

**ANALYSIS OF STUDENTS PROBLEMS IN TRANSLATING ENGLISH INTO INDONESIAN PROVERBS: AT XITH
GRADE AT SMA MUHAMMADIYAH MATARAM
IN ACADEMIC YEAR 2014-2015**

¹Rima Rahmaniah, ²Rini Anggriani

¹Dosen Program Studi Pendidikan Bahasa Inggris, Universitas Muhammadiyah Mataram

²Alumni Program Studi Pendidikan Bahasa Inggris, Universitas Muhammadiyah Mataram

Email : rimarahmaniah172@gmail.com

ABSTRACT

The purpose of this study is to know the students problems in translating English into Indonesian proverbs. The writer took the population consist 1 teacher and taken the entire sample that consist of 13 students. The research method applied was a qualitative method by translating proverbs text which is consist 20 items. The result shows that there were eight kinds of problems on the translation of English proverb into Indonesian, they are (1) the meaning error on using article, (2) plural, (3) participle, (4) modal auxiliary, (5) demonstrative, (6) gerund, (7) adjective, and (8) comparative degree. This also describe that the students of SMA Muhammadiyah Mataram still have difficulties in translating skill. The students made the grammatical errors in translating English proverb because they have different point of view from the researcher, they are overloaded with many different tasks, they do not think that grammar point is important, the point is more difficult for them than it seems, and they do not know the function of certain grammar.

Key Words: Analysis, Proverbs, Students, Translation skill.

I. INTRODUCTION

Translation is the solution in understanding the books or other materials or even the conferences as the supporting sources for the development of technology and science which are very important for all the people in the world. For many students', translation is important to understanding the language. As a skill, translation is clearly one of important language process that where students' have to translate English material for their subject.

There are some students' problems in the translation process English into Indonesian: They difficulties understood for words, sentences, structure, grammar, ambiguity, problems that originate from structure and lexical differences between languages and multiword units like idioms and collocations. Another problems would be the grammar because there are several constructions of grammar poorly understood, in the sense that it isn't clear how they should be represented, or what rules should be used to describe them.

Teachers can enhance peer relationships by structuring routines that foster a sense of classroom community. Cooperative learning, peer tutoring, and classroom meetings promote interdependence. These structured student interactions help to dispel the negative effects of cliques while promoting the notion that everyone has something useful to contribute. If students don't have the social skills they need to successfully participate in classroom routines, provide instruction in such skills. The teacher must be thoroughly prepared and patient to confront and provide motivation

for students. And teachers should also provide difficult words contained in the text in order to facilitate the students to translate English text into Indonesian. In addition, teachers also have to explain the text given as to what and how to be the perfect sentences.

From the introduction above, the aim of the study is: To know the students' problems in translating English into Indonesian proverbial the second year students of SMA Muhammadiyah Mataram in academic year 2014-2015.

II. REVIEW OF RELATED LITERATURE

A. Translation Comprehension

Mechura (2005:97). English translation difficulties arising from differences in word order deals with English translation difficulties that result from differences in word order between the syntax of the two languages.

Nida and Taber say that translating consist in reproducing in the receptor language the closest natural equivalence of a source language message, firstly in terms of meaning and secondly in terms of style. Wills says that translation is a procedure which leads from a written source language text and require the syntactic, semantic, stylistic, and text pragmatic comprehension by the translator of the original text, (Aan, 2010:1).

Abbdi (2004:26). Translation Problems faced by Professionals translating from English into Indonesian. A corpus based study proposes to explore translation problems in English into Indonesian translations empirically and add find

tangible evidence on the areas that pose real problems for professional translators.

A good translation, therefore, does not sound like translation; it flows naturally as if it is originally written in the target language. The grammar and vocabulary used in the translation are not strange and awkward. So “translationese” (formal fidelity) should be avoided as far as possible. In short, a natural equivalent should be reached in order not to spoil the content and the impact of the conveyed message, (Aan, 2010:3).

B. Translation

Hatim and Munday (2004:114) say that “translation is a phenomenon that has a huge effect on everyday life.” The first of these two senses relates to translation as a process, the second to the product. The first sense focuses on the role of the translator in taking the original or source text (ST) and turning it into a text in another language (the target text, TT). The second sense centers on the concrete translation the product produced by the translator. Machali (2000:96) notes that “translation as an operation performed on languages: a process of substituting a text in one language for a text in another”.

C. Interpretation

Translation of oral text is called interpretation. The person who interprets is called an interpreter. He transfers the meaning orally from source language into the target language. We can meet interpreter in a conference where he interprets the speech in English into Indonesian orally, or an interviewer who talks to foreigner who English speaks in his native language, than in turn he explains the foreigner language’s utterances into Indonesian.

D. Transformation

Transformation is transferring the form of one language into another language. It concerns with the word form in a sentence. Transformer is a person who transfers the form of source language into target language by giving emphasis on the equivalence form of the first and the second language. If the equivalent form is not found since the different system between the language, he usually forces to adjust the form. Consequently, he ignores the consistency of the meaning being transferred. Anyway the consistency of sentence form is a priority in transformation.

E. Translation Procedures

The translation principles describe in the previous chapter may serve as a general reference that should be taken into account at a whole text or discourse level. Translation procedure, however, is used as a technical guide in translating phrase to phrase, sentence to sentence. According to Suriyawinata and Hariyanto (2003:67-78) the procedure can be

divided into two types: structural and semantic procedures.

a. Structural procedures

These procedures which deal with structural problems may be divided into three procedures; they are edition, subtraction and transposition.

Addition It is a addition of words in the target language as required by the target language structure. For example, *dia pesawat* should be translated into *she is a nurse*.

Subtraction Its means the reduction of the structural elements in the target language in order to be structurally acceptable, for example, in a sentence *he is an engineer*, the translation in *bahasa Indonesian is dia insinyur*.

Transposition This procedure, according to suriyawinata and hariyanto (2003), is used to translate clauses or sentences. The translator uses this procedure by changing the original structure of the source language in the target language sentences to procedure an equivalent effect. For example, the sentences *alat music bisa di bagi menjadi dua kelompok besar* can be translated into *musical instruments can be divided into two basic groups*.

b. Semantic procedures

These procedures are the translation procedures based on the consideration of meaning. The procedure is as follows:

Borrowing It is the translation procedure which takes the source language form into the target language one due o a gap in its lexicon (2000:84). According to Suriyawinata and Hariyanto (2003:71), borrowing covers transliteration and naturalization. Transliteration is a translation procedure that maintains the source language words such as: *mall, sandal, orangutan* into bahasa Indonesia, *mall sandal, orang hutan*, respectively. Naturalization is the adaptation of the source language words to the target language words, for examples, the word *kampung, sarung, bamboo* in *bahasa Indonesian* is translated into *kampung, sarong, bamboo*, respectively in English.

F. Translation Process

The translation process is the procedure or steps or order of technical devices used to transfer the meaning of a text in one language into a text in another language or the SL message to TL message equivalently. The translation process implies an entire process of how a translator produces equivalences between a text and portions of text into another language. Translation is the process to transfer written or spoken source language text to equivalent written or spoken target language text.

comparative degree (6) participle (7) article and(8) plurals.

a. Error in modal auxiliary

Modal auxiliary generally expresses a speaker's attitude, or moods. And it can express that a speaker feels something is necessary, advisable. Permissible, possible, or probable, and in addition, they can convey the strength of these attitudes.

In the translation document, there was that indicated modal auxiliary. The proverb is *By the will of the God*. The writer found that all number thirteen, *By the will of the God*, the meaning is "diluar kemampuan manusia". The students answered are "tuhan akan menunjukan segalanya".

III. RESEARCH METHOD

The method of the study is applied in qualitative method, this inspired by the aims of the research are to know the students' problems in translating English into Indonesian. Therefore, the research was describe the existence of the second year students of SMA Muhammadiyah Mataram in learning English into Indonesian proverb text in academic year 2014-2015.

A. Population and Sampling Techniques

Population is totality subject of the research (Arikunto 2002:22). The population of the investigation is the whole students of SMA Muhammadiyah Mataram in academic year 2014-2015. They consist of the 14 students. According to the Arikunto (2002:22), if the population more than one hundred it is better to take all of them as a sample of the research. This research is called research population because all of the populations are as the sample of the research.

B. Data Collection Procedure

The writer used document analysis to know standard students' difficulties in writing proverb. Proverb is part of speech (or word class) that is primarily used to modify literal, metaphorical, descriptive, or other proverb. Proverbs can also modify verb, adverbs for complete sentences.

C. Data Analysis Procedure

The data analyzed through the following procedures: Firstly, the researcher identifies the document proverb to find out the students' problems. Secondly, the researcher was classifying the types of students' errors in translating English document proverb into Indonesian. Thirdly, the research was analysis the students problems in translating English document proverb into Indonesian. The students' answers are used to find out their problems in translation English proverb document into Indonesian.

IV. RESULT AND DISCUSSION

A. The Result of the Students Problems in Proverb Test

First, I explain the meaning of proverbs and three kinds of proverbs. Second, I had given the students' document for they answer. Third, I explain difficult words to helping them difficulties and the last they answer the document to support the data than the students problems are used to find out their problems in translating English into Indonesian proverbs.

Based on the data analysis, the researcher found out that there are eight kinds of the grammatical errors; (1) modal auxiliary, (2) demonstrative (3) adjective (4) gerund (5)

Table 1. The Students Problems in Errors of Modal Auxiliary

Text	Students' translation	Expected translation
By the will of the God	Tuhan akan menunjukan segalanya Tuhan yang maha pencipta	Diluar kemampuan manusia

From the Table 1, we can know that English education students translated the proverb lexically for the last translation. And for the first and second translation. They translated grammatically but they still do not understand the grammar rule used.

b. Error in demonstrative

Demonstrative, like article, adjective, and other noun modifiers, has the same form whether the noun it modifies is in the subject position or in the object position. It has four kinds, they are This, That, These, Those. In the article, there is "the" and it is not needed to be translated. And the problem, some students still looked the demonstrative as article "the". So, in line with them, it is not needed to be translated, whereas demonstrative has meaning that need to be translated.

There are some numbers that contain demonstrative in the translation test. The proverb is *that tongue is fire*. From the students result in answering the test, number seventeen, the question is *that tongue is fire*, and the meaning should be "lidah itu adalah api". There are still three students that translate "lidah adalah api".

Table 2. The Students in Error of Demonstrative

Text	Students translation	Expected translation
That tongue is fire	Lidah adalah api	Lidah itu adalah api

There were just two numbers that contain demonstrative in the translation test, but the students made errors on both. It can conclude that they were not careful in using demonstrative.

c. Error in adjective

In grammar, adjective modifies noun. Adjective gives a little different meaning to a noun. It is neither singular nor plural. Almost all numbers contain adjective, but the student only made errors on adjective on numbers seven and nineteen. The proverb are *my sister is a beautiful girl* and the meaning is "kakak saya seorang gadis yang cantik", but he translated "saudara perempuan itu adalah wanita cantik"; and the other is *beauty is in the eyes of the beholder*. The meaning is "berbeda orang maka berbeda kecantikanya". And there are five students translated "melihat dengan mata yang indah". They forgot that they need translate "beauty", it also modifies noun, cantik.

Table 3. The Students Problems in Error of Adjective

Text	Students translation	Expected translation
My sister is a beautiful girl	Saudara perempuan itu adalah wanita cantik	Kakak saya seorang gadis yang cantik
Beauty is in the eyes of the beholder	Melihat dengan mata yang indah	Berbeda orang maka berbeda kecantikanya

For the first translation, the student assumed that apostrophe (') before "s" is abbreviation of "is", so they translate *adalah*. It shows possessive. The second proverb, there are two adjective; beautiful, beauty. Some students forgot translated first adjective, "beauty".

d. Error in gerund

A gerund is the -ing form of a verb used as a noun. It is used in the same ways as a noun, as a subject or an object. There are two forms of gerund, active (V-ing) and passive (being + V3).

There are two proverbs about gerund. They are *I have been playing basketball since ten o'clock, killing two birds with one stone*.

In number four, the proverb is *I have been playing basketball since ten o'clock*. Six students translate "saya bermain basket sejak jam 10". The correct answer is "saya bermain basket sejak jam 10 tepat", because that is active. And number eleven, *killing two birds with one stone*. Killing is noun and the meaning is "minum". There are nine students answered "bunuh".

Table 4. The Students Problems in Error of Gerund

Text	Students translation	Expected translation
I have been playing basketball since ten o'clock	Saya bermain basket sejak jam 10	Saya bermain basket sejak jam 10 tepat
Killing two birds with one stone	Dua burung dibunuh dengan satu batu	Menyelam sambil minum air

The students translated "saya bermain basket sejak jam 10", the proverb should be *I have been playing basketball since ten o'clock*. Ten o'clock is active forms, so it must be translated "10 tepat".

e. Error in comparative degree

Comparative degree is -er or more form that show comparison between two things or people. Comparative degree is the smallest error that student do in translating English proverb in the test because it was only one number. But there are still three students that made error on it on number ten. The proverb is *two heads are better than one* and the meaning is "dua orang yang bekerja itu lebih baik daripada satu". Three students translated "kepala dua lebih baik dari pada satu". So, there is just little student that still did not understand comparative degree.

Table 5. The Students Problems in Error of Comparative Degree

Text	Students translation	Expected translation
Two heads are better than one	Kepala dua lebih baik dari satu Satu pikiran lebih baik dari dua	Dua orang yang bekerja itu lebih baik dari pada satu orang

The comparison of adjective contains three degree; positive degree of comparison, comparative degree of comparison, and superlative degree of comparison. The first translation is superlative degree. And the second is positive degree.

f. Error in participle

Error on using participle is the second rank. Participles come in two varieties: past and present. Each present participle and in -ing. On the other hand, past participles do not have a consistent ending. The past participles of all *regular* verbs end in -ed; the past participles of *irregular* verbs, however, vary considerably.

In the translation test, there are five numbers about present participle and two numbers about past participle. But in the test some students made errors only in using present participle. It is because participle V-ing is the same form of gerund. So, the students sometimes confuses whether that is V-ing participle or gerund. If we want to differentiate between gerund and participle is if participle as adjective and it is before noun, but gerund is after adjective and it is as noun.

We can see number six almost all students made error on it, whereas they succeed translate participle form on other numbers. Only one student translated correctly. The proverb is the *killing two birds with one stone*. The meaning is "menyelam sambil minum air". The students' wrong answer is "dua burung dibunuh dengan satu batu".

Table 6. The Students Problems in Error of Participle

Text	Students translation	Expected translation
Killing two birds with one stone	Dua burung dibunuh dengan satu batu	Menyelam sambil minum air

The students confused to differentiate whether the proverb above is present participle or gerund, because there is noun *birds*. Fortunately, *killing* can be translated "membunuh" and "bunuh". For this proverb, *killing* is translated "minum" because the word is congruent with condition that is "proverb".

g. Error in article

Article is the simple thing in English but often forgotten by many students. There are three kind of article in English, *A*, *An*, and *The*. There are two numbers about article *A*, and two numbers article *The*.

The students made errors on using article *A* and *The*. The article *A/The* is used in the first sentence to indicate that noun which the speaker is talking about are being mentioned for the first time and they are not identified. Another important use of *A/The* is in sentences of description or classification.

The students made errors on using article *A/The* on number nine, twenty, thirteen, and seventeen. We can see in the Table 7.

Table 7. The Students Problems in Error Article

Text	Students translation	Expected translation
A penny saved in a penny earned	Gaji yang di simpan dalam sebuah mata uang	Menabung akan menghasilkan banyak uang
A cool day	Hari yang dingin	Hari yang cerah
The star shine down	Bintang bersinar ke bawah	Kilau bintang menerangi bumi
That tongue is fire	Lidah adalah api	Lidah itu adalah api

h. Error in plural

The next is errors on using plurals. Some of the students did not know that the plural form using the suffix "s" and "es" must be applied to the countable plural noun. A possible reason for the failure to construct plural noun forms probably because in our language, Indonesian language, there is no plural marker for a noun, so they made errors on it. If we want to say "two books" or "three books" in English we have to add "s" or "es" in

the last of the noun, but in Indonesian, we just say it “dua buku”, “tiga buku” without adding anything.

There are nine numbers about plurals. The students made errors only on number six, ten, eleven, sixteen, and eighteen. We can see the proverb in Table 8. This is the same problem as errors on using article. On article the students forgot the little thing in the end of the words.

Table 8. the Students Problems in Error of Plural

Text	Students' translation	Expected translation
One man's fresh is another man's	Satu laki-laki yang segar dengan laki-laki yang lain	Berbeda orang maka berbeda pemikirannya
Two heads are better than one	Dua kepala lebih baik dari satu	Dua orang yang bekerja itu lebih baik dari pada satu orang
Business is a game	Bisnis adalah permainan	Berbisnis adalah permainan
Ina's decision is a nightmare for his brother	Keputusan ina adalah mimpi buruk bagi keluarganya	Keputusan ina adalah sebuah mimpi buruk untuk saudaranya

From table above, actually it is easy, if in the end of noun there is *s/es*, like men, heads, business and Ina's, we just translated as plurals.

The result of the research is known concretely after doing an analysis of the data. By using this analysis, the writer is able to know the grammatical errors made by XITH grade at SMA Muhammadiyah Mataram in translating English proverb into Indonesian.

The result of translating English proverb into Indonesian shows that when the students translated the proverbs, they still made the grammatical errors in some questions. From the Table 2 and 6, we knew there were two numbers that were difficult for students to translate them correctly, about participle and modal auxiliary.

Sometimes, the students emphasize at a whole meaning of words, whereas they are asked to translate grammatically in some cases. For example: *This iron butterfly*, the meaning is “ini kupu-kupu besi”, the students wrong answer is “kupu-kupu yang kuat, kupu-kupu besi”. In some case, they are not needed translate the proverbs lexically but grammatically.

And almost all students made grammatical errors in number four about gerund. Only one

student translated it correctly. The proverb is the *I have been playing basketball since ten o'clock*; the meaning is “saya bermain basket sejak jam 10 tepat”. The students translate “saya bermain basket jam 10”. It can conclude that they still confuse how to differentiate whether it is V-ing participle as adjective or gerund.

We have discussed before that V-ing participle is as adjective. As adjective, it modifies noun. To differentiate, V-ing participle located before noun. And gerund is as noun. If there is other word, gerund is at the end. Case number six, the students thought that V-ing form of “killing” as gerund. If the students translated it with full attention, they will translate it as gerund because V-ing form of “killing” located before noun (two), so it is not gerund but adjective.

And when we look at Table 1, the highest errors that students made in translating English proverb into Indonesia are using article and plurals. That can happen because some students still confused or didn't pay attention on them. In our language, Indonesian language there is no article form and plural marker. If we want to say “sebuah” or “seorang” there is no form to indicate it. And it did not influence verb, it is different from English language. And in Indonesian language, plural markers do not influence the form of noun.

So that is why many students still made errors in using articles and plural forms. There are differences in grammatical rules in the first language (Indonesian) and foreign language (English). Only some students that are concerned with learning English and having much translation practice that made little error in grammar.

From discussion above, we can know that some students still made grammatical errors in translating English proverb into Indonesian although they have got grammar subject for XIth grade I the college. Their ability in translating English proverb into Indonesian can be categorized less or bad. It is caused by their lack of mastering grammar.

And the writer just analyzed the proverbs, so the students made errors in modal auxiliary, demonstrative, adjective, participle, gerund, comparative degree, article and plural. Many students made errors in using article and plurals.

From the writer research, may it be useful for the learner to do introspection, because grammar is not the easy lesson. Especially, use of article, actually that is easy thing but there are still many students made error in

using it. If we have mastered the grammar, it can support us to translate well.

V. Conclusion

Grammatical errors that are made by the XITH grade at SMA Muhammadiyah Mataram in translating English proverb into Indonesian are on the problems of using article and plural. It can be seen in error on using article, plural, participle, modal auxiliary, demonstrative, gerund, adjective and comparative degree. From the result above, we can conclude that the translation is not the easy.

They not understanding the grammar rule used, they were not careful in using demonstrative, the students forgot translated first adjective, the students made errors on using article, on article the students forgot the little thing in the end of the words. The students made the grammatical errors in translating English proverb because they have different point of view from the researcher, they are overloaded with many different tasks, they do not think that grammar point is important, the point is more difficult for them than it seems, and they do not know the function of certain grammar.

REFERENCES

- Aan E. Fardhani (2010) *a practical guide for translation skill*. Uin. Maliki press.
- Arikunto (2002) *Prosedur Penelitian Sebuah Pendekatan Praktik*, Jakarta PT. Bina Aksara.
- Catford (1965:141). *A Linguistic Theory of Translation*. London: ox-ford University press.
- Catford, Larson, Newmark, Nida, Taber, Nida and Taber in Aan (2010) *a practical guide for translation skill*. Uin. Maliki press.
- Horn (1995). *Materi Pokok Terjemahan*. The Internet Test Journal.
- Hatim and Munday (2004). *The Translator As Communicator*. London: Routledge
- Machari (2000). *Translation and Translating*. The Internet Test Journal.
- Mechura (2005). *Brief Introduction To Genre*. LPMP Jawa Tengah.
- Nababan (2000). *Pengajaran Individual dan Strategi Pengajaran Bahasa dan Analisis Pendidikan*. The Internet Test Journal.
- Newmark peter (1990). *A Textbook Of Translation*. Centre for Translation and Language Studies University of Surrey.
- Renad Abbdi (2004). *Problems of Translation Encountered by Translation Learners of the English Department*. The Internet Test Journal.
- Sugiyono (2013). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Alfabeta, Bandung.
- www.translationmaterial.co.id diakses tanggal 25 maret 2014
- [http/httpnews/httpproblems/httptranslations.co.id](http://httpnews/httpproblems/httptranslations.co.id) diakses tanggal 25 mei 2014