

AN ANALYSIS OF THE SIXTH SEMESTER STUDENT TRANSLATION SKILL AT MUHAMMADIYAH UNIVERSITY OF TANGERANG

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Abstract

This research aimed at analyzing translation accuracy of student translation between the source language (SL) in Bahasa and target language (TL) in English and finding out the translation process used by student at Muhammadiyah University of Tangerang. The object of this research is 6th Grade Student at Muhammadiyah University of Tangerang. The researcher focuses on the accuracy of student translation results in range accurate, less accurate and inaccurate based on Accurate Translation Rate proposed by Nababan (2012). The researcher also analyzes the translation process based on Nida and Taber's theory (1969). In conclusion, researcher found that the accuracy of translation is rated by a lecturer of English Education Study Program of Teachers Training and Education Faculty of Muhammadiyah Tangerang with the results 83,1% translations are accurate, 15,3% translations are less accurate and 1,6.% translation are inaccurate. While, the researcher found that most of translation process used by students is non sequentially process (71%), and the sequentially process is 29%.

Keywords : *Accuracy, Translation Process, English Sentences*

INTRODUCTION

Language can be defined as a tool to connect people in communicating to get one same understanding. Amberg and Vause (2009) explain, "Language is foremost a means of communication, and communication almost always takes place within some sort of social context" (p. 2). Language is very important in our activity, because to get effective communication needs an understanding toward language and its society. Moreover, it may be said that without language, there will be a difficulty to convey their opinions to other people especially to a foreign. Therefore everyone must know foreign languages especially English.

English is one of languages that important for every people, because English is an International language such as in education, commerce, legal, etc. When we talk to a foreigner, English is more often used as a communication tool. Besides, nowadays English has been taught from very low level, Kindergarten to University especially in Indonesia. It means English is very important to be learned.

One of the best methods that may be value to encourage achievement in learning foreign language is translation. It is reasonable because it facilitates foreign language learners to develop basic knowledge of the language they are learning, such as grammar, vocabulary, and spelling. Through this essence, having translation skill can be value for learners to obtain basic knowledge of foreign language they are learning by means of achieving objectives successfully.

English as a foreign language sometimes felt difficult for some students, because learning a foreign language is not easy as learning mother tongue language. We must pay attention to the style, about what is the meaning of the text. We also must to choose the best diction to get the closest possible translation. Besides, we can not add another words in the translation, because it will make the translation is not natural. According to Larson (1984) "The good translation has three criterias, namely: accuracy, clarity, and naturalness: (p. 485). Moreover, we have to understand the message, audience, source language and target language. We have to understand the message refers to the topic. It means a good translator has to know more knowledge about the topic.

In translation process, not all of target language can be translated well. Researcher finds some translation in students' worksheets that are not exactly correct. When we write adjective after noun in Bahasa, we should write adjective before noun in English. This problem appears because there are different structures between Bahasa and English.

Newmark (1998) states that he suggests some kind of accuracy must be the only criterion of a good translation in the future. Accuracy is also important because it is one of criterias good translation. Source Language can be translated into more than one Target Language. Researcher finds some translation do not only have one Target Language. Each Target Language can be named as the possible translation but not the accurate one, depending the translator see the context. It is one of difficulties to know where is the accurate one.

For the example from a sentence *Perasaan terbaik di dunia ini yaitu saat mengetahui Anda adalah sesuatu yang berarti bagi seseorang*. The first student's sentence is translated into English: *the best feeling in the world is when you know that you are a useful to the others* and the second student's sentence: *the best feeling in the world is knows that you are someone who matters to someone*. From this problem aboves, the second student's translate is accurately, because it is literally sentence and it has the closest possible translation. Related to Rogers (1999) states that if the aim is a translation of literature rather than a literally translation, the closest possible translation at phrase or even word level is the best.

Before the researcher getting translation material at the fifth semester, researcher is sure that the way to translate SL into TL is word by word. Researcher thinks the students no need to see the context or other. Researcher's classmate also do the same mistake. In the end, their translation got many fault.

After researcher and classmates' get the translation material, they just know that in translating, (1998) Newmark states some methods in translating namely word for word translation, faithful translation, semantic translation, adaptation, free translation, idiomatic translation, communicative translation (p. 45-47). Every method has its own function that not every sentence can be translated by same method.

Choosing diction also one of problems of translation. Incorrect diction will make the translation become ambiguous. A translator must be carefull choose the diction so the message is conveyed. For example, *mendengar* is translated into English can be listen or hear. If the sentence is *apakah kamu mendengar suara itu dari dapur?*, the translation "Do you hear strange voice from kitchen?" is better than "Do you listen the voice from kitchen?"

Based on the background of the problems above, the researcher interests to find out more about sixth semester students' translation. Translation should be better between before and after they get translation material. In conclusion, the researcher is excited to conduct a research title "An Analysis of 6th Semester Student Translation Skill on English Sentences at Muhammadiyah Tangerang University."

THEORETICAL STUDY

1. TRANSLATION

In general, translation is the process of transferring message from Source Language (SL) into Target Language (TL). These are some definitions of translation from the experts.

According to Dhyaningrum (2016), "There are two things in the translation process. The first is producing messages that are commensurate with the source language and the second is producing a natural match in terms of style" (p. 211). In other words, it can be concluded that translation are producing messages and producing natural match in terms of style.

Brislin (1976) states that translation is the general term referring to the transfer of thoughts and ideas from one language (source) to another (target), whether the languages are in written or oral form; whether the languages have an established orthographies or do not have such standardization or whether one or both languages is based on signs, as with sign languages of the deaf (Sayogie, 2009, p. 9). Based on statements from Brislin can be concluded that translation is general term referring to transfer thoughts and ideas, whether in written or oral form, whether orthographies or do not have standardization or whether the languages is based on signs.

Meanwhile Muhammad (2017) states: "Translation is the process of transferring the meaning of one language and find an equivalent meaning in the other language in order to get the message that is being conveyed." (p. 382). As described, translation is transferring one language and find an equivalent meaning to get the message that is being conveyed.

In line with the statements above, the researcher can conclude that translation is producing messages and producing natural match in terms of style, that referring to transfer thoughts and ideas, whether in written or oral form, whether orthographies or do not have standardization or whether the languages is based on signs to get the message that is being conveyed.

PROCESS OF TRANSLATION

Translating a text is not an easy job, it needs serious attempt. We can not translate a text from one language into another language carelessly and irregular. The translator should do this work systematically. Therefore it needs a process, it useful to guide the translator to do the translating a text.

The good translation process according to Nida and Taber (1969:33):

a. Analysis

At this stage the translator learns the source language text both in terms of form and content. Translation must also see the relationship of meaning between words and combinations of words. The purpose of the analysis is for translators to truly understand the message contained in the source language text and how to express it linguistically.

b. Transfer

At this stage, start translating after completing a complete analysis that includes grammatical and semantic aspects. This process is still happening in the mind of the translator.

c. Restructuring

In this stage, the translator rearranges the text with the appropriate variety and reasonable language style in the target language (Sayogie, 2009, p. 22-23).

Based on Nida and Taber's statements above can be concluded that translation happened through analysis, after that transfer, and the last restructuring.

However Suryawinata (2013: 10) states that the translation process consists of four stages, namely (1) the stage of analyzing messages in the source language which includes: grammatical relationships, and the meaning of each word and phrase; (2) the stage of transferring the material that has been analyzed in the minds of translators from the source language into the target language; (3) the restructuring stage of the material that has been transferred in such a way that the meaning and message produced is in accordance with the rules and style of the target language; and (4) evaluating or revising the results of translations in the target language. At this stage deficiencies and irregularities can be corrected and rectified continuously through comparison and matching of messages and impressions in the target language with the source language. In other words, there are four stages in translation process namely analysis, transferring, restructuring and evaluating.

In line with the statements above, the researcher can conclude that process of translation analysis, namely the translator learns the source language text both in terms of form and content. Then transferring, namely starting to do translation. The last restructuring, namely translator rearranges the text with appropriate language.

ACCURACY

Larson (1998) states that Accuracy relates to the precise understanding of the source language message and the transfer of the message as accurately as possible into the target language (Aresta, 2018, p. 178). Based on Larson's statement aboves, it can be concluded that accuracy is precise understanding between transferring source language into target language as accurately as possible.

Munday states (2008), "Accuracy; the correct transfer of information and evidence of complete comprehension" (p. 31). Based on Munday's statements's can be conclude that accuracy is the correct transfer information.

According to Nababan et al. (2012: 44), accuracy is a term used in evaluating translations to refer to whether the source language text and language text the goal is equivalent or not (Dhyaningrum, 2016, p. 213). Based on the statement aboves, it can be concluded that accuracy is used to evaluate the translation.

In line with the statements above, the researcher can conclude that accuracy is the correct transfer information from source language into target language and it is used to evaluate the translation.

Acording to Nababan, et. al. (2012) the accuracy of translation based on the scales below:

Table 1. Translation Accuracy Rate

Scale	Categorize	Indicators
3	Accurate	The meaning or message of words, phrases and clauses from source language are translated accurately into target language; without any distortion.
2	Less accurate	Some meanings of words, phrases, and clauses have been accurately translated into target language. However, there exist some meaning distortions which disturb message unity.
1	Inaccurate	The meanings of words, phrase and clauses from soure language are not translated accurately into target language.

(Nurhidayah, 2013, p. 72).

ENGLISH SENTENCES DEFINITION

In this research, researcher wants to analyze students' translation skill on English sentences, so these are the definition of English sentence according to experts:

Nelson (2002) "a sentence consistof one or more clauses". Based on Nelson's statements can be concluded that English sentence is one or more English clauses.

Sentence is groups of words that contain ideas, messages, or information that at least consist of subject and predicate(Dhyaningrum, 2016, p. 210). Based on Dhyaningrum's statements can be concluded that English sentence is group of English words that contain information that consist of subject and predicate.

According to Berry (2013) states that sentence is "A string of words that follows the rules for forming clauses and combinations of clauses." (p. 54). Based on Berry's statements can be concluded that English sentence is a string of English words that follows the rules for forming clauses and combinations of clauses.

In line with the statementsaboves, the researcher can conclude that English sentence consist of one or more clauses that contain information that consist of subject and predicate and sentence follows the rule for forming clauses and combination clauses.

ENGLISH SENTENCE TYPES

According to Morley (2000: 69), "the formal classification of sentence is traditionally in grammatical studies undertaken according to the number and class of clause". They are 1.) Simple sentence is a sentence consisting of a main clause only 2.) Compound sentence is a sentence contains two or more main clause joined by coordinating conjunction (for, and, nor, but, or, yet, so), conjunctive adverb (e.g. however, therefore), or a semicolon alone 3.) Complex sentence is a sentence comprises a main clause and at least one subordinate clause. Subordinate clause always begin with subordinating conjunctions (after, although, as, because, before, even though, if, since, though, unless, until, when, whenever, whereas, wherever, while) 4.) Compound-complex sentence is a sentence consists of at least two main clauses and at least one

subordinate clause. It means there are four English sentence types, namely: simple sentence, compound sentence, complex sentence and compound-complex sentence.

On the other hand, in 2002 Nelson states that simple sentence is a sentence is any sequence of words which begins with a capital letter and ends with a full stop (period), a question mark or an exclamation mark. Then compound sentence is a combination of two or more simple sentences. After that, complex sentence contains another 'sentence-like' construction within it. It means there are three English sentence types, namely simple sentence, compound sentence and complex sentence.

Frank (1972) states based on the number of formal prediction, there are four classes of sentence namely;

a. Simple sentence: a simple sentence in English must have at least subject and verb. For example:

- Seanu goes to Kuningan.
- The man stole the jewelry.

b. Compound sentence: a sequence of sentence that consist of two subjects and verbs that is connected by conjunction, such as: and, or, and but. For example:

- My Volvo is running. My mercy is broken → My Volvo is running but my Mercy is broken.
- Tom phoned. He left a message → Tom phoned and left a message.

c. Complex sentence: sentence also have two or more full predictions. For example:

- The man who stole the jewelry hid it in his home.
- You will understand when yu do the exercise.

d. Compound-complex sentence: contain two or more independent clause and one or more dependent clause. For example:

- Te man stole the jewelry and he hit in his home until he could safely get out of town. (Pratama, 2017, p. 14-16).

In line with the statements aboves, it can be concluded that there are four English sentence types, namely: simple sentence, compound sentence, complex sentence, and compound-complex sentence.

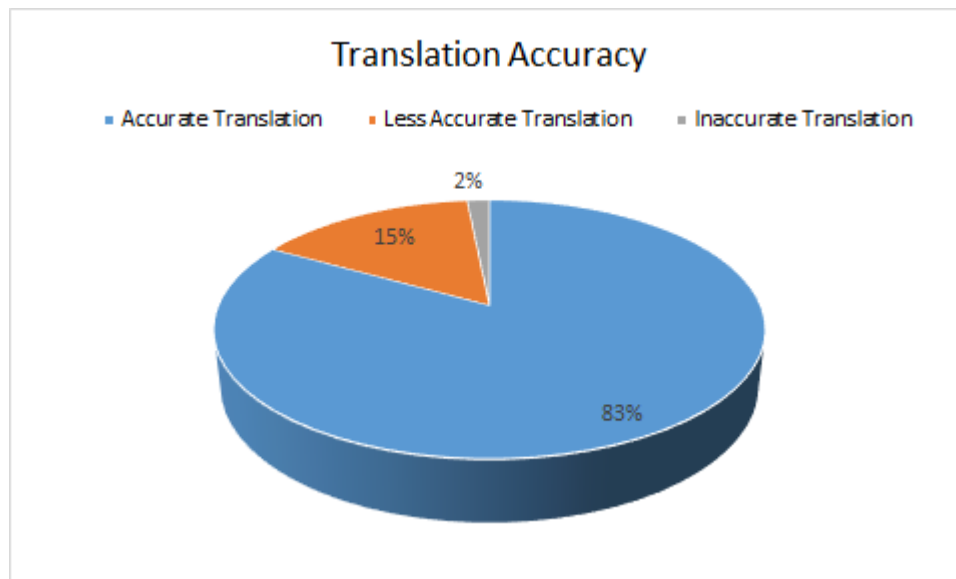
RESEARCH METHOD

In this research, the researcher uses qualitative research with descriptive qualitative research method. In this method, researcher will do some steps, namely interview and giving a translation test to the students. Researcher choose these steps because those are the best for describing, interpreting, contextualizing and gaining in depth insight into specific concepts or phenomena. According to Gunawan (2013) that research with qualitative approach emphasizes the analysis of the process of inductive thinking process related to the dynamics of the relationship between the observed phenomena, and always use scientific logic (p.80). Meanwhile, according to Basrowi and Suwandi (2008) that descriptive method is application of qualitative method of gathering data such as words, pictures, and not numbers (p.28).

Researcher asks for approval to the lecturer at Muhammadiyah University of Tangerang by providing an observation letter to observe these class especially in sixth semester. Then, the researcher gives google form application link then collects the data and analyzes student's translation accuracy of the sentences. Next the researcher uses interview to know students' translation process. The last interpreting the data and analyzes how accurate are the sixth semester student's translation of the choosed sentences and how students' translation process.

RESEARCH FINDING AND DISCUSSION

The translation results are 266 students accurate (83,1%), 45 students less accurate (15,3%), and 5 students inaccurate (1,6%). The translation accuracy rate shown in the chart below:



Accurate translation based on Nababan (2012) rate is if the meaning of words, phrases and clauses from source language are translated accurately into target language; without any distortion. There are 266 sentences rated accurate. It contains 73 simple sentences (27%), 85 compound sentences (32%), 45 complex sentences (17%), and 63 compound complex sentences (24%).

Less Accurate translation based on Nababan (2012) rate is if some meanings of words, phrases, and clauses have been accurately translated into target language. However, there exist some meaning distortions which disturb message unity. There are 48 sentences are rated less accurate. It contains 20 simple sentences (40,8%), 10 compound sentences (20,4%), 18 complex sentences (36,7%), and 1 compound complex sentence (2%).

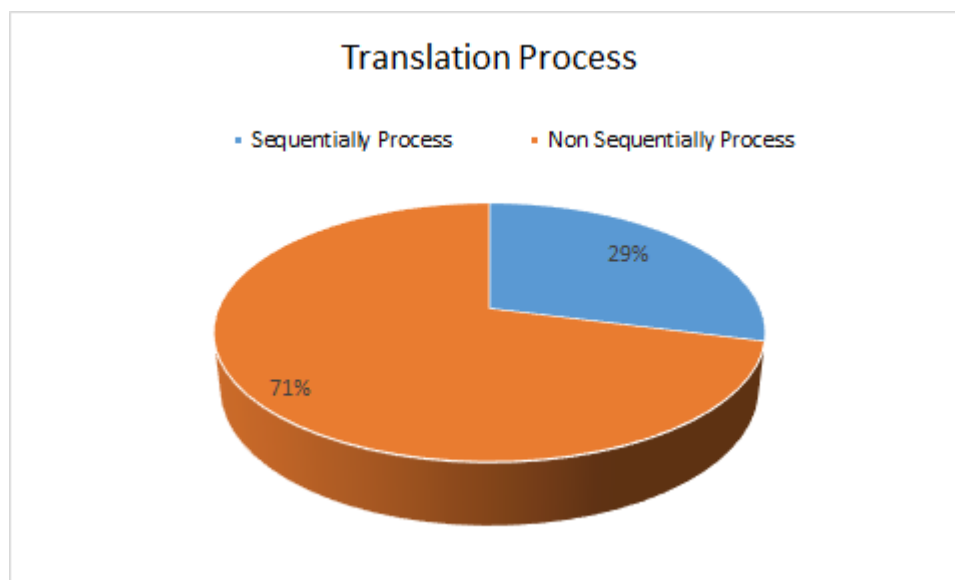
Inaccurate translation based on Nababan (2012) rate is if the meanings of words, phrase and clauses from soure language are not translated accurately into target language. There are 5 sentences rated inaccurate. It contains 3 simple sentences (60%), 1 compound sentence (20%), and 1 complex sentence (20%).

In conclusion, the most sentences rated inaccurate are simple sentences namely 3 sentences (60%), then compound sentence 1 sentence (20%) and complex sentence 1 sentence (20%) is rated inaccurate by the evaluator.

According data above, it can be concluded that students' inaccurate translations are caused the meanings of words, phrases and clauses from soure language are not translated accurately into target language. Also found some translation consists of different meaning from source language, and student uses antonym from source language.

To know the student translation process, researcher gives five questions to the students. Question 1 (Q1) "How the way you translate the sentence? By word or sentence?". Question 2 (Q2) "Do you read the text before you translate them?". Question 3 (Q3) "Do you understand the context of the text?". Question 4 (Q4) "Do you look for the accuracy of words before you translate?". Question 5 (Q5) "When you finish translating, do you make sure your translation?".

There are 9 students (29%) do sequentially translation process according to Nida and Taber's theory and 22 students (71%) do non sequentially process. Translation process percentage shown in the chart below:



CONCLUSION

Based on the data analysis on the previous chapter, the most accuracy translation results rated by Nababan's rate that finished by the students is accurate translation (83,1%). Another result is 15,3% less accurate and 1,6% inaccurate. The accurate translations are caused the meaning of words, phrases and clauses from source language are translated accurately into target language; without any distortion. The students' translations are still use synonyms from the target language, too. Students' less accurate translation is caused some meanings of words, phrases, and clauses have been accurately translated into target language. However, there exist some meaning distortions which disturb message unity. Also some translation consists of additional phrase, additional word, a different form, different meaning, missing word and changing into different tenses. Students' inaccurate translations are caused the meanings of words, phrases and clauses from source language are not translated accurately into target language. Also found some translations consist of different meaning from source language and student uses antonym from source language. As for translation process most of students use non sequentially translation process (71%). While another student translation results are 29% students use sequentially and there are 9 students (29%) do translation process according to Nida and Taber's theory.

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