0	4	0	0	0	0	0	4	0	0	0	0	0	0	16
TOTAL																											216

The sum result score of collecting data

The researcher calculated the score by using the formula

$$M = \frac{\sum Score}{\sum Responden \times Item \times Nilai\ item\ tel} \times 100\%$$

$$= \frac{216}{10 \times 25 \times 4} \times 100\%$$

$$= 22\%\%$$