PROBLEMS FACED BY THE SIXTH SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM AT FKIP UNISMUH PALU IN TRANSLATING ENGLISH TEXT INTO BAHASA INDONESIA

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Abstract

The objective of this descriptive research is to find out the problems of the sixth semester students in translating English text into Bahasa Indonesia. The problem population of this research consists of two classes with 42 students in total For total sampling technique, the population number is also the sample. The result shows that the dominant errors faced by students were idioms, word equivalence and word order.

Keywords: translation error, idiom translation, word order, word equivalence.

BACKGROUND

English is widely used not only by the native speakers but also by a large number of people in many different countries in the world. In Indonesia, English has been learned from elementary school up to universities. There are also many institutions of English course as informal education where people may learn English. In fact, although many people are able to communicate in English, many are unable to translate the language properly because a single term can have different meanings for different fields. For example:
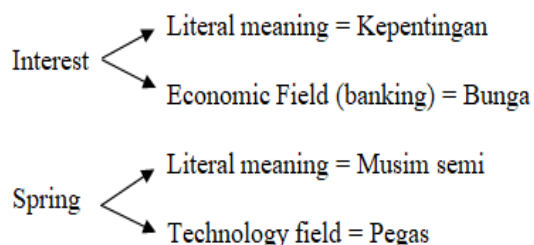
It is a troublesome for learners who do not understand English because many scientific books and information sources are written in English. Warwal (2015) explain that translation is the comprehension of the meaning of a text and the subsequent production of an equivalent text, likewise called a "translation" that communicates the same message in another language". Therefore, to understand what the books are saying, they need to be translated.

Beside knowledge, skill, experience, and comprehensibility are necessary in translating a book or information. It is also insufficient if translation as the subject given in a higher education is only perceived as a tool to learn new language; in fact, there are a lot of translations which are not communicative and hard to understand. This is caused by the problem in word equivalences, words orders, and idiom. Consequently, bad translation is produced. And communicative translation exists when the reader can get the message of translation and the reader can accept and comprehend the translation. The important point in translation is not the ability to transfer source language into target language, but transferring the information and the message communicatively. The translator should be able to transfer the

information correctly so that the original messages of source language (SL) conveyed can be understood properly by any readers. The translator should consider the content of the information as well.

In general cases, most of the university students, especially English students of Muhammadiyah University have problems in translating English text. For example;

❖ Error in word equivalence
  <u>*To water*</u> *the trees, the farmers need a good irrigation.*
  Translated:
  <u>*Air*</u> *Pohon dibutuhkan petani untuk irigasi yang baik.*
The word *to water* was translated as *air;* instead of *menyiram*

❖ Or error in word order
  Various kinds of fish were displayed in the exhibition.
  Translated:
  Ikan di pajang dipameran itu bermacam jenis; instead of *bermacam-macam jenis ikan di pajang dalam pameran itu.*

❖ And the error in idiom
  He was <u>*brought up*</u> *by the old woman;*
  Translated:
  Dia <u>*membawa*</u> *wanita tua itu* instead of *dibesarkan*

Taking these problems as point of departure, the researcher took the sixth semester of English students as sample for they had learned translation subject in the fifth semester to find out what kinds of problems are faced related to translating English text into Bahasa Indonesia.

Definition of Translation

Nowadays, as a branch of applied linguistics, translation has become a subject on its own. Since it has theories, principle and methodology, translation has been admitted as one of the disciplines. Nevertheless, it is insufficient for everyone who is good at foreign language, to produce good translation. Skill, training, and experience are needed. Ghazala (2015) elaborates that accumulated wide experience can be a decisive factor in the career of an accomplished, specialist professional translator. The talents is sharpen by practising and it is supported by the translating theory s(he) acknowledges. We will se the following example; in English, the word *runs* does not always mean *berlari* in Bahasa Indonesia.

English	**Bahasa Indonesia**
(1) The boy runs	*Anak itu berlari*
(2) The river runs	*Sungai itu mengalir*
(3) His nose runs	*Ia pilek*

In the first sentence, *the boy runs* has a lexical meaning. The word *runs* has a common meaning as stated in a dictionary. The second and the third sentences have a grammatical meaning in which the word *runs* has a different meaning from the word *runs* in the first sentence. The meaning of word *runs* changes according to its context.

There are several definitions of translation. Ghazala (2015) states that translating involves two languages that is translated one another, the Source Language (SL) (i.e. the language translated from, or the first language) and the Target Language (TL) (that is, the language translated into, or the second language). Translation is a skill owned by a translator which is focused on reproducing or transferring the original meaning and style of the source language into the target language, or vice versa. The message should be transferred correctly without losing any meaning in the source language.

Types of Translation

There are types of translations. According to Larson (1998), there are two categories of translation, form-based, translation that follows the form and grammatical structure of the source text is known as literal translation, and meaning-

based translation or idiomatic translation, a translation that focuses on carrying the same meaning of the source text and converts it into target language regardless of the sentence form. In literal translation, the constructions of the sentences ought to be changed into Bahasa Indonesia but focused on the lexical meaning. The main function of literal translation is to identify with the mechanics of the source language and to build difficult text as pre translation process. This way, the result of translation is sometimes not understandable. In idiomatic translation, a translator should be careful in using the word equivalence so that the reader can understand it clearly.

There are several opinions stating that a translation must be faithful to its source language in term of form. A translator has to be faithful in reproducing the exact form of the source language in such a way that the translation will have natural structure of the target language. According to Arrowsmith and Shattuck (1961:68), the translator must necessarily despair of achieving a completely faithful rendering of his original. This means that the result of the translation do not change the original idea or messages from the source language.

a. Word Order

Word order is the arrangement of words in phrase, clause or sentence. In many languages, including English, word order plays an important part in determining meanings expressed in other languages by inflections (internet source).

Structure of English noun phrase is different from the structure of noun phrase in Bahasa Indonesia. In Bahasa Indonesia, *hukum DM* is applied where a modified word always comes before the modifier while English has a contrary principle. For example:

Gadis   cantik

D   M

Beautiful girl

M   D
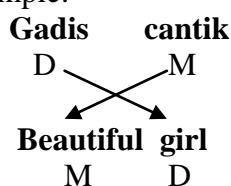
b. Word Equivalence

Word equivalence is two words that can be interchanged in a context are said to be synonymous relative to that context (internet source). A word can have more than one meaning. In translating a text to another language, an inappropriate equivalence will not convey the message of the source language properly. For example:

- I have a *date* tonight.
  Translated:
(1) Saya punya sebuah <u>kurma</u> malam ini*
(2) Saya mempunyai sebuah <u>tanggal</u> malam ini*
(3) Saya mempunyai sebuah <u>janji</u> malam ini.

The first and second sentences are the examples of inappropriate word equivalence. The appropriate word equivalence is shown in the third sentence.

c. Idiom

Idioms are expressions that have special meanings. For example, ***hold your tongue*** is an idiom that means ***to be quiet***. We could say, "Marten was talking at the same time as his teacher. His teacher said, Marten, hold your tongue". This means the teacher asked Martin to be quiet. (Cruse, 1986).

Explanations are shared by some experts related to idiom. According to O'Dell & McCarthy (2000), "Idioms are fixed combinations of words whose meaning is often difficult to guess from the meaning of each individual word. This explains why the idiom cannot be translated literally from one language into another without some changes in its meaning". Larson in Taniran (1989:22) states that idiom is words that the meaning is different to the literal words stated. Idioms cannot be translated literally (word for word) because a translator will produce a bad translation.

METHOD OF THE RESEARCH

This research used the descriptive method, and it aimed at describing problems faced by the sixth semester students of English Education Study Program of FKIP Universitas Muhammadiyah Palu in translating English text into Bahasa Indonesia. The population of this research was the sixth semester students which consisted of two classes. Class A consisted of 16 students, and class B consisted of 26 students. Total number of students was 42. The researcher applied total sampling. In this research, so, there were 42 students who became the sample.

The instruments used to collect data in this research were test and questionnaire. Test consists of some sentences that need to be translated by the students. The result of the test then is used to describe the problems faced by the sixth semester students of English Study program at FKIP Universitas Muhammadiyah Palu. The questionnaire was given to the students to get some information and to find out the problems in translating English text to Bahasa Indonesia.

The data then is analyzed descriptively in order to know the difficulties faced by the sixth semester students of English Study Program of FKIP Universitas Muhammadiyah Palu in translating English into Bahasa Indonesia. In addition, with their difficulties the researcher analyzed their problems.

To find out the percentage, the researcher used the formula as proposed by Sudijono (2010:79):

$$P = \frac{Fg}{N} \times 100\%$$

Where:
P   = Percentage of problem
Fg   = Frequency of students in getting problems
N   = Number of students

FINDINGS AND DISCUSSION

Findings

Fourteen sentences and two paragraphs were translated by the students. There were three sentences in paragraph one, and ten sentences in paragraph two. The data of students' translation is attached as a suplementary data of this article. Next is students' error in translation.

Table 1. Kinds of the students' Errors

No.	Stu-dents' Initial	Kinds of Error					
		Word Order (12)	%	Word Equi-valence (15)	%	Idiom (5)	%
1.	Sta	1	8.3%	1	6.7%	2	40%
2.	Ufy	1	8.3%	1	6.7%	1	20%
3.	Rnr	3	25%	2	13.3%	4	80%
4.	Iar	2	16.7%	3	20%	1	20%
5.	Kta	4	33.3%	4	26.7%	2	40%
6.	Mst	5	41.7%	7	46.7%	4	80%
7.	Efs	3	25%	3	20%	2	40%
8.	Adi	2	16.7%	6	40%	4	80%
9.	Ele	6	50%	4	26.7%	4	80%
10.	Lsw	9	75%	9	60%	5	100%
11.	Hnp	6	50%	5	33.3%	3	60%
12.	Nkr	6	50%	5	33.3%	3	60%
13.	Ast	5	41.7%	9	60%	4	80%
14.	Mld	4	33.3%	8	53.3%	5	100%
15.	Awa	2	16.7%	4	26.7%	2	40%
16.	Slf	2	16.7%	3	20%	2	40%
17.	Mrf	3	25%	6	40%	2	40%
18.	Zlf	2	16.7%	6	40%	2	40%
19.	Kdk	2	16.7%	4	26.7%	2	40%
20.	And	4	33.3%	9	60%	3	60%
21.	Jws	4	33.3%	9	60%	4	80%
22.	Evn	4	33.3%	11	73.3%	5	100%
23.	Stm	5	41.7%	11	73.3%	5	100%
24.	Ymn	3	25%	9	60%	1	20%
25.	Ans	4	33.3%	9	60%	2	40%
26.	Hfw	5	41.7%	8	53.3%	3	60%
27.	Yrn	3	25%	8	53.3%	4	80%
28.	Nrf	4	33.3%	8	53.3%	3	60%
29.	Urd	3	25%	4	26.7%	3	60%
30.	Rfy	3	25%	3	20%	2	40%
31.	Gds	3	25%	2	13.3%	3	60%
32.	Hsr	4	33.3%	7	46.7%	3	60%
33.	Whs	5	41.7%	10	66.7%	3	60%
34.	Nrn	2	16.7%	7	46.7%	3	60%
35.	Nld	3	25%	7	46.7%	2	40%
36.	Nrl	1	8.3%	8	53.3%	2	40%
37.	Nra	1	8.3%	6	40%	3	60%

38.	Indw	1	8.3%	8	53.3%	2	40%
39.	Indh	4	33.3%	7	46.7%	3	60%
40.	Mzr	2	16.7%	7	46.7%	3	60%
41.	Fzr	1	8.3%	7	46.7%	2	40%
42.	Msu	3	25%	6	40%	3	60%
	Average	**3.3**	**27.8%**	**6.21**	**41.43%**	**2.88**	**57.6%**

From the data in table 1, researcher found that the students error average in word order is 27.8%. The researcher found that most of their error occurred in word order number 1, 3 and 12. While the error average of students in translating idioms is 57.6%. Their error mostly occurred in idiom. Moreover, there was no any student could answer the idiom number. As for the students' translations and their error average on word equivalence reaches 41.43%. Their error mostly occurred in word equivalence number 2, 8, 13 and 15.

Discussion

There are three main aspects in which the students committed to errors in translating the text. They are word order, word equivalence and idiom. The detail of the errors can be seen as in the following.

Word Order Problem

The word order problem is influenced by the rule of Bahasa Indonesia called "Hukum DM" where the modifying words always come after the modified ones. The sentence "Pumas are large, <u>cat-like animals</u> which are found in Amerika" was translated in to two dominant mistaken forms:
(*) *Ukuran puma besar, **menyerupai dengan binatang kucing** yang ditemukan dari Amerika.*
(*) *Puma yang liar, **seperti binatang kucing** yang telah ditemukan di Amerika.*
*which should be "Puma adalah **hewan besar menyerupai kucing** yang ditemukan di Amerika".*
This kind of problem is always committed by Indonesian learners due to different rule applied in their mother tongue or L1 and L2. Due to these word formation differences (Indonesia vs English),

Alisjahbana (1973) states that both in morpheme and sentence, the modifying words are always placed after the modified words.

Word Equivalence Problem

The students found enormous problems in choosing the equivalencies of source language to target language well. e.g:
"When reports came into London Zoo that a wild Puma had been spotted forty-five miles south of London, they were not taken seriously".
• Some students' translation results
(-) *Ketika laporan datang dari kebun binatang London bahwa puma liar telah terlihat 45 mil dari London Selatan, mereka tidak mengambil dengan serius.*
(-) *Ketika laporan datang ke kebun binatang London bahwa seekor puma liar terlihat 45 mil selatan London, mereka tidak dicatat dengan serius.*
(-) *Ketika laporan dating di kebun binatang London, seekor puma liar dapat terlihat dari kejauhan 45 mil dari selatan kota London, mereka tidak percaya.*
(-) *Ketika laporan masuk ke kebun binatang bahwa puma yang liar bias berlari 45 meter London bagian selatan, mereka tidak menanyakan dengan serius.*

It Should be:
(+) Ketika laporan sampai ke kebun binatang London bahwa seekor puma terlihat 45 mil London Selatan, laporan tersebut tidak ditanggapi dengan serius.

The students always translate the underlined words literally. They translated the words according to the meaning of a dictionary and do not fit the words with the context.

Idiom Problem

The students translated idiom literally, so that they produced bad translation. For example:
(SL) on a fishing trip.

Some students' translated it as follows:
(-) yang sedang memancing
(-) melakukan perjalanan memancing

It Should be:
(+) yang dalam pencariannya.

The translation of idiom should be adapted to the culture of the source language and it should be appropriate with the context in order to produce good translation.

Essay questionnaire given to the students as supporting data gives another detail related to translation process and competence. Students chose English Department as their major in the university because they want to increase their knowledge in English (about 33.3% or 14 students) and because they want to be an English teacher (about 21.4% or 9 students). The advantages of learning English for the students are to be able to communicate with foreigners (38.1% or 16 students) and to get knowledge from English literal that not translated into Indonesian (about 19% or 8 students). They said that Translation course is very important to increase their vocabulary (about 38.1% or 16 students) and to help them in translating English source well (about 35.7% or 15 students). (About 83.3% or 35 students) said that the teaching of Translation only one semester is considered not enough because they need more exercise in translating. Most students (52.4%) said that to improve the students' ability in translating, time allocation of the subject must be added so they will get more material and exercise.

CONCLUSION AND SUGGESTION

Conclusion

Based on the findings and discussions presented previously, the researcher concluded that:

1. The students faced problems in translating English texts into Bahasa Indonesia.
2. The problems faced by the sixth semester students of English Department of FKIP-Unismuh Palu are in the following areas:
   a. Word Order
      Word order still becomes a serious problem because of its function to convey message of the source language to the target language. Each language in the world has a certain rule concerns to the word arrangement. In translating process, a translator has to follow the rules of how to arrange words into correct sentence in both the target language and the source language to avoid misunderstanding and mis-communication. In addition, students produced 27.8% errors in word order.
   b. Word Equivalences
      There were several inappropriate equivalences for several words. It is dangerous since it does not represent the natural message of the source language. Moreover, it actually changed the intended meaning of the source language. To make a good translation, a translator must be able to choose appropriate equivalencies of the source language. The deployment of inappropriate equivalencies will make the reader confused, since sometimes several words have different meaning. Students still produced 41.43% errors in word equivalencies.
   c. Idiom
      Some students still have problems in translating idioms. Data shows that students still produced 57.6% errors of idioms translation.
3. According to the essay questionnaire, most students said that the teaching of translation which is taught only at the fifth semester with two semester credits

is not enough to make the students understand well about the subject. Because students must learn theories about the subject and have more exercise.

Suggestion

1. The students should give attention to the principles of the source language grammar. The grammatical mistakes occur since the students made word for word translation without perceiving the form of the sentences. Therefore, to produce a better translation, students should use the correct equivalences, grammatical and idiomatical without forgetting to perceive the form of source language.

2. A good translation is produced in well-formed sentences. Good translator should be free to make the target language sentences without being tied up with the form of source language.

3. According to the students' answer on questionnaire, most of them did not agree if the teaching of translation only at the fifth semester and two semester credits. There must be at least Translation II for the students must learn theories about it and need more exercise.

4. To improve the students' quality in translation subject, the lecturer must give more attention to the errors found in this research. Lecturer should give stressing on how to translate word choice especially in noun and adjective phrase form, how to choose the right word equivalence according to the context of a sentence and how to be suspicious on words which might be an idiom.

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