

Students' Ability in Translating English Active and Passive Sentences Into Indonesian

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ABSTRACT

The researcher described about there was one problem of this study namely: (1) how is the students ability in translating english active and passive sentences into indonesian. While the purpose of this study namely: to know the student s ability in translating english active and passive sentences into indonesian. The method used in the study was a descriptive method. While the subject of this study was the eleventh grade of SMA Negeri 2 Woha, the researcher used english test as an instrument in collecting the data, the type of test was essay. The researcher anlyzed the data was descriptive statistics namelyideal mean score and ideal standard deviation for measured students ability in translating english active and passive into indonesian. Based on the result of data used test was essay test, the test consisted of 15 items. The highest score was 13 and lowest was 8. The mean score was obtained in this examination was 10,96 and standar deviation was categories into average level. The result of discussion that students ability in translating english active and passive sentences into indonesian was still in average level in translating english active and passive sentences. In can be conclue that can be more active in the translating class in which concern to get the high target in learning english translating achievement and the subject the other especially for translating active and passive sentence.

Keyword: student ability, english active, passive

INTRODUCTION

Translation as a process is always directional, namely it always perform a give direction from a source language into target language. In this cases, translation is very important in a process of changing information and the development of knowledge in term of technology and culture. These functions achieved if the information written from the source language into target language. English and indonesia has their own linguistic system. Therefore, in creating english sentences a student tends to be influenced by his/her native language. Translation refers to writing activity and writing is likely the most difficult activities among the four basic language skill, such as listening, speaking, reading and writing. It involved structure vocabulary, coherent and cohesion. In translation activity, take much time, care and thought. Furthermore, translation is one of the language activities which is used communicate ideas and thought from one language to the other people in translating activity, the student have to try to produce a

translation must used a suitable equivalent of the word or the sentences that is match with style or the idiom of their language. By finding out the suitable equivalent of the word and sentences, student may get the intended meaning or the ideal of the sentences. The ability of students on the translation does not care automatically but it comes by much. The ability of student in using english well is very important. Active and passive consistent grammar, they often in english written and speaking activities in daily live, it consists of many forms. Past time is one kinds of active voice that both writing and speaking students found the errors in using it. The ability to use active voice is the aim of english teacher especially grammar.

Definition of Translation

Translation function is an important bridge, which related a certain country to another in different language and culture. In addition, is also kind of communication to create a good communication among the countries, there are many things are need to concern about for sure,

so that engage a good relationship and appreciate one another. J.B Heaton (1975 P, 180) In writing english language test explain: translation is special skill in its own right and involved language test which are not capability of attempting before a certain level of proficiency in the target language. Unfortunately, when translation is introduce as early as in the curriculum it is often responsible for establishing in the students mental block between the target language and the mother tongue especially at the elementary and intermediate stages of learning language.

Concept of Translation

Translation as a process of unit direction namely always performs in a given direction from a source language (SL) into a target language (TL). Different writers define translation in different ways to enlarge the readers' knowledge to writer will describe following:

Nida and Taber in Abdullah (1995, p. 1) translation consist of reproducing in the receptor language to the closest natural equivalent of the source language message, first in terms of meaning and secondly in term of style. Catford in Djuharie (2004, p.1) translation is the replacement of textual material in one language (source language) by equivalent textual material other language (target language). Newmark (1980, p.5) defined that translation is tendering the meaning of the text into another language in the way that another intended the text. Larson in Djuharie (2004, p. 12) defined that translation consist of translation the meaning of the source language into receptor languag, which that meaning is transfered into receptor language thought semantic structure. Brishin in Djuharie (2004, p. 2) defined that translation is the general terms referring to transfer of think and ideals from one language (source language) to another language (target language). Whether the language in writing or oral forms, whether the language one or both language are based on sign.

The Process of Translation

Translation is a process of transferring source language into target language. So translation is

not only our own mind expressing or quote from other no matter how good it is this case quote means to retell the message in literary one by leaving its details without maintaining the language style besides understanding what translation is the translation, and what well be contributed to. A translation supposed to realize that translation operation is a complex process in which contains its integrity of element. Dealing with translation as a complex process newmark (1998, p. 19) states that there are four of translation process, there are:

The source language text level, the level knowledge, where we begin and which we continually (but not continuously) go back to. The referencial level, the level the object and events real or imagenary, which we progressively have to visualize and built up, and which is a essential part, first of the comprehension, then of reproduction process. The cohesive level, which is more general and grammatical which the trains of thought, the felling tone (positive and negative) and the various presumption of the source language text. The level of naturalness of common language, it is appropriate to the writer or the speaker in a certain situations; against, this generalized level, which constitute a hand within the translator work. Unless he is translating an author, native determined the devotion. If any between authors level is pursing and the natural level.

The Method of Translation

The main purpose of translation process is transffering text materials into other text materials. To reach the aim, translation needs a way, manner or technique to reach it. In this case, new mark (1988, p. 45) names are ' method and some experts name it by technique, procedure or strategy'.

Word for word translation, this is often demonstrated as interlinear translation, with the TL immediately below the SL word. The SL word order is preserved and the words transletd by their most common meanings, out of context. Cultural word are translating literally. The main use of translation is the understanding the mechanic of the source language or to construct a difficult text as pre- translation process.

Literal translation, the SL grammatical constructions are converted to their nearest TL equivalent but the lexical words are again translated singly, out of context. As a pre-translation process, this indicates the problem to be solved.

Faithful translation, a faithful translation attempts to reproduce the precise contextual meaning of the original within the constraint of the TL grammatical structure. It transfers cultural word and preserves the degree of grammatical and lexical (deviation from SL norms) in the translation.

Semantic translation differs from others in that it must take more account of the aesthetic value (that is, the beautiful and natural sound) of the SL text, compromising on 'meaning' where appropriate so that no assonance, word play or repetition in the final version.

Adaptation, this is the 'freest' form of translation. It is used mainly for plays (comedies) and poetry: the theme, characters, plot, are usually preserved, the SL culture can be conserved to the TL culture and the text rewritten.

Free translation. Reproduces the matter without the manner or the content without the form of the original. Usually it is a paraphrase much longer than the original, a so-called and intralingual translation, often prolix and presentation, and not translation at all.'

Idiomatic translation. Reproduces the message of the original but tends to distort nuances of meaning by preferring colloquialism and idioms where these do not exist in the original language.

Communicative translation. Attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.

Sentence

According to Muhammad (2000, p. 1) states that 'sentence is a group of words that we use to communicate our ideas in writing or in speech'. It is complete and independent. It is a unit of thought and consists of two main parts;

subject and predicate. This opinion is similar to Irhan (2004) who states that sentences are a group of words which start with a capital letter and end with a full stop (.), question mark (?) or exclamation mark (!), (Burcher in Lanke 2000, p. 2). All the sentences may be classified grammatically as simple, complex, compound, or compound complex sentence. Furthermore, Frank (1972) states that a sentence is a full predicate with a verb. Its arrangement may be symbolized by such a formula SVO (subject + verb + Object).

Active and Passive Voice

The active voice of a verb is used when the subject of the verb refers to the person or performing the action described by the verb. Active voice is used to indicate that the grammatical subject of the verb is performing the action or causing the happening denoted by the verb. The passive voice is less usual than the active voice. The active voice is the normal voice. Passive voice is often perceived as awkward in structuring sentences. At times, it may even sound or look incorrect but in fact it really is not. Similarly, passive voice can leave out the original doer of the action (the original subject). Politicians often use the passive voice to hide the doer of the action as in many controversial sentences like 'people were killed' or 'soldiers were shot' frequently use this sentence notation. Voice is a characteristic of a verb, which indicates the relation of the verb's action to its subject. The voice of a verb may be either active or passive. Passive voice is used to indicate that the grammatical subject of the verb is performing the action or causing the happening denoted by the verb. The active voice of a verb is used when the subject of the verb refers to the person or performing the action described by the verb. In contrast, the passive voice of a verb is used when the subject of the verb is not the performer of the action. Only a verb, which can take an object, can be put into the passive voice. As well as being in everyday English, the passive voice is used extensively in official documents and scientific papers. Although both constructions are grammatically correct, the active voice is usually more effective in academic and business writing because it is simpler and more direct.

RESEARCH DESIGN

The method used in this study was a descriptive research. According to Suharsimin (1998, p. 75) stated that 'if a researcher wants to investigate about what, how many, how, and level of things are descriptive research'. Furthermore, a study that has one variable was usually categorized into descriptive or non hypothesis researcher. Descriptive research is concerned with the description of the existing distribution of variable, as opposed to theory building or in plain language, descriptive studies focus on answering the basic W 'why' falls outside of the scope of descriptive research, that by definition must not concern it self with the effect that one variable. Based on the statement above, this study had one variable, namely students' ability in translating english active and passive sentences into indoensian. It was aimed at describing and finding out the student ability in translating english active and passive sentences into indonesian.

Population and Sample

Population of this research refers to all members of particular group to whom the researcher would like to generalize the result of the study (Best, 1981: 79). Further, best also stated that individuals of a population must have at least one or more characteristic in common. And sample is a group of individuals on whom information is obtained. Based of the number of population the student as subject in this research is 30 students.

Instrument of Study

This study was intended to find out the student' ability in translating english active and passive sentences into indonesian. Therefore, the present researcher used a test as an instrument in collecting the data. The test only has one type; it was used to measure the ability of student in translating english active and passive sentences into indonesian. The type test namely translating english sentences into indonesian. In this case, the researcher gave 15 items, which contents are translating english active and passive sentences into indonesian. The students were asked to translate the following english sentences into indonesian used active and passive voice the

right answer. The sum of this test items were 15 items and the researcher was gave the score was 1 that be answer's grammatical true answer and the score was 0 each wrong answer.

DISCUSSION

In this case, the researcher about the translating english active and passive sentences into Indonesian and the achievement level of translating ability test which have been stated on the statement of the problem in this study. Based on those result, it was discovered that the achievement level of translating english active and passive sentences into indonesian test was 10.93. according to the standard categories and within the range of 2.67 to <5.33 and 2.34 to <4.46. it means that, students ability in translating english active and passive sentences into indonesian was still in average category.

CONCLUSION

This study can be concluded that the students of SMA Negeri 2 Woha was still in average level in translating english and passive sentence into indonesia. This conducted from the results test that the achievement level student ability in translating english active and passive sentences into indonesian was 13 the high answer. It was also found out the student score on translating english ability the active and passive sentences into indonesian test used measured by giving a test of translating the english into indonesian, that the achievement level of student ability in translating english active and passive voice into indonesian was average the high answer true. It was also found out the student score on the translating ability the active and passive sentences into indonesian test through translate english into indonesian, the highest score 13 and the lowest score was 8. It means the students ability in translating english active and passive sentences into indonesian was still in 'average level'.

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