THE ABILITY TO TRANSLATE ENGLISH PHRASES INTO INDONESIAN AND THE DIFFICULTIES FACED BY THE ELEVENTH GRADE STUDENTS OF SMAN 1 PANCARIJANG

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Abstract. The research aims at finding out the ability to translate English phrases into Indonesian which cover the noun phrase, verb phrase, adjective phrase, adverb phrase, and prepositional phrase; and also the difficulties faced by the eleventh-grade students of SMAN 1 Pancarijang. The research will employ the descriptive method. It will take six classes, and each class consisted of thirty-five students which mean that is 210 students as the population in this research. It will use a proportional random sampling technique to minimize the big population. The researcher will take 7 students randomly for each class, totally 42 students. The data will be collected by using a reading test, questionnaire and interview to know the students’ ability which will be analyzed through SPSS 21.0. The research result will be indicated that the translate English phrases into Indonesia can develop ability students’ of SMAN 1 Pancarijang. The research method employed was a descriptive method. The research data were collected using three kinds of the instrument which test to assess students’ ability to translate English phrases into Indonesian, questionnaire, and interview to know the difficulties faced in translating English phrases into Indonesian was analyzed descriptive method. The findings of the research showed that the students’ mean score in translation test is 78.43 and it was categorized as good. The study concluded that (1) the students have a good ability in translating English phrases into Indonesian, and (2) although the students have good ability in translating English phrases into Indonesian, they still face difficulties in translation. Most of the difficulties dealt with the ‘language problem’ which is related to vocabulary and structure. It is more vocabulary and grammar in order to minimize the difficulties faced by students in translation. It is then recommended for further related research to conduct research on other types of translation test.

Keywords: Phrases, English, Translation, Indonesian Language.

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INTRODUCTION

Transferring sciences and technologies will not be useful if the translation is not done because almost 70% science and technological books are written in English (Zaira, 2017:4). This limited number of translations, particularly the translation of science and technological books as mentioned by Simatupang is an indication of our lack if we compare with other countries. Therefore, the translation can assist in accelerating the transfer of sciences and technologies. The impact of the teaching of English in Indonesia has not been able to bring the students to a level where are they able to read books written in English. This fact drives us to conclude that translation is more promising than writing until the teaching of English books Pietrus (in Wahidah, 2010:13). If one does not understand English through the written information such as the information from newspaper, magazine, internet, or scientific books, he will be unable to catch the useful information. In this case, this literature should be translated into the target language in order the message in the source language (English language) can be understood by the readers.

Levy (in Rosdianah, 2011:37) states that a creative process which always leaves the translator of freedom of choice between several approximately equivalent possibilities of realizing situational meaning. Then the stressed again the translator must have a creative process in translation. A translator can be free to give an
interpretation of the source language into the target language. According to him, the activity of the translation is a challenging job for the translator, because he or she must have a large knowledge about the language, culture, social aspect of the source language and target language. Besides, he is expected to choose one of a lot of. In relation to the problem above, the researcher is interested in conducting research on “The Ability to Translate English Phrases into Indonesia and the Difficulties Faced by the Eleventh Grade Students of SMAN 1 Pancarijang.

**TRANSLATION**

a. Definition of translation

Before discussing in more detail, it is better if we define first. What we mean by translation in which there are many ideas contribute by many scholars in this area. Such as mark (in Murwantono, 2009:13) defines that translation is the replacement of textual material one language (SL) by equivalent textual in another language (TL). Brisling (in Andi, 2009:17) defines that translation is the general terms referring to the transfer of thought and ideas from one language (source) to another (target) whether the languages are written or oral form. Cartford (in Asri, 2007:20) that translation is the replacement of the tested material in one language (source language) by equivalent textual material in another language (target language). Based on the definition above, the writer can infer that translation is not only changing form of language to another language in order to keep the meaning and the message unchanged but also considering the context in which it occurs.

b. Theory of translation

1) The philological of translation

The philological of translation have been concerned with literal texts. The philological of translation are based on philological approach in literary analysis. The form in which the text was first composed, they deal with corresponding structures in the sources and receptor languages and attempt to evaluate their equivalence in a view of significance of literary text for the philological theories of translation. One can readily understand how and why problems of the equivalent of literal genres in the source and receptor languages are not the primary consideration. In certain aspect, the philological approach to translation may also be said to deal with deep structures. For examples, violence revenge or attack in capture escape realization. In order to sense philological analysis must deal with the deep structure of symbolic level.

2) The linguistic theories of translation

a) The application of rapidly expanding the science of linguistic activity. For example; language learning, cognitive, anthropology, semiotics, and the teaching of skill in translation.

b) The machine of translation. The fact that linguistic has been able to provide of measuring the principles between various linguistic theories of translation that lick in the context which the focus is on surface structure responding deep structure comparison involves the use of more or less elaborated sets of rules for matching roughly corresponding structures, for examples, the manner in which actives in language A correspond to passive in language B.

3) The sociolinguistic theories of translation

The sociolinguistic approach to translation also makes it possible to incorporate the result of philological identifying the author, audience, and circumstances of a particular utterance in a satisfactory reflection of the spoken language competence. The sociolinguistic must concern with the author, the historical background of the text. For all these elements figure on the social setting of the communication, this does not mean that linguistics cannot also be an apologist, but the method and framework of analysis differ and these. Divergent viewpoint must be kept in mind. If one is to undertake a thorough analysis of the various aspect of any communication act.
c. The nature of translation

Catford (in Yusuf, 2014:12) said that the most important translating activity with the linguistic approach is showed how to find the suitable words, phrases, clauses, sentences and the elements of the source language into the target language. He gave a limitation of the translation is the replacement of textual material in one language by equivalent textual material in another. Finlay (in Yusuf, 2014:13) said that activity of translation is the same as the transfer of source language into the target language. He continued that a translation might be defined as a representation of text in a language other than that in which it was originally written. Related to the Catford and Finlay’s opinion about translation, the writer thinks that translation must not pay attention to the text to be translated in detail which have relation with the form of language, but the most important one is transfer of the target language process the same sense and message with the source language, or it approaches with the main purpose of source language content.

d. The classification of translation

Generally, the activity of translation can be classified into two types; ‘live translation and written translation’ which have different activity and special skills. A translator of live translation must be able to transfer the statement directly, quickly, and accurately without correcting the language. He must have a good capacity and ability to speak the source and target languages fluently, having large knowledge, and is able to interpret the source information into the target information. In this case, a translator of live translation is usually known as an interpreter. To become a good translation, the translator needs practice and experience because he must not only become a translator, but also he becomes a fluent interpreter, even though the activity of a translator and an interpreter are similar but not the same.

The activity of a translator of written translation is different from live translation. A translator of written translation is still given the opportunity to re-correct the false elements of the language if the result of the translation is still far from the hope of source language into the target language.

e. The process of translation

In doing translation work, there are some steps that must be recognized according to Suryawanita (in Rosdianah, 2011:20):

1) Analysis. The translator analyzes the source text by focusing on the grammatical relationship and many words or groups of words.
2) Transfer. The translator transfers the message understood from the source language into the target language.
3) Restructuring. The translator tries to look for the context equivalent of word, expression, and sentence in the target language.
4) Evaluation. This is particularly needed in the translation and revising of complicated text, where the translation process should go back and forward while performing, editing, and revising.

f. Basic requirements for a good translation

In this case, the writer would like to depict the criteria of good translation based on the opinion of experts. It is important to know the requirements of a good translation which derived by Mark (in Wahidah, 2010:23) namely

1) A translator must give original word
2) A translator must give original idea
3) A translator should be read like an original text.

THE TRANSLATION OF ENGLISH INTO INDONESIAN

In doing translation work, a translator needs to be able to analyze every work (lexical unit) of the source language in order to translate it into the target language properly. It means that she or she must unpack work into the target language to show the meaning which is represented by every word in the source language.

In translating English phrases into Indonesian, there some rules that must be followed namely
the rule of MD, DM or sometimes disorder ways. The following are the examples of the MD rules in translating the English phrases into Indonesian:

1. Seven girls means tujuh anak gadis
2. Very young means sangat muda

The examples above showed that the modifier is translated before the head, for instance: seven (tujuh) gils (anak gadis) and very (sangat) young (muda).

The following are the examples of the DM rules in translating the English phrases into Indonesian:

1. Old bicycle means sepeda tua
2. Handsome boy means lelaki tampan

The example above showed that the modifier is translated after the head, for instance: handsome (tampan) boy (lelaki) becomes ‘lelaki tampan’ and old (tua) bicycle (sepeda) becomes ‘sepeda tua.’

**RESEARCH METHOD**

The design of the research was quantitative descriptive method. It aimed at finding out the ability to translate English phrases into Indonesian and the difficulties are faced by the eleventh gradestudents of SMAN 1 Pancarjjang

**RESULT AND DISCUSSION**

**Students’ Ability in Translation**

The following is the mean score of the students’ ability in translation:

<table>
<thead>
<tr>
<th>Table 1. Students’ ability in translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
</tr>
<tr>
<td>Translation Test</td>
</tr>
</tbody>
</table>

The table above shows that the students’ mean score is 78.4286. Based on students’ classification score use to know students’ ability in translation, we can conclude that students’ ability in translation is classified. Another data is about the classification of the students’ range score in translation:

<table>
<thead>
<tr>
<th>Table 2. Classification of the students’ range score in translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classification</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>Very Good</td>
</tr>
<tr>
<td>Good</td>
</tr>
<tr>
<td>Average</td>
</tr>
<tr>
<td>Poor</td>
</tr>
<tr>
<td>Very Poor</td>
</tr>
</tbody>
</table>

The table above shows that the student’ range score starts from the average until the very good category. Most of the students get the good category with 78.57%, very good category with 14.29%, and average with 7.14%.

**Difficulties in Translation**

There are two methods in this research in order to describe students’ difficulties in translation; they are questionnaire and interview. The following are the findings of questionnaire data:
Table 3. The difficulties that the students are faced in translating English phrases into Indonesian

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>7</td>
<td>16.7</td>
</tr>
<tr>
<td>Culture</td>
<td>6</td>
<td>14.3</td>
</tr>
<tr>
<td>Language</td>
<td>25</td>
<td>59.5</td>
</tr>
<tr>
<td>Other (Sentence Pattern, difficult)</td>
<td>4</td>
<td>9.5</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The data above shows that the most of the face some difficulties in translation in terms of content with 16.7 percent, culture with 14.3 percent, a language with 59.5 percent, and others (sentence pattern and difficult vocabulary) with 9.5 percent.

Table 4. The difficulty faced in terms of language

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar/ Structure</td>
<td>17</td>
<td>40.5</td>
</tr>
<tr>
<td>Syntax</td>
<td>6</td>
<td>14.3</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>12</td>
<td>28.6</td>
</tr>
<tr>
<td>Written style</td>
<td>7</td>
<td>16.7</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The data above shows that the language problem faced refers to grammar/structure with 40.5 percent, syntax with 14.3 percent, vocabulary with 28.6, and writing style with 16.7 percent. Questionnaire number 3 explores the common difficulties faced by students in translation. The result shows that the common difficulties faced by being difficult vocabulary and the grammar of English which is quite different from Indonesia. The data of the students’ score in appendices show that the difficulty faced by the students in the process of translation is 11.90%. most of the difficulties come from language problem which refers to vocabulary 40.48% and grammar 47.62%. There are 17 students who face the vocabulary problem and 20 students in grammar problem. It is concluded that the analysis of the students’ score finds that the difficulties that the students face in the process of translation are vocabulary and grammar.

The analysis shows that most of the students face difficulties in translation in terms of a language with 59.5%, content with 16.7%, culture with 14.3%, and others (sentences pattern and difficult vocabulary) with 9.5% related to language. On the other hand, the students write down the other difficulties with sentences pattern and difficulties vocabulary (9.5%) which means that other difficulties related to the problem of language also. Then when we can conclude that the percentage of language problem is 69% and the rest 31% for content and culture. This finding support Akil (2007) claim that the most frequently reflected difficulties in the students’ translation were difficulties related to language. In the other hand, the content and culture become a problem for students if they do not have any knowledge about the issue written in the text because they need the knowledge to be able to produce an acceptable. The most affecting difficulties in English phrases into Indonesian is the new or the difficult vocabulary. It really hampers the students in the process of translation because they can do nothing or translate the text
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without knowing or understanding the meaning of the words.

CONCLUSION

The student has good ability in translating English phrases into Indonesian. The good ability of the students could be caused by the material taken in the test derived from the students’ books of English that they can learn at school. Furthermore, the test was conducted after the students had just finished the semester examination which means that they had repeated their lesson before taking test.

REFERENCES


