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The **61**st **TEFLIN**

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Solo, 7 - 9 October 2014

PROCEEDINGS

English Language Curriculum Development:
Implications for Innovations in Language Policy and Planning,
Pedagogical Practices, and Teacher Professional Development

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY

BOOK 1

The 61st TEFLIN

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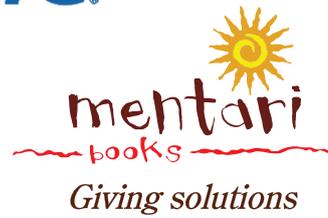Conference 2014

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FOREWORD

These proceedings feature 335 papers out of 531 papers presented at the The 61st TEFLIN International Conference. Enmeshed in the theme, *"English Language Curriculum Development: Implications for Innovations in Language Policy and Planning, Pedagogical Practices, and Teacher Professional Development",* the papers present different lines of scholarship which address such topics as (1) language policy, (2) language planning, (3) needs analysis, (4) language syllabus and lesson planning, (5) language materials evaluation and development, (6) instructional design and language teaching methodology, (7) instructional media and technology, (8) language classroom management, (9) language testing and assessment, (10) language program evaluation, and (11) teacher professional development. The proceedings are alphabetically organized based on authors' names.

All the papers in these proceedings were not peer-reviewed, but the papers published in these proceedings met the basic requirements set out by the committee. All the papers do not exceed a total of five pages (including tables, figures, and references). In the editing process, the editors extended the maximum page limit up to six pages in order to include more papers.

Neither the Conference Committee nor the Editors are responsible for the content, outlook, opinions, and arguments made in the papers. The sole responsibility concerning the ethical aspect, validity of methodology, and political views in the papers rests with the individual authors.

Finally, we would like to extend our sincere gratitude to all of the paper presenters who have shared their bright and inspiring ideas at the conference, and to the board of reviewers and editors who have worked hard in screening all the submitted abstracts. We do hope that readers enjoy reading the papers in the proceedings and find them enlightening and useful.

Surakarta, 7 October 2014
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for The 61st International TEFLIN Conference**

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GRAMMATICAL PROBLEMS ENCOUNTERED BY STUDENTS IN TRANSLATING ENGLISH INTO INDONESIAN AND INDONESIAN INTO ENGLISH

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Abstract: In daily life, language has an important role in making the communication runs smoothly. Without language, communication among the people in the society will not run well because the ideas of someone cannot be transferred to another well. So it can be said that the main function of language is to make the communication becomes smooth. Another function of language is to develop science and technology. The fact shows that the books are mostly written in English. To overcome the problem, translation activities are badly needed. The translators will try to translate well and their translation will be understandable for the readers. This research was done to know (1) the grammatical problems faced by students in translating English into Indonesian and Indonesian into English, (2) the solution taken by the students in translating.This research was descriptive research. The data sources of this research are:1) Documents. The documents in this research is the translated text by the students of English Department who takes translation class an optional subject. The source text is determined by the researcher to get the similar text especially in the level of difficulties. The text is taken from the standardized text. (2) Informants. The informants of this research are 30 students. The result of the research shows that the students have difficulty, hence the problem, in lexis. The students had a little number of exposure to culturally-bound word to express specific expressions. Concerning the strategies, the students made use of various strategies (translation by omission, Translation using a loan word or borrowing, and translating using a more general word) in solving the translations of the words they are not familiar with. The strategies, however, do not always match with the context of the sentence. Based on data analysis, in translating English into Indonesia, the words that became the students' problems are basically the words that are infrequently used in English. The students, who represented the high-ability students, also had problems in translating the words they are not familiar with, including language- and culture-specific items.   Based on the findings, it can be inferred that the students still have difficulty, hence problems, in lexis (Nouns, Verbs, and Adverbs). Their problems showed that they had a little number of vocabularyy in English. In translating Indonesia into English, the data revealed two main areas of problems, namely morphology and syntax. In morphology, the students have difficulty in declination. While in syntax, the problems exist in modification and predication. In modification, the problem exists in noun phrases, while in predication, the problems occur in tense, aspect, voice and status. From the students' translation, it can be inferred that the translation strategies they used are *omission, borrowing or loan word and superordinate*.

Keywords: *Translation, grammar, syntax*

The Background of Research

Translation is a target text written as a result of the translator's comprehension of source text. As a means of communication, the translation should be accurate, clear and natural and also should be there sameness in meaning, parallelism in form.

To get a good translation, there are so many factors that should be remembered by translator. The two important factors are linguistics factor that cover words, phrases, clauses and sentence; non-linguistic factors cover the cultural knowledge on both source and target language culture (Nababan, 1999:20). Other difficulties in translation are related to idiomatic expression because each of the language expresses its own culture where it is used (Tarjana, 2000:2). Another one is noun phrase.

In translating text, there are so many aspects that should be remembered by translator. One of them is mastering language both source language and target language. It is one of the reasons why the researcher conducts the research related to the students' grammatical problems related to the linguistic aspect in both Indonesian and English language. By knowing the problems, the teacher will choose the most appropriate the strategy how to solve the problem to get better students' acquisition.

Research Problems

This research will be done to know (1) What kind of grammatical problems are encountered by students in translating English into Indonesian and Indonesian into English? (2) What are the solutions taken by the students in translating?

Review Related Literature
1. The definition of translation

Translation is not only the transferring something written in source language into target language. Munday (2000:4) says that the term translation itself has several meanings: it can refer to the product and the process. The product involves the translated text and the process involves the translator changing an original written text (source language) into written text (target language) in different verbal language.

Nida and Taber (1982:12) proposes a rather complete definition of translation. According to the two experts, *"Translating consisting of reproducing in the receptor language the closest natural equivalence of source language message, first in terms of meaning and secondly in terms of style."* The definition proposed by Nida and Taber contain some elements that should be taken into account by a translator in performing his/her task: reproducing the message, equivalence, natural equivalence, closest equivalence, priority on meaning and also style.

2. The Nature of Linguistic Meaning and Equivalence

The principle in translation is the sameness meaning in the source language (TL) and the target language (TL). For the message to be 'equivalent' in ST and TT, the code-units will be different because they belong to two different sign systems (language). Jakobson in Munday (2000:37) says that 'Equivalence in difference is the cardinal problem of language and the pivotal concern of linguistic.

3. Translator's Competence

The work of translating is not only transferring them meaning from SL into TL. Besides the language knowledge (SL and TL), the translator should posses cultural knowledge, language style used in SL and TL as well as the process of translation. Nababan says (2004:70) that translators should be competent in (1) Language competence, (2) Textual competence, (3) Subject competence, (4) Cultural competence, (5) Transfer competence.

4. The Process of Translation.

The process of translation is one of the factors that is very important for the translator. In the process of translations, translators do a series of actions in their attempt to transfer message of a source language into a target language, Nida (1964) and Suryawinata (1982) see the translation process consists of three types of activity: the analysis of source language text, (2) the transfer of content or meaning or message, and (3) the restructuring in the target language.

The Purpose of The Research

Based on the research problems, the purpose of this research are (1) to identify and describe the students' grammatical problems in translating English into Indonesian and Indonesian into English (2) Identify the way how they solve these problems.

Research Methodology

Research Design in this research is descriptive qualitative research. Descriptive qualitative research is design to obtain information concerning the current status of phenomenon. It involves the description, recording, analysis, and interpretation of conditions that exist. This research belongs to descriptive qualitative research, since the data are information about students' grammatical problems in translating Indonesian into English and English into Indonesian language, and the way how they solve their problems.

Data sources of this research are documents (the translated text by the students of English Department who takes translation class an optional subject). The informants of this research is the students of English Departments who are taking translation class. The students here is focused on those who are taking translation class as optional subject.

In this research, the researcher used interactive data analysis. There are three steps in this model, they are (1) reduction of data (2) presentation of data,(3) drawing conclusion or verification.

Findings and Discussion

This chapter presents findings and discussion about the problems encountered by the students in translating from **English into Indonesian** and from **Indonesian into English** and the strategies to solve the problems.
1. The Problems faced by the Students in Translating English into Indonesian.

The problems are assumed from the fact that each language has its own way in conveying message, meaning that a language has certain characteristics which are not possessed by other languages. Therefore, concerning with translation, since the translator should try to find the nearest equivalent in concepts or ideas in

the Source Language (henceforth, SL) with those in the Target Language (TL), the structures or concepts which are similar will be easy to translate; however, those which are different will result in difficulty. Such difficulty is assumed to cause problems.

a. Nouns

The students have problems in translating nouns from English into Indonesian. The problems are shown by improper translation, especially in translating nouns dealing with either ordinary words in terms of the name of country, the concept of time, and also currency and culture- specific words.

Example 1: *In Holland, skating is not looked upon a personal sport but as a national pastime.*

The students have difficulty in translating the ordinary word dealing with the name of the country. The students mistranslation of the word *Holland* by translating it into *Belanda,* and *Holland*. Although the word *Holland* is an ordinary words, students mistranslation of the word. The proper translation is *Negeri Belanda.*

The description shows that the students still have difficulty in translating even ordinary words, especially the words describing time, currency, and country, although the words have equivalent in Indonesian. This difficulty is caused by the fact that the students still lack general knowledge.

b. Verbs

As in the case of nouns, verbs also result in difficulties, hence problems, for the students. The difficulties are shown by improper translations made by the students in rendering either single or compound verbs. It seems that the students do not take into account the context of the text and even they misunderstand about the message conveyed by the writer.

Example 6: Even the Queen takes to the ice as soon as it is strong enough.

The nearest equivalent of the sentence is *Bahkan Sang Ratupun ikut terjun ke es begitu esnya sudah cukup keras*. Students variously rendered the sentence into: *Meskipun sang ratu mengambil seluruh es yang ada sesegera mungkin, Meskipun sang ratu bermain dengan segera tetapi dia cukup kuat untuk melakukannya, Bahkan ratu berada di es sekuat mungkin*, and the like. The renderings show that the students misunderstand the message conveyed by the writer.

c. Adverbs

The problem in translating from English into Indonesia dealing with adverb is the adverb of manner. The problem is caused by inadequate syntactic function and meaning of the word in a sentence.

Example 10: When colder weather came, grownups would eagerly test the ice hour by hour.

The nearest equivalent of the sentence is *Ketika cuaca yang lebih dingin tiba, kaum muda dengan penuh semangat menguji es tersebut jam demi jam.* The word *eagerly* is translated into *dengan semangat* in Indonesia.

2. Translation Strategies
a. Translation by Omission

The students use this strategy in their effort at solving difficulty in translating a word. They just omit the difficult word from the translated text. As a result, the message the text has is not fully conveyed in the target language. Improper translation is the result. This kind of omission occurs in the translation of nouns, verbs, and adverbs.

Example 1:(Source text): In fishing village, the men had little to do in the winter …. (Target text): Di desa- desa, para lelaki tidak memiliki banyak pekerjaan di musim dingin.

As shown in the above examples, it is shown that the students omit the words on purpose. He does not care that this results in reducing the message conveyed in the target language.

b. Translation Using a Loan Word or Borrowing

The students use this strategy when they translate the culture-specific word

Example :(Source text): In Holland, skating is not looked upon a personal sport but as a national pastime.(Target text): Di Belanda, skating tidak hanya merupakan olah raga perorangan, melainkan telah menjadi sebuah olah raga nasional.

The students translate the word *skating* into *Skating* in Indonesian, meaning that they do not make any change to the word. They just borrow it from the source language. The borrowing also happens in the verb *to skate* which is translated into berskating.

c. Translation Using a More General Word (Superordinate)

The students use this strategy in translating the following texts.

Example 5: (Source text): … and so had plenty of time to be at the <u>canal.</u> (Target text): … dan mereka menggunakan banyak waktunya untuk berada di <u>saluran</u>

The examples above show the use of superordinate in the target language compared to the source language. In the example 5, the word "canal" is translated into *saluran*.

The discussion above show that the students mainly use three strategies namely omission, borrowing and superordinate or general word.

3. The Problems faced by the Students in Translating Indonesian into English
a. Morphological Problems

Dealing with omission, the students do not give possessive marker *of* or *'s*. This is shown in the following sentences *Permukaan bumi yang dihuni umat manusia senantiasa mengalami perubahan.* The phrase *permukaan bumi* may be translated into *the surface of the earth* and *the earth's surface*, but the students just translate the phrase into *the earth surface.*

Therefore, it can be concluded that the problems concerning with omission *of* and *'s* are potentially caused by the different possessive construction between Indonesian and English.

b. Syntactical Problems

The syntactical problems in this study appear in modification and predication. In modification, the problems existing in noun phrases, while in predication, the problems occur in tense, aspect, voice and status.

c. Modification

In this study, the problems occur since the students make some omissions and improper word order and give the wrong diction to the modifier. The omission , for example, occurs in translating the sentence *Manusia tidak pernah tahu dengan tepat bagaimana bumi tercipta.* This sentence can be translated into *Human beings never know exactly how the earth was created.* In this translation, a shift happens, where a word is shifted into a phrase. It can be inferred that the problems are caused by the fact that there are some differences in the systems existing in English and in Indonesian.

d. Predication

Predication here refers to the relationship between subject and predicate. So, there are two constituents of a structure of predication, namely a subject and predicate (Nelson, 1958: 325). The problems are distributed in four areas namely person, tense, modal, and voice.

c. Person

It seems that the students still have difficulty in a very basic knowledge in the concordance between a subject and a predicate, especially in complex sentences. It is shown, for example in translating the sentence *Permukaan bumi yang dihuni umat manusia senantiasa mengalami perubahan.* The students translated the sentence into *The surface of the earth which is occupied by human beings always change.* The translation shows that the students did not add –s to the verb *change*, although the subject is singular, namely *the surface of the earth.*

f. Tense

There are two tenses in all English verbs namely common tense (present tense) and the past tense, except a few auxiliaries (ought, must). In this study, the students seemed to have problems in using tenses.

For example, in the sentence *Manusia tidak pernah tahu dengan tepat bagaimana bumi tercipta.* The students translated the sentence into, for example *Humans never know exactly how the earth is created or has been made.* These translations show that the students did not consider the past tense. It is widely known that the creation of our earth happened in the past.

g. Mode

The students still have difficulty in translating sentences that make use of modal auxiliaries. Their problems are shown by using sentences violating the rules in English. For example when they translated the clause *…. , maka manusia harus mengenalnya antara lain melalui geology.* This clause can be translated into *Human beings must know it among other through geology.* However, the students translated the phrase *harus mengenalnya* into *…. must being knowing ….., must recognized …., must be know…..* and so on. The translation show that the students still do not exactly understand the rules applied in modal auxiliaries.

h. Voice

In English, verbs can be active or passive voices. Passive voice consists of *be + V + [-ed2].* For example, *They built a house* can be changed into *The house was built.*

In this study, the students have various problems in translating passive sentences from Indonesian into English, such as , omission of be, and improper verb forms.   For example the omission of be occurs in translating the clause   ….. *bagaimana bumi tercipta.* It is best translated into …. *How the earth was created.* But students translated it into ….*how the earth created.*

Conclusions

In translation English into Indonesia, the words that became the students' problems are basically the words that are infrequently used in English. The students, who represented the high-ability students, also had problems in translating the words they are not familiar with, including language- and culture-specific items. Based on the findings, it can be inferred that the students still have difficulty, hence problems, in lexis. Their problems showed that they had a little number of vocabulary in English.

Concerning the strategies, the students made use of various strategies in solving the translation of the words they are not familiar with. The strategies are *omission, borrowing or loan word* and *superordinate*. However, they do not always match the context of sentence.

In translating Indonesian into English, the data reveal two main areas of problems, namely morphology and syntax. In morphology, the students have difficulty in declination. While in syntax, the problems exist in modification and predication. In modification, the problem exists in noun phrases, while in predication, the problems occur in tense, aspect, voice and status. The conclusion is that the students have deficiency on grammatical knowledge, especially on Noun Phrases, tenses, aspects, voices and status.

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