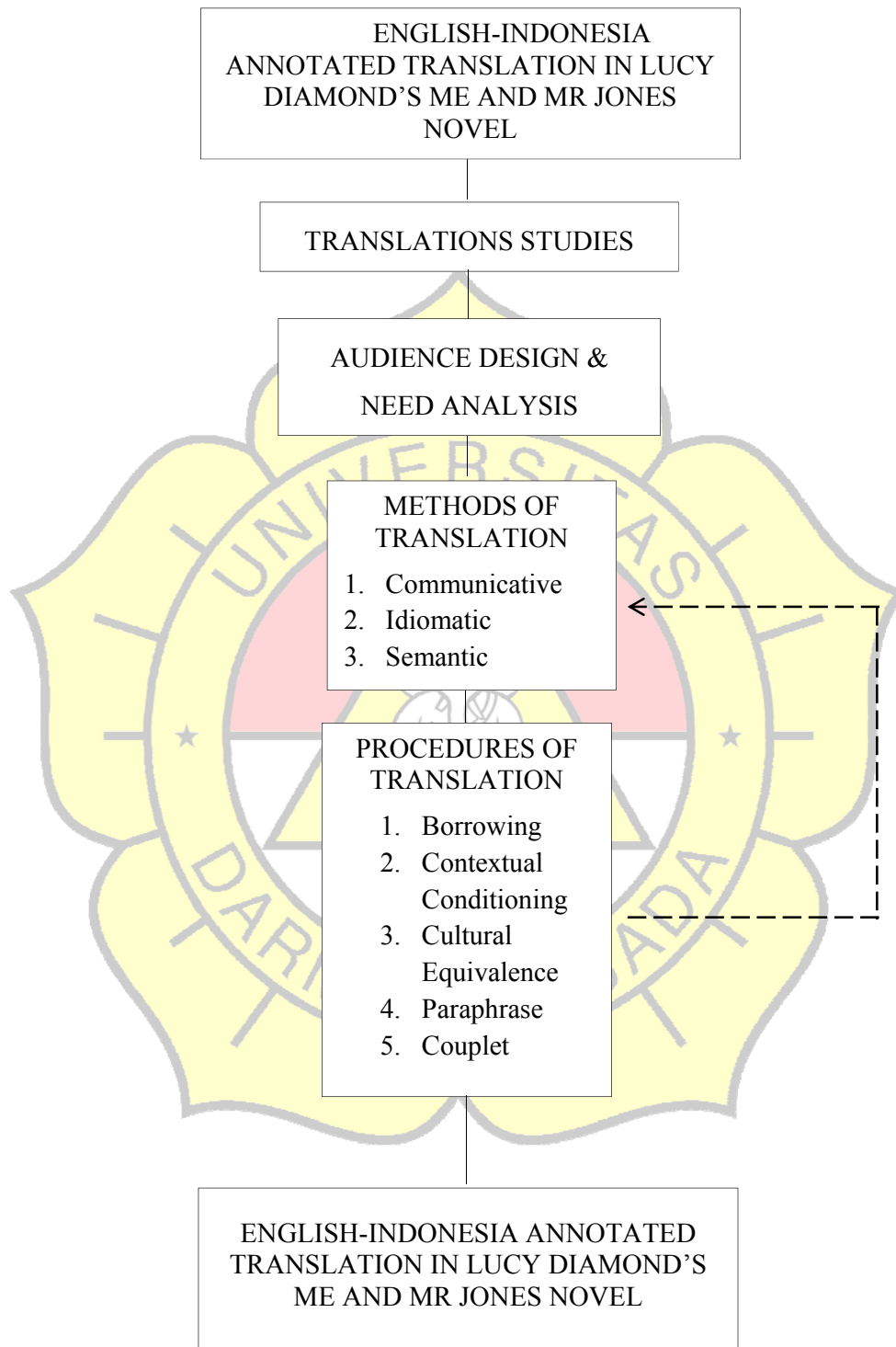


SCHEME OF THE RESEARCH





ENGLISH-INDONESIAN ANNOTATED TRANSLATIONS IN LUCY DIAMOND'S NOVEL *ME AND MR JONES*

BACKGROUND

Translation becomes important part in communication because it is like a bridge to connect two different languages. In the process of translating, the translator is frequently hard to find a word, phrase or sentence have to be annotated.

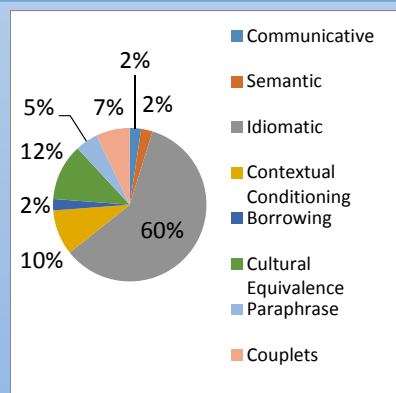
METHOD OF THE RESEARCH

In this research, I use qualitative method to analyze annotated translation from the novel. The sources are from written data, such as texts, books, and journals. To analyze the data I use these following steps 1) reading and understanding *Me and Mr Jones*; 2) finding and marking potential annotated words; 3) classifying the data based on the problems; 4) analyzing the words to get the equivalent meaning.

RIZKI AULIA ADHA
2014130066
FACULTY OF HUMANIITIES
DARMA PERSADA
UNIVERSITY

FRAMEWORK OF THEORIES

Translation is the act transferring the equivalent meanings from one language to another language. Annotated translation is the result of translations that is enclosed with notes from the translator as a responsibility of the translated words.



ENGLISH-INDONESIA ANNOTATED
TRANSLATION IN LUCY DIAMOND'S
ME AND MR JONES NOVEL

TRANSLATIONS STUDIES

AUDIENCE DESIGN &
NEED ANALYSIS

METHODS OF
TRANSLATION

1. Communicative
2. Idiomatic
3. Semantic

PROCEDURES OF
TRANSLATION

1. Borrowing
2. Contextual
Conditioning
3. Cultural
Equivalence
4. Paraphrase
5. Couplets

ENGLISH-INDONESIA ANNOTATED
TRANSLATION IN LUCY DIAMOND'S
ME AND MR JONES NOVEL

CURRICULUM VITAE

A. PERSONAL DATA

Name : Rizki Aulia Adha
Place/Date of Birth : Jakarta, April 28, 1996
Sex : Female
Address : Jl SMPN 135 no. 32, Pondok Bambu,
Duren Sawit, Jakarta Timur, 13430
Phone : +6287884304696
E-mail : rizkiauliaadha@gmail.com



B. EDUCATIONAL BACKGROUNDS

2014 - present : Faculty of Letters, Dept. of English Literature,
University of Darma Persada, Jakarta
2011 - 2014 : 48 Vocational High School, Jakarta
2008 - 2011 : 135 Junior High School
2002 - 2008 : 08 Pondok Bambu, Elementary School

C. WORKING EXPERIENCES

2013 - 2013 : TVRI, Intern, Jakarta
2015 - 2015 : Halo Media Indonesia, Reporter, Jakarta
2015 - 2018 : English Tutor, Jakarta
2017 - 2017 : The World of Ghibli, Volunteer, Jakarta
2018 - Present : Primagama, English Teacher, Bekasi

D. RESEARCH EXPERIENCES

2014 : Permasalahan yang Terjadi Pada Orang Tua dari Cerpen Ghotic Short
Story: The Lost Ghost karya Mary Wilkins

- 2015 : Dependent Women in Nineteenth-century Based on Poems The Card Dealer by Dante Gabriel Rossetti
- 2015 : Annotated Translation into Indonesian Language BANDITS by Elmore Leonard
- 2016 : Analysis of Iago's Role in Creating Conflicts Between Othello and Desdemona Relationship in Drama "Othello" by William Shakespeare Based on Psychoanalysis
- 2016 : Analysis of Poem "Remember" by Joy Harjo
- 2016 : Stuttering (Nonfluent Speech)
- 2016 : The Effects of Industrial Revolution to Education of Children
- 2017 : Politeness Strategy in *Deadpool* Movie: A Pragmatic Study




E. PERSONAL ACHIEVEMENTS



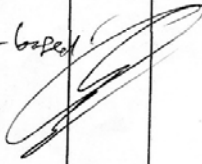



- 2012 : A cameraman in producing a talkshow entitled *Perempatan*
- 2012 : ★ A Documentary Team of *Lomba Keterampilan Siswa Nasional 2015*
- 2018 : Member of Panda Mobile WWF Indonesia


I. Lembar Kepembimbingan Skripsi

LAPORAN KEMAJUAN PENULISAN
SKRIPSI SARJANA

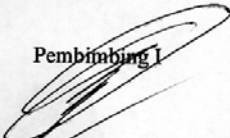
Nama Mahasiswa : Rizki Aulia Adha
 Dosen Pembimbing I : Mr. Tommy Andrian
 Dosen Pembimbing II : Ms. Fridolini
 Judul Skripsi : Semantic Method in Lucy Diamond's
 Me and Mr. Jones Novel: An Annotated
 Translation
 Mulai Bimbingan : 30 Oktober 2017
 Tahun Akademik : 2017 - 2018

No.	Hari & Tanggal	Catatan Pembimbing	Paraf
1.	Senin, 30 Okt 2017	Title report mula	
2.	18 Desember 2017	Co-location in annotated translation	
3.	8 Maret 2018	- Phrase signification - Alignment	

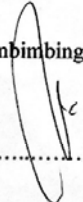
4.	14 Mei 2018	Contextual Translation and Idiomatiz Translation	
5.	7 Juni 2018	Contextual Translation	
6.	6 Juli 2018	Cultural & Jargon-based reference	
7.	15 Juli 2018	Grammar checking	
8.	11 Juli 2018	Grammar	
9.	12 Juli 2018	"	

10.	15 Juli	Grammar	
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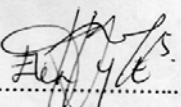
Jakarta, Juli 2018

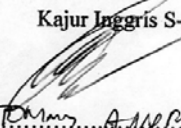
Pembimbing I

 (.....~~TEMA~~.....~~ANP~~.....)

Menyetujui :

Pembimbing II

 (.....Fridolini.....)

Mengetahui :

Pembimbing Akademik

 (.....~~Defy~~.....)

Kajur Inggris S-1

 (.....~~TEMA~~.....~~ANP~~.....)

Rizki Aulia Adha

Name

2014130066 1996/04/28

Identification Number Date of Birth (yyyy/mm/dd)

2018/01/19 2020/01/19

Test Date (yyyy/mm/dd) Valid Until (yyyy/mm/dd)

Client/Institution Name: PT. Putra Pratama Raya

PT International Test Center-TOEIC Center Indonesia, Plaza Sentral, 17th Floor, Jl. Jend Sudirman, Kav 47, Jakarta, Indonesia, 12930

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LISTENING

Your score **430**

5 495

READING

Your score **375**

5 495

TOTAL SCORE

805

This score report is intended for use only by the institution which sponsored the test administration.

LISTENING		READING	
<p>Your scaled score is between 400 and 495. Test takers who score around 400 typically have the following strengths:</p> <ul style="list-style-type: none"> • They can infer the central idea, purpose, and basic context of short spoken exchanges across a broad range of vocabulary, even when conversational responses are indirect or not easy to predict. • They can infer the central idea, purpose, and basic context of extended spoken texts across a broad range of vocabulary. They can do this even when the information is not supported by repetition or paraphrase and when it is necessary to connect information across the text. • They can understand details in short spoken exchanges, even when negative constructions are present, when the language is syntactically complex, or when difficult vocabulary is used. • They can understand details in extended spoken texts, even when it is necessary to connect information across the text and when this information is not supported by repetition. They can understand details when the information is paraphrased or when negative constructions are present. <p>To see weaknesses typical of test takers who score around 400, see the *Proficiency Description Table.</p>		<p>Your scaled score is close to 350. Test takers who score around 350 typically have the following strengths:</p> <ul style="list-style-type: none"> • They can infer the central idea and purpose of a written text, and they can make inferences about details. • They can read for meaning. They can understand factual information, even when it is paraphrased. • They can connect information across a small area within a text, even when the vocabulary and grammar of the text are difficult. • They can understand medium-level vocabulary. They can sometimes understand difficult vocabulary in context, unusual meanings of common words, and idiomatic usage. • They can understand rule-based grammatical structures. They can also understand difficult, complex, and uncommon grammatical constructions. <p>To see weaknesses typical of test takers who score around 350, see the *Proficiency Description Table.</p>	
ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED	ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED
Can infer gist/purpose and basic context based on information that is explicitly stated in short spoken texts	85	Can make inferences based on information in written texts	86
Can infer gist/purpose and basic context based on information that is explicitly stated in extended spoken texts	89	Can locate and understand specific information in written texts	78
Can understand details in short spoken texts	90	Can connect information across multiple sentences in a single written text and across texts	50
Can understand details in extended spoken texts	82	Can understand vocabulary in written texts	77
		Can understand grammar in written texts	80

* Proficiency Description Table can be found on our web site, www.ets.org/toEIC

HOW TO READ YOUR SCORE REPORT:

Percent Correct of Abilities Measured:

Percentage of items you answered correctly on this test form for each one of the Abilities Measured. Your performance on questions testing these abilities cannot be compared to the performance of test-takers who take other forms or to your own performance on other test forms.

Note: TOEIC scores more than two years old cannot be reported or validated.