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The Student's Mastery In Translating Indonesian Idiomatic Expressions To English By Using Equivalence Translation

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Abstrak

Penelitian ini bertujuan untuk mengetahui Penguasaan Siswa dalam Menerjemahkan Ekspresi Idiomatik Bahasa Indonesia ke Bahasa Inggris dengan Menggunakan Terjemahan Ekuivalensi. Peneliti mengambil mahasiswa semester lima Fakultas Bahasa dan Seni Medan sebagai populasi penelitian. Sampel penelitian ini berjumlah 30 siswa yang dipilih dengan menggunakan teknik acak. Penelitian ini dilakukan dengan desain deskriptif kuantitatif. Instrumen yang digunakan untuk mengumpulkan data adalah dengan memberikan tes terjemahan kepada siswa. Data dianalisis dengan memberikan skor tes penerjemahan, untuk mengetahui apakah siswa mampu atau tidak. Hasil analisis menunjukkan bahwa 17 siswa (57%) mampu dan 13 siswa (43%) tidak mampu mengidentifikasi padanan terdekat peribahasa Indonesia ke dalam bahasa Inggris. Dari hasil analisis menunjukkan bahwa hipotesis penelitian diterima. Dapat disimpulkan bahwa mahasiswa Jurusan Bahasa Inggris FKIP Medan tahun 2011 mampu mengidentifikasi padanan ungkapan idiomatik bahasa Indonesia yang paling dekat dengan bahasa Inggris dengan menggunakan terjemahan ekuivalen.

Kata Kunci: *Penguasaan Siswa, Penerjemahan, Idiomatik Bahasa Indonesia*

Abstract

This research aims to know The Students' Mastery in Translating Indonesian Idiomatic Expression to English by Using Equivalence Translation. The researcher took the fifth-semester year students of the Faculty of Language and Art Medan as a population of the research. The sample of this research is 30 students which selected by using random technique. This research is conducted by descriptive quantitative design. The instrument used for collecting data is by giving the students translation test. The data was analyzed by giving score of the translation test, in order to know whether the students are able or not. The result of the analysis shows that 17 students (57%) were able and 13 students (43%) were unable to identify the closest equivalent of Indonesian proverbs into English. From the result of the analysis showed that the hypothesis of the study is accepted. It can be concluded that the 2011 year students of English Department FKIP Medan are able to identify the closest equivalent Indonesian idiomatic expression to English by using equivalence translation.

Keyword: *Student's Mastery, Translating, Indonesian Idiomatic*

INTRODUCTION

The translation process plays an important role which is expressed in a particular source language transformed into the target language in order to be understood by readers of the target language. It means translation requires general knowledge in the target language as well as in the source language in order to achieve the fittest one. So, it is not easy to translate the language (Liu, 2021).

The translation is needed in Indonesia because English is a foreign language. In translating, we are expected to translate without using word-for-word translation. For that, we need translation ability to make us able in translating English into Indonesia. That is why the writer chooses Equivalence Translation in translating Indonesian idiomatic expression to English, it aims to translate by looking for the equivalent meaning (Murtisari et al., 2019). In this translation, the students are expected to be able to communicate the meaning of the source language text in the natural form of the target language in equivalent meaning (Rahmawati et al., 2022).

In fact, there are many students who still face the problem of translating an English text into Indonesian. One problem that anyone working in the field of translation studies has to confront is the relationship between the text termed the 'original', or the source, and the translation of that original (Afriyuninda & Oktaviani, 2021).

When people speak or write in English, they also have to pay attention to a few kinds of elements in the language. They are sounds, meanings, words, structures, and so forth. All of them can not be overlooked (Fitria, 2020). For example, if we are going to write a story or an article, we have to watch how to carry out our writing that is suitable to the

structures and meaning. Besides, while we are speaking and listening to anyone else, we need to know how to pronounce it as well as to interpret it. Accordingly, none of these aspects above should be forsaken. As a result, It is not bizarre if we find out many fields which exist in language like Grammar, Phonology, Semantics and etcetera (Sutrisno, 2020).

Grammar, which is usually called structure in the English language, sorts out the arrangement of words, phrases, clauses, sentences, and so forth. Barbara Dykes (2007: 5) states "Grammar deals with the abstract system of rules in terms of which a person's mastery of his native language can be explained". Richard Morris (2005: 15) says, "Grammar is the statement of the facts and rules we have arrived at concerning the words that make up a language. "Consequently, Grammar is exceptionally indispensable in English since it is concerning rules managing dan arranging the language itself (Hiklová, 2020).

Naturally, Grammar consists of many parts, which are also called branches. It is often considered the intricate thing studied by English learners owing to the complexity itself. Parts of speech are usually rudimentary parts out of lots of parts in Grammar. There are also phrases, clauses, sentences, as well as other complicated rules. When students or learners learn Grammar, it generally has the scale or level of difficulties. In the beginning, learners will face elementary level. After dealing with it and getting it through, they are going to sort out the higher class, called intermediete level. Lessons or parts studied here are harder than the lessons are in the elementary echelon (Muamaroh et al., 2020). In case that they accomplish and are on the ball on both levels, they can break out to the highest rank of the intricacy. They will come up with advanced status , which is extremely difficult for every learner (Birnie et al., 2019).

In the advanced level, some parts or lessons habitually found which are frequently considered definitely hard are parallel structures, subject-verb inversion, shift in tenses, preposition collocation, kinds of adverb clauses, phrasal verbs and etcetera. From a few lessons mentioned above, phrasal verbs are customarily regarded as the most difficult ones. It is also approved and admitted by lots of students or learners (Guerberof Arenas & Moorkens, 2019).

Rawdon Wyatt(2006: 1) states, "A phrasal verb is a verb formed from two(or sometimes three parts): a verb, an adverb or preposition. "These adverbs and prepositions are often called particles when they are used in phrasal verbs. According to Simon Clarke (2008:190), a phrasal verb is a verb plus a particle (a preposition and an adverb)." It is usually difficult to guess the meaning of the phrasal verbs from the words themselves. It can be inferred that a phrasal verb is a combination of verbs, prepositions, and adverbs and it becomes a unity (Anabel & Simanjuntak, 2022).

The verb added with the particle will alter the meaning, for example, "get" means to obtain or gain, and when it is added with the preposition through, "get through" means pass the examination or complete or finish something. Another example is the word "bring" meaning carry or take, if it is added up with the word "about", "bring about" meaning cause or result in. It is surely difficult to guess. In addition to that, it has various meanings as well. For example; the phrasal verb "Get rid of" means to distinguish or claim (Popel et al., 2020).

Blau, Gonzales, and Green in Veena Imrose(1983: 184) reveal two problems with phrasal verbs for students namely semantic problems, vocabulary problems where particles are overlooked, and syntactic problems, placement of objects before or after particles. In addition, phrasal verbs are also polysemous. It means it may have more than one meaning. That is why phrasal verbs are considered very difficult to understand or translate.

Despite the fact that phrasal verb is baffling, students or learners must not evade them while studying English. It is a big deal because it is often used in both written and spoken language. It is also typically expressed by native speakers themselves while they are talking. Understanding it together with being able to translate phrasal verbs well frequently becomes one of the measurements for students or learners in mastering the indigenous language of Queen Elizabeth. As a consequence, students have got to learn it (Arivazhagan et al., 2019).

The fact mentioned above is usually faced by ESL or EFL students because they seldom hear the phrasal verb and even use it in their daily conversation in everyday life. The writer as an EFL student also finds it quite difficult (Hutauruk & Puspita, 2020). The writer often can not translate the phrasal verb well. In other words, The writer also gets some problems in dealing with this thing (Liunokas, 2020). This research is done to see the students' mastery in translating Indonesian idiomatic expression to English by using Equivalence Translation whether the students are able to translate Indonesian idiomatic expressions to English by using equivalence translation, and whether the equivalence translation affect the students' mastery of translating Indonesian idiomatic expressions into English?.

METHOD

Research Design

The method used in this study is descriptive quantitative. It means that this research does not mean to find a new theory but rather to verify the existing one, and to describe the students' ability in translating Indonesian idiomatic expressions to English by using equivalence translation (Andriani et al., 2021). According to the quantitative design,

there was more demand for using numerals, collecting the data, interpreting the data, and forming the result. Implementing a quantitative approach means that it tends to apply generally to the whole population through some students will be taken as the samples (Silalahi et al., 2018).

The writer saw the students' answers to know the students' ability to translate Indonesian idiomatic expressions to English by using equivalence translation.

Population and Sample

The population was needed in doing the research. The population was the object from whom the data were taken. The researcher took the fifth-semester year students of the Faculty of Language and Art Medan as a population of the research (Sandra, 2018).

The sample represents the population. The sample was the population elements that were chosen by the basic representative and the research will be done to study of population. Selecting the sample was very important to do the research. Specifically, the writer had 30 students from the fifth semester to collect the data needed, and they were chosen randomly by the writer (Fitria, 2018).

Instruments

An instrument is a tool for collecting data or information needed. The researcher will use a translation test as the instrument of the research. Arikunto (2006: 150) states that the test is a series of questions or exercises as well as other tools used to measure the skills, knowledge, intelligence, ability, or talent possessed by individuals or groups. The test was given to know and to identify the students' mastery in translating Indonesian idiomatic expressions to English by using equivalence translation. The test consisted of 30 items.

Technique of Data Analysis

Technique for data analysis of this research, suggested by Arikunto (2006: 236) :

1. Scoring the test.
2. Provide scores on items that will be answered by the subjects. The scores are given according to the response of the subject.
3. Tabulating the students' score
4. Calculate the point of the student's answer.
5. Concluding the finding

Therefore for analyzing the data, the researcher used a percentage formula to measure the ability of the students. The formula are:

1. To percentage the students' score in the data from the test which is given to the students and to know how many percents the students' ability as follow

$$S = \frac{R}{N} \times 100\%$$

Where:

S : score number of the test

R : number of the correct answer

N : number of questions

2. To get the mean of the student's score on the test

$$X = \frac{\Sigma X}{N}$$

X : the mean of the student's score

ΣX : all total students' score

N : the total number of the students

RESULT AND DISCUSSION

The data of this research were the students' papers on translating Indonesian proverbs into English by choosing the closest equivalent translation. There were 30 students as the sample in this research. They were given papers consisting of 30 questions about Indonesian proverbs. The students' papers can be seen in the appendix.

The Data Analysis

The test of translating Indonesian proverbs into English had been given to the students. The students were given 20 Indonesian proverbs and asked to choose the best equivalent translation and in part II the students were asked to translate 10 questions of Indonesian proverbs into English (Supriyanto et al., 2019). The following was the analysis of some students' scores in translating Indonesian proverbs:

1. MSN

The total score that MSN got is 82,5. In part I, she got a score of 85 because she could answer 17 questions from the 20 questions, and in part II she could answer 8 questions from the 10 questions. She was categorized as able to choose the closest equivalent of Indonesian proverbs in English.

2. BMB

The total score that BMB got is 60. In part I, she got score 60 because she could answer 12 questions from the 20 questions and in part II she also could answer 6 questions from 10 questions. She was categorized as able to find out the closest equivalent of Indonesian proverbs into English. She couldn't answer 8 questions in part I and couldn't answer 2 questions in part II.

3. AN

The total score that AN got is 50. He got the score because he could answer 10 questions from the 20 questions in part I and could answer 5 questions in part II. He was wrong answer the 10 questions and 5 questions in part II.

4. TAM

The total score that TAM got is 35. In part I he got the score because he only could answer 7 questions from the 20 questions and couldn't answer 13 questions and in part II he answered 4 questions.

5. SDSS

The total score that SDSS got is 5. She only could answer 1 questions from the 20 questions in part I. She couldn't find the closest equivalent of Indonesian proverbs into English (Siahaan & Sianturi, 2021). She only chosen the meaning of the Indonesian proverbs, not translate it by finding the Equivalence translation and in part II she could answered 1 question.

Table 1. Tabulation of Students' score (x^2)

No	Students' Initial Name	The Correct Answer of Item	Students' Score (x)
1	AN	15	50
2	BMB	18	60
3	DH	17	57,5
4	EK	17	57,5
5	EI	6	20
6	HYDP	7	22,5
7	IRP	21	70
8	JPM	18	60
9	JGS	3	10
10	LST	17	57,5
11	LHCZ	21	70
12	LPN	20	67,5
13	LTM	17	57,5
14	LTMS	6	20
15	MDP	21	70
16	MS	18	60
17	MSN	25	82,5
18	NG	10	32,5

19	PS	25	80
20	RGS	20	67,5
21	RS	21	70
22	RSP	17	57,5
23	RG	10	32,5
24	RCS	6	20
25	SS	14	50
26	SS	18	60
27	SDSS	2	5
28	TAM	7	37,5
29	TYL	9	30
30	WH	9	30
	Total	439	ΣX 1465

Based on the table of students' score above, the mean scores were calculated as follow:

$$\begin{aligned}
 X &= \frac{\Sigma X}{N} \\
 &= \frac{1465}{20} \\
 X &= 73,25
 \end{aligned}$$

Where :

X = mean

ΣX = all total students' score

N = the number of students

The Result of the Research

The test consisted of 30 questions on Indonesian proverbs, where the students were required to translate and choose the closest equivalent of the Indonesian proverbs into English. In this part, the researcher shows the standard of the student's ability to translate Indonesian proverbs into English (Kusmaryani et al., 2019). The standard of the ability was made based on the Instructional System of Development Procedure, it says that:

1. If the median score of the students > 55, it means that the students are able to translate Indonesian proverbs by using equivalence translation.
2. If the median score of the students < 55, it means that the students are unable to translate Indonesian proverbs by using equivalence translation.

From the standard of ability based on the Instructional System of Development Procedure, the researcher made the classification of the students who are able and unable

to translate Indonesian proverbs into English. The table below shows the distribution of which students were classified as able and which were not.

Table 2. Tabulation of the Students' Ability

No	Students' Initial Name	The Correct Answer to Item	Students' Score (x)	Classification
1	AN	15	50	Unable
2	BMB	18	60	Able
3	DH	17	57,5	Able
4	EK	17	57,5	Able
5	EI	6	20	Unable
6	HYDP	7	22,5	Unable
7	IRP	21	70	Able
8	JPM	18	60	Able
9	JGS	3	10	Unable
10	LST	17	57,5	Able
11	LHCZ	21	70	Able
12	LPN	20	67,5	Able
13	LTM	17	57,5	Able
14	LTMS	6	20	Unable
15	MDP	21	70	Able
16	MS	18	60	Able
17	MSN	25	82,5	Able
18	NG	10	32,5	Unable
19	PS	25	80	Able
20	RGS	20	67,5	Able
21	RS	21	70	Able
22	RSP	17	57,5	Able
23	RG	10	32,5	Unable
24	RCS	6	20	Unable
25	SS	14	50	Unable
26	SS	18	60	Able
27	SDSS	2	5	Unable
28	TAM	7	37,5	Unable
29	TYL	9	30	Unable

30	WH	9	30	Unable
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The Research Findings

After the researcher has done the research and got the score from the test, the following findings are noted:

- 1) The student who got 82,5 (the highest) score is 1 student, and meanwhile the students who got 5-30 (the lowest) are 10 students.
- 2) After observing the result of the test, many students were able to choose the closest equivalent of Indonesian proverbs into English. There were 17 students were able to identify the closest equivalent of Indonesian proverbs into English, but there were still 13 students were not able to identify the questions. The students should read the questions several times carefully so that they can identify the closest equivalent of Indonesian proverbs in English.

In the table above, it was described that there were 17 students that is 57 % were classified as able whereas 13 students that is 43 % were classified as unable to identify the closest equivalent of Indonesian proverbs into English (Susanty et al., 2021).

Table 3. Classification of the Students based on their Ability to Identify Indonesian Proverbs into English

Ability of Students	Number of the Students	Percentage
Able	17	57 %
Unable	13	43 %
Total	30	100 %

CONCLUSION

From the result, it was found that the students were able to translate Indonesian proverbs into English by using Equivalence translation. The students were able to find the closest equivalent from the Indonesian proverbs into English. There were still students were unable to find the closest equivalent of Indonesian proverbs into English. Most of them answered by finding the meaning of the proverbs (Napu, 2019).

The students were excited about this research, especially about translate Indonesian proverbs into English by using Equivalence translation. Some of them said that was their first time heard a method in translating by using Equivalence Translation.

It is concluded that, after analyzing the data, the researcher concluded two answer to the research problems of this research:

1. The students are able to translate Indonesian idiomatic expression to English by using equivalence translation, even there are students were still confused to choose the closest equivalent of Indonesian proverbs into English.
2. Based on the data that the researcher got, some of the students that were unable to identify the Indonesian proverbs in English only choose the meaning, not translate it into English equivalent, and also some of them did not listen to the researcher how to answer the questions.

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