

Students' Ability in Translating English Noun Phrase into Indonesian at FKIP Universitas HKBP Nommensen (UHN)

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Abstract: *This research aims to find out the students' Problems in Translating English Noun Phrase into Indonesian at FKIP UHN. The method used in this research was qualitative research design. Subject of research is the students at grade III who sit in the class of English Translation into Indonesian at FKIP UHN Pematangsiantar. The researcher selected 30 students as subject of the research. The object of the research is the students' Problems in translating English noun phrase into Indonesian at grade III who sit in the class of English Translation into Indonesian at FKIP UHN Pematangsiantar. There were seven questions will be given to the students to be translated from English into Indonesian. In collecting the data, the researcher uses some steps: (1) Explanation the method of translation and narrative text of the legend, (2) Asking the students to translate English noun phrase into Indonesian. The research findings are Noun Phrase type 1 and 2 can be translated well. The complexity of phrasal construction consequently affects the quality or problem in translating English noun phrases into Indonesian. In other words, the more complex the construction of the English phrase, the more difficult it is translated into Indonesian; and so is the reverse.*

Keywords: *Ability, noun phrase, strategy, translation*

I. INTRODUCTION

Translation is an activity which almost everybody can do. However, there is a problem due to the translation. Hasibuan (1991:11) argues that there is an acute problem of seeing translation as an activity. A satisfactory translation is always possible, but a good translator is never satisfied with what he or she has done. In learning a foreign language, a learner sometime translates the forms and the function of that language into another language. For example, in reading an English book, English learners from Indonesia tend to transfer the meaning of Bahasa Indonesia into English. The learners need dictionary to translate the English text with appropriate word without losing the original meaning of it. When we speak of the form of the Source Language, we are referring to the actual words, phrases, clauses, sentences, paragraphs, and so on, spoken or written. In translation, the form of the source language is replaced by the form of the Target Language. Doing translation is not an easy task because it needs a complete knowledge or ability of grammar. A translator will only be able to transfer the meaning of what is to be translated, if he has a complete acquisition of structure and vocabularies used in materials to be translated. On the other hand, from the view point of the language into which materials to be translated, the ability of translators' language will also show how well the information has been successfully transferred. The meaning is not properly understood by the

recipient if there are many ungrammatical sentences, as well as, there are many of inappropriate vocabularies in using (Larson, 1984).

Furthermore, the content in translating a text from one language (source language) into other language (target language) is important. If a translator is lack of grammatical knowledge and poor mastery of vocabularies of the target language, in this case English he might not transfer the meaning correctly and automatically the content will be violated. The researcher would like to conduct this study because most of the students who are learning English still have difficulties in translating English noun phrase into Indonesian. Most problems faced by the students are lack of grammar, poor of vocabulary, translating the sentence word by word, unable to arranged sentence appropriate of structure and grammatical, and difficult in multiple meaning. so they cannot transfer the meaning or message correctly. Based on the explanation above the writer wants to conduct a research with the title: "Students' Ability in Translating English Noun Phrase into Indonesian at FKIP UHN. The problem is what are the students' Problems in Translating English Noun Phrase into Indonesian at FKIP UHN? This study is benefit for the English teacher, the researcher, and the students to give information to the English teacher of the researched school about his/her students ability in translating from English into Indonesian.

II. REVIEW OF LITERATURE

2.1 Translation

Translation is the activity of transferring source text or language into target text or language. Hatim and Munday (2004:3) argued that translation is a phenomenon that has a huge effect on everyday life. It is an incredibly broad notion which can be understood in many different ways. For example, one may talk of translation as a process or a product, and identify such sub-types as literary translation, technical translation, subtitling and machine translation; moreover, while more typically it just refers to the transfer of written texts, the term sometimes also includes interpreting. Besides that, Laviosa (2014:36) defined that a useful exercises to understand the differences and similarities between two different cultures and improve the knowledge of both languages. translation is important because we can understand how a foreign language is organized by different and special grammar structures. Translation is an important part of our degree course because in this way we have the possibility to work on language structures in order to know their different functions. Our life is a constant translation. Translation can be considered as a way to understand the world around us. Translation allows us to get in touch with two different cultures. Translation is the experience of the other.

For House (2015:2), translation can be defined as the result of a linguistic-textual operation in which a text in one language is re-contextualized in another language. As a linguistic textual operation, translation is, however, subject, and substantially influenced by, a variety of extra-linguistic factors and conditions. In addition, Hatim and Munday (2004:112) explained that the volume of translation conducted worldwide has increased dramatically in the last fifty years. Even though English may have become a lingua franca of world trade, it is the increasing globalization and the advent of the internet that have meant that promotional literature, technical manuals, web pages and all ranges of other communication are being translated into other languages at a faster and faster pace. Based on the quotations above it can be concluded that translation is the activity of transferring source language into target language by

following the target language culture and without changing or missing meaning of the source language.

2.2. Kinds of Translation

Jakobson as quoted in Hatim and Munday (2004:123) classified three kinds of translation. They are as following:

1. Intralingual translation or rewording

It is an interpretation of verbal signs by means of other signs of the same language. The intralingual translation of a word uses either another, more or less synonymous, word or resorts to a circumlocution. Yet synonymy, as a rule, is not complete equivalence but not every bachelor is a celibate. A word or an idiomatic phrase-word, briefly a code-unit of the highest level, may be fully interpreted only by means of an equivalent combination of code-units.

2. Interlingual translation or translation proper

It is an interpretation of verbal signs by means of some other language. Like wise, on the level of interlingual translation, there is ordinarily no full equivalence between code-units, while messages may serve as adequate interpretations of alien code-units or messages. Translation from one language into another substitutes messages in one language not for separate code-units but for entire messages in some other language.

3. Intersemiotic translation or transmutation

It is an interpretation of verbal signs by means of signs of non verbal sign systems. No linguistic specimen may be interpreted by the science of language without a translation of its signs into other signs of the same system or into signs of another system.

2.3. The Reasons of Teaching Translation in the Classroom

Duff (1990:6) stated that teaching translation in classroom have four purposes, as following:

a. Influence of the Mother Tongue

We all have a mother tongue, or first language. This shapes our way of thinking and to some extent our use of the foreign language (pronunciation, choice of words, tone, word order, etc.). Translation helps us to understand better the influence of the one language on the other, and to correct errors of habit that creep in unnoticed (such as the misuse of particular words or structures). And, because translation involves contrast, it enables us to explore the potential of both languages-their strengths and weaknesses.

b. Naturalness of the Activity

Translation is a natural and necessary activity more so, indeed, than many of the fashionable activities invented for language learners. Outside the classroom- in offices, banks, factories, shops, and airports - translation is going on all the time. Why not inside the classroom?

c. The Skills Aspect

Language competence is a two-way, not a one-way system. We need to be able to communicate both ways: into and from the foreign language. Text books, understandably, place great emphasis on competence in the foreign language. Yet little guidance is given on how to communicate back into the mother tongue, as any professionals need to do in their daily work. Translation is ideally suited for practicing this vital skill.

d. The Reality of Language

The proper material of translation is authentic, not 'made up' language. And all language is relevant to translation - all styles and registers of both speech and writing. Translation need not be confined to literature, because the material is authentic and wide-ranging in scope, the learner is being brought into touch with the whole language, and not just those parts isolated by the textbook. This is an aim to be found in almost all course descriptions: 'to increase the students' power and range of expression'. Translation will certainly do this.

2.4. The Purposes of Translation in the Classroom

Duff (1990:7) stated that teaching translation in classroom have four purposes, as following:

1. It is an activity which invites speculation and discussion. In translation, there is rarely a right answer. Students can work in groups for oral discussion. The texts, which can be very short, serve as material both for reading and for discussion.
2. Translation develops three qualities essential to all language learning: accuracy, clarity, and flexibility. It trains the learner to search (flexibility) for the most appropriate words (accuracy) to convey what is meant (clarity). This combination of freedom and constraint allows the student to contribute their own thoughts to a discussion which has a clear focus on the text.
3. Depending on the students' needs, and on the syllabus, the teacher can select material to illustrate particular aspects of language and structure with which the students have difficulty in English. By working through these difficulties in the mother tongue, the students come to see the link between language (grammar) and usage.
4. Translators will always be needed. Without them, there would be no summit talks, no *glasnost* or *perestroika*, no Cannes Film Festival, no Nobel prizes, no advances in medicine, science, or engineering, no international law, no Olympic Games, no *Hamlet*, no *War and Peace* . . . And who is to do all this necessary work? Either the professionals themselves, or the students of language. Only translation can give them the training they need.

2.5. Problems in Translation

Bassnett (2002:33-39) stated that the problem of evaluation in translation is intimately superior. It is concerned with the central issues of translation, with the problem of equivalence, loss and gain, and untranslatability and with the question of translation as a part of communication theory.

a. Equivalence Problems

Popovič, in Bassnett (2002:33-39) distinguishes four types of equivalence problems, they are as following:

1. Linguistic equivalence, where there is homogeneity on the linguistic level of both source language and target language texts.
2. Paradigmatic equivalence, where there is equivalence of 'the elements of a paradigmatic expressive axis.
3. Stylistic (translational) equivalence, where there is functional equivalence of elements in both original and translation aiming at an expressive identity with an invariant of identical meaning.
4. Textual (syntagmatic) equivalence, where there is equivalence of the syntagmatic structuring of a text.

b. Loss and Gain Problem

According to Bassnett (2002:38), once the principle is accepted that sameness cannot exist between two languages, it becomes possible to approach the question of loss and gain in the translation process. It is again an indication of the low status of translation that so much time should have been spent on discussing what is lost in the transfer of a text from source language to target language whilst ignoring what can also be gained, for the translator can at times enrich or clarify the source language text as a direct result of the translation process.

c. Untranslatability

According to Catford, as quoted by Bassnett (2002:39), there are two types of untranslatability, which he terms linguistic and cultural. Linguistic untranslatability occurs when there is no lexical or syntactical substitute in the target language for a source language item, for instance *horas*, while *Cultural untranslatability* is due to the absence in the target language culture of a relevant situational feature for the source text. For example, the different concepts of the term for bathroom are untranslatable in an Indonesian, English, Finnish or Japanese context, where both the object and the use made of that object are not at all alike.

2.6. Procedures of Translation

Vinay and Darbelnet as quoted in Hatim and Munday (2004:149-151) argued the procedures of translation, as following:

1. Borrowing

Venuti (2000:84-93) as cited in Herman (2015:4) say that borrowing is the simplest of all translation procedures. In borrowing procedure, the Source Language is directly transferred to the Target Language. In other words, this procedure means that one language borrows an expression form from another language. These procedures mean that one language borrows an expression form from another language.

2. Calque

A calque is a special kind of borrowing whereby a language borrows an expression form of another, but then translates literally each of its elements. The result is either: A lexical calque: a calque which respects the syntactic structure of the TL, whilst introducing a new mode of expression or structural calque: which introduces a new construction into the language.

3. Literal Translation

Literal, or word for word, translation is the direct transfer of a SL text into a grammatically and idiomatically appropriate TL text in which the translators' task is limited to observing the adherence to the linguistic servitudes of the TL.

4. Transposition

It involves replacing one word class with another without changing the meaning of the message. Besides being a special translation procedure, transposition can also be applied within a language. Example: Dia akan kembali - he would return

5. Modulation

Modulation is a variation of the form of the message, obtained by a change in the point of view. This change can be justified when, although a literal, or even transposed, translation results in a grammatically correct utterance, it is considered unsuitable, unidiomatic or awkward in the TL.

6. Equivalence

It is about one and the same situation can be rendered by two texts using completely different stylistic and structural methods. Most equivalences are fixed and belong to a phraseological repertoire of idioms, clichés, proverbs, nominal or adjectival phrases. In general, proverbs are perfect examples of equivalences.

7. Adaptation

It is used in those cases where the type of situation being referred to by the SL message is unknown in the TL culture. In such cases translators have to create a new situation that can be considered as being equivalent. Adaptation can, therefore, be described as a special kind of equivalence, a situational equivalence. It is particularly frequent in the translation of book and film titles.

III. RESEARCH METHODOLOGY

3.1. Research Design

This research was considered as qualitative research. This research used qualitative method because it conducts to describe situation, events, or occurrences of the basic data. Creswell (2014:4) stated that qualitative research is a research for exploring and understand the meaning individuals or groups ascribe to social or human problem. That was to say, it aimed to help us to understand the social world in which we live and why things were the way they are. In this study, the researcher used an observation to analyze what the student's difficulties in grammatical problems of students' translation. Hence, Hancock & Ockleford (2009:18) stated that observation is a technique that can be used when data cannot be collected through other means, or those collected through other means are of limited value or are difficult to validate.

3.2. Subject of the Research

Subject of research was the students at grade III who sat in the class of English Translation into Indonesian at FKIP UHN Pematangsiantar. The researcher chose 30 students as subject of the research.

3.3. Object of Research

The object of the research was the students' Problems in translating English noun phrase into Indonesian at grade III who sat in the class of English Translation into Indonesian at FKIP UHN Pematangsiantar. There were seven questions will be given to the students to be translated from English into Indonesian.

3.4. Technique of Data Collection

Collecting data is how they can be used, and how they can be constructed. Here, the researcher used an essay test to test the students' ability in translating noun phrases. In collecting the data, the researcher uses some steps:

1. Explaining the method of translation
2. Explaining narrative text of the legend and
3. Asking the students to translate English noun phrase into Indonesian.

3.5. Technique of Data Analysis

Qualitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants' definition of the situation, noting patterns, themes, categories and regularities. In analyzing the data, the researcher uses some steps: (1). Collecting the data, (2) Identifying the problems from the students' answer sheet, (3) Classifying problems, (4) Describing problems based on their type, (5) Analyzing the students' errors. In analyzing the data, the writer uses a percentage correction technique by using the formula as follows: $\text{problems Percentage (\%)} =$

$\frac{\text{The Number of problems of Each Category}}{\text{The Total Number of problems}} \text{problems Percentage (\%)} \times 100\%$

3.6. Triangulation

Triangulation is as a validity procedure where researchers look for convergence among multiple and different sources of information to form themes or categories in a study. In a broad way triangulation is defined as the use of multiple methods mainly qualitative and quantitative methods in studying the same phenomenon (Jick, 1979) for the purpose of increasing study credibility. This implies that triangulation is the combination of two or more methodological approaches, theoretical perspectives, data sources, investigators and analysis methods to study the same phenomenon. The researcher used theory kinds of problems in translating such as: grammatical problems and lexical problems.

The theory explains that grammatical problems is Grammatical problems is way of finding adequate lexical equivalent and identifying the meaning components of lexical items of a language have been discussed. There are many grammatical problems in translating such as clause by clause and phrase by phrase. Phrase is a grammatical term referring to a group of words that does not include a subject and verb. So, there are types of phrase such as: verb phrase, noun phrase, adjective phrase, and prepositional phrase. The data of this research is qualitative research and the researcher analyzed kinds of problems phrase by phrase found in grammatical problems.

IV. RESEARCH FINDINGS

After analysing the data of students translation result, the researcher found some of students' problems in translating noun phrases from English into Indonesian, they were:

1. Noun Phrase type 1 and 2 can be translated well.
2. The nuance of meaning that is referred to the English plural remote demonstrative (type 3) can't be comprehensively translated into Indonesian.
3. The meaning of the noun determiner *some* and Noun Phrase *schoolchildren* as in type 4 is sometimes over translated, e.g. '*para anak-anak sekolah ...* or *beberapa anak-anak sekolah...*'
4. The meaning of a technical term *skeleton* 'tulang-tulang' in type 5 and *study* 'penelitian' in type 6 is sometimes mistranslated, and this is actually related to the translator's background knowledge.
5. The meaning of the adverb *one day* in type 7 is sometimes translated and put not in appropriate position, e.g. '*...akan suatu hari...*'.
6. The complexity of phrasal construction consequently affects the quality or problem in translating English noun phrases into Indonesian. In other words, the more complex the construction of the English phrase, the more difficult it is translated into Indonesian; and so is the reverse.

V. CONCLUSION

After describing students' problems in translating noun phrases from English to Indonesian, the researcher concludes that found some problems such as the equivalent meaning in equivalence problems. In short, this study shows that various ways in translating are provided to the translator to achieve accurateness, the equivalence, and made the translation is acceptable. The researcher hopes that this research can be a reference for the other researcher in conducting other research about translation. Further research is still required, especially referring to the translation of other noun phrases using more complex constructions.

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