

An Analysis of Students' Ability in Translating Text

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Abstract: Translating text is look like an easy work, but it is a complicated job. A translation text may not have different meaning from the source text to the target language of the text. Translating text from Indonesia to English should not change the sense of language since our culture is different from abroad culture. Translating text from Indonesia to English is more difficult than from English to Indonesia. Since, English has grammar where grammar should not be error. Then, translator also should pay attention to word choice of English. The purposes of carrying this research are to know students' ability in translating text and common errors made by students in translating text from English to Indonesia at English education students of UPI YPTK Padang in 2019/2020 academic year. This research was descriptive one. The sample of this research was 30 students of English study program of UPI YPTK Padang. The data were collected by using test. The result of the test showed that students had different ability in translating text. In general, students' ability in translating text was categorized good.

Keywords: *Students, Ability, Text, and Translation.*

1. INTRODUCTION

English as foreign language in Indonesia makes students in Indonesia in every level of school study it. English lesson become primary lesson. Therefore mastering English is an important one. Many aspects related to English. They are vocabulary, grammar and translation. To understand English, we need to interpret what the speaker or text talk. Therefore, we need to transform the text or what the speaker says in our mind. For a text or a book, it needs to comprehend the text through translation. Translation is not an easy job. It needs fully concentrated and mastering English. Thus, English language has many components that should be mastered.

Nowadays translating activities continue to be more important practices, especially in Indonesia and in approaching globalization era, translation activity has a large benefit in developing knowledge or science as well as in international exchange of culture. Translation does not only transform one language to another one, but also give the right information to convey its content well. In this case, foreign literature influences much toward Indonesian literature because they are closely related to each other scientifically.

Some people have problems when they read English. This situation can make a serious problem in educational systems. Since, there are many sources of leaning in English that can be gotten such as journal,

books and magazine. Inability to understand written English is one of the problems that caused lack of information. For students at university, there are many journals, books and sources that can be used accessed. The sources are used English as the language. The problem is lack of ability in translating the text. To translate a text needs a serious duty. There are many aspects that should be mastered by students when they want to translate a text. They should know grammar, word choice and meaning of the source text that they translate. Therefore, this research will analyze students' ability in translating text at Universitas Putra Indonesia YPTK Padang

Newmark (1988) defines translation is rendering the meaning of a text into another language in the way that the author intended the text. Moreover, Nababan et al (2012: 44) clarifies that a good translation has to fulfill some criteria such as accuracy, readability, and acceptability. To make a good translation, translator needs to exceed several processes. Larson (1984:3) says that there are many problems to face in translation; these remind us that many aspects are involved in it including communication situation, cultural context of source language text, lexicon and grammar. The important thing in translation that we have to know is the fact that every language has its own system, structure, and rule. English has different way in arranging word by word to be phrases, sentences, paragraphs, or essay. Gill cited in Serhan (2011: 477) state that translation is of great value in sensitizing students to contrasts and comparisons between the grammars of their own language and the source language.

Translation is an activity that raises students' awareness toward similarities and differences between source and target language grammatical structure. The differences of grammatical structures between source and target language often result in some change in the meaning

during the process of translation. A translator must comprehend both the structure of source and target language well because a translation is not simply a matter of different word choice, but of different grammatical structures as well.

There are many definitions about translation since many experts have their own idea from different point of view about the notion of translation. Newmark (1988: 5) states that translation is rendering the meaning of a text into another language in the way that the author intended the text. In the other hand, Newmark cited in Sudartini (2009: 3) states that "translation is the superordinate term for converting the meaning of any utterance of any source language to target language".

Basnett (2002: 12) states that translation as a process that involves the delivering of a source language (SL) text into the target language (TL) so as to ensure that the surface meaning of the two will be approximately similar and the structures of the SL will be preserved as closely as possible but not so closely that the TL structures will be seriously distorted".

Hatim & Munday (2004: 6) also proposes three notions on the word translation as,

1. Translation is the process of transferring a written text from source text (ST) to target text (TT), conducted by a translator, or translators, in a specific socio-cultural context.
2. The written product, or TT, which results from that process and which functions in the socio-cultural context of the TL.
3. The cognitive, linguistic, visual, cultural and ideological phenomena which are an integral part of 1 and 2.

From the definitions above, there are two key words about translation, that is meaning and equivalence. Meaning in the target text must be equal with the meaning

in the source text, although it is in different form and structure. In conclusion, translation is a process of replacing message from one language into another language by finding the equivalence both in meaning and style without change the meaning of the text.

Suryawinita (1987) in Nababan's book explain the process of translation, those are (1) Analyzing the source text; (2) Transferring the meaning; (3) Reconstructing. There are three types of translation cited in Rushansah (2013) are (1) Word-forword translation; (2) Literal translation; (3) Free translation. Equivalence as proposed by Baker (1992: 5) is divided into five categories, that is, equivalence at word level, equivalence above word level, grammatical equivalence, textual equivalence and pragmatic equivalence. However, the study will be restricted the discussion only on grammatical equivalence and pragmatic equivalence. Then, because of the writer life in Indonesia and the writer is studying in English department, so this research just focus on one direction, that is from English into Indonesian.

The use of pronouns is one of the problems that must be concerned by the students in doing translation, especially in translating from English into Indonesian. Catford cited in Baker (1992: 95) states that, Bahasa Indonesia has a nine-term pronoun system where English has only seven. Thus, the students must be careful in choosing the pronouns that must be used. The pronouns must be appropriate with who is spoken, situation of the conversation, and intimacy between speakers based on the cultural term of the target language.

2. METHOD

The method of this research is a descriptive research. Gay and Airasian (2000) state that descriptive research

determines and reports the ways thing are. It is told about something occurs in the field. Further, Gay and Airasian also add there are two reasons why people use the descriptive method. First, a high percentage of reported research studies are descriptive in nature. Second, the descriptive method is useful for investigating a variety of educational problems

This research did at English study program of UPI YPTK Padang. The location is on Jalan Lubuk Begalung Padang, Sumatera Barat province. The research was taken at second semester on 2019/2020 academic year.

Sugiyono (2010: 117) defines that population is a generalization region consisting of objects or subjects that have certain qualities and characteristics are determined by the researcher to be studied and then make conclusion. In this research, the population is total number of students of English study program of UPI YPTK Padang.

Best and Kahn (1995: 13) defines that a sample is a small proportion of population selected for observation and analysis. This statement means that sample is part of individual members which is chosen to represent of the whole population. In this research, the sample is students of English language study program of UPI YPTK Padang. They are thirty students. The sampling used is total sampling

3. FINDINGS AND DISCUSSION

From some students' translation text from Indonesia to English, there are some students' translation chosen as sample randomly.

The text had some phrases. Students asked to translate noun phrase from Indonesia to English correctly. Noun phrase had two parts. They are left handed noun phrase and right handed noun phrase.

Table 1. Students' Ability in Translating Noun Phrase

Noun phrase	Students' translation
<i>Sebuah pesan rahasia</i>	1. The secret message 2. A secret message 3. Message secret 4. A secret message 5. A sacret message 6. A secret message

The first student's translation is more appropriate do not use 'the' but use a. 'the' is used when it had explanation before about the message. Second student's translation had correct answer in translating noun phrase. The third student had incorrect translation of noun phrase. She/ he translated it into 'message secret.' It translated directly and the word order is like Indonesia.

The second noun phrase is *seorang penyampai pesan*. Students' translation can be seen in the following table:

Table 2. Students' Ability in Translating the Second Noun Phrase

Noun phrase	Students' translation
<i>seorang penyampai pesan</i>	1. Someone we can call messenger 2. People who wants to send message 3. The messenger 4. A man which has a message 5. Someone arriving message 6. A reteller message

Then, students' ability in translating passive voice that was in the text, it can be seen as follows

Table 3. Students' Ability in Translating Passive Voice

Passive sentence	Students' translation
<i>Pesan itu ditulis oleh seseorang</i>	1. The message wrote by someone 2. Message was written by someone

3. The message was written by someone
4. The message wrote by someone
5. The message is written by someone
6. The message was written by someone

From the students' answer, the acceptable answer is four answers. They are the second, third, fifth, and sixth answer. Active sentence had happen in the past. So, passive voice should also be in the past.

Table 4. Students' Ability in Translating Active Sentence

Active sentence	Students' translation
<i>Dia mengirim pesan dua minggu lalu</i>	1. She sent a message two weeks ago 2. She sends a message two weeks ago 3. She sent message two weeks ago 4. She sent message two weeks ago 5. She sent a message two weeks ago

It showed that students' ability in translating active sentence was categorized good.

Table 5. Students' Ability in Translating Present Progressive Sentence

Active sentence	Students' translation
<i>Dia (perempuan) sedang memasak sebuah kue sekarang</i>	1. She is cooking a cake now 2. She cooking a cake right now 3. She is cooking a cake right now 4. She cooks a cake now 5. She is cooking a cake now 6. She is cooking a cake now

From students' answer, it can be known that students had good ability in

translating present progressive tense. Only a few of them had mistake in translating it.

Table 6. Students' Ability in Translating Past Progressive Sentence

Active sentence	Students' translation
Dia sedang makan ketika saya datang	1. She was eating when I came 2. She was eating when I come 3. She was eating when I came 4. She was eating when I came 5. She was eating when I came

From the table, it showed that students had good ability in translating past progressive tense.

Table 7. Students' Ability in Translating Simple Past Sentence

Active sentence	Students' translation
Mereka membawa pesan kemarin	1.They bring message yesterday 2.They brought a message yesterday 3.They brought a message yesterday\ 4.They brought message yesterday 5.They brought message yesterday

Students can translate from Indonesia past sentence into English. A few of student had mistake, she/ he forgot to change the verb into second. She/ he forgot to change to second verb regular or irregular verb.

4. CONCLUSION

From the finding, it can be known that students' ability in translating sentences in the text from Indonesia to English was categorized good. it was proved by most of students can translate sentences from Indonesia to English. The

sentences consist of passive and active sentences, noun phrase, simple present, past and future sentences. Nevertheless, some students were still doubt in changing active to passive or changing from passive to active and how translate them.

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