

AN ANALYSIS TRANSLATION OF WORD FORMATION FROM ENGLISH INTO INDONESIAN ON PRINCIPLES OF LANGUAGE LEARNING AND TEACHING.

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ABSTRACT

There are some unprofessional translators in Indonesia. It can be proved that there are some translator are not capable enough in the source and target language and in the technique of the translation. In addition there are some translation works from Indonesian into English still uses Indonesian structure. So, it can be said that the quality of the translation, especially from English into Indonesian is still questionable and unsatisfactory. The wise solution for many problems presented above is translation. Translation is the process of replacement's meaning, message and style from one Language to another in the written form. One of the translation theories should be known by the translator is words formation. Words formation is the the way used by the translator in translating the language. The finding of this study shows that the translator uses three process on principles of language learning and teaching book. Those prosedures are derivation, compounding and acronyms. Then, almost of all process used by the translators are words formation. These inappropriateness sentence involve the structure or the grammar of the sentence. The researcher suggest to the next researcher to conduct the words formation in another object.

Key Words: Analysis Translation, Word Formation, Principles of Language Learning and Teaching.

BACKGROUND OF RESEARCH

One of the unique properties of language is productivity, creativity, or open-endedness. In everyday life, new situation come up and new objects emerge in a row of the development of knowledge, science and technology. Therefore, the need for new word increases day to day. The language-users need to manipulate their linguistic resources or extending their vocabulary to produce new expression and new word to describe those new situation and new objects (Yule, 2006: 20). According to Nida (2004: 35), languages have three principle ways to extend their vocabulary. These three ways are: 1) forming new words from the existing words and word parts by adding affixes, compounding, shortening, blending, reduplication process, conversion precess and semantic shift process, 2) borrowing from another language, for example, *alcohol* (Arabic), *boss* (Dutch), *piano* (Italian), *zebra* (Bantu), etc., 3) creating new words from the existing words by adding affixes is a comon way of creating new words in any language especially in English.

Boey (1975: 25) asserts that word format maybe classified as bound morphemes. It is also classified as inflectional and derivational affixes. Inflectional affixes reaffixes, which change neither part of speech nor meaning, but only refine and give extra grammatical information about the already existing meaning of word like the plural morpheme *-s* and past tense morpheme *-ed*. On the other hand, derivational affixes are affixes which derive new words by either changing meaning or the part of speech such as prefix *un-* and *in-* (Manis, 1987: 119). Fromkin, Rodman, Hyams (2003: 78-80) state that there are four kinds of affixes. They are prefixes, suffixes, infixes and circumfixes. Prefix occur before stems or roots (such as *il-, dis-, re-*), suffixes after stems or roots (such as *-ment, -ness, -ity, etc.*), infixes in the middle of stems or roots (such as *abso + bloomin + lutely*) and circumfixes around stem or roots (such as *ge + liebe + t* in German). The last two kinds of affixes are not normally found in English. Either the spaker or the writer of the language user to extend their vocabulary for sharing information and ideas uses affixation. One example type of sharing

information and idea is translation. In translation, the translator transfers the information or message from the source language to the target language. So the translator needs to extend their vocabulary in order to transfer the message well. One of the example of English translation text is the translation of principles of the language learning and teaching book written by H. Douglas Brown. This research discuss the word formation process in the translation of principle of the language learning and teaching book written by H. Douglas Brown by using the theory of Newmark (2003: 72) says that at least there are two major problems in affixes discussion. First, it is not always easy to say wether something is bound morpheme or free morpheme and second, it is not always obvious wether something should be regarded as a base or an affix.

Translation

Translation is believed to be different from interpretation. (Hose's 1997: 58) in his book "in English Language as Foreign Application Standard", defines translation is the process of replacement's meaning, message and style from one language to another language in written form. While, interpretation is defined as translation of oral text. In this research, the researcher uses translation analysis because it is easier to obtain the data than interpretation and the result of translation is better or more accurate than interpretation. There are different definitions of translation. Some of them are unacceptable into the most acceptable theory ; they are Catford, Nida and Newmark's theory. According to Catford (1976: 560), translation is a general term referring to the transfer of thought and ideas from one language to another language, wether the language is in the written or oral form, has established orthographies or not; wether one or both languages based on sign, as with signs of the deaf. It is not a complete definition, because he just concerns with the transferring of thought and idea, he ignores the form of the target language. Hence, the transfer of thought and idea are expressed in the target language. Moreover, it is too general. Another expert, Catford (1969: 20) stated that in

redefining textual equivalence in translation's book of Prof. Dr. Benny Hoedoro Hoed, et.al (1998: 1), translation is the replacement of textual material in one language (SL) by equivalent textual material in the other language (TL). Therefore, textual material must be equivalent between source language and target language. It can be in the same of vocabulary. In this point, he just mentions the textual material; he does not mention the meaning. In this case, he just focuses on the text material. However, it is imposinle for the translator to replace the textual material of source language with target language ignoring their structure and style, because two languages commonly have a different structure. Therefore, it is not so acceptable definition.

Nida and Newmark (1969: 12) viewed translation as a process of reproducing the text in the receptor language the closest natural equivalent of the source language message, first in the term of meaning and secondly in the term of style. In other words, translation is transferring meaning, message and style both source language and target language. It is acceptable definition, because they discuss about the meaning, message and style of the source and the target language. Nida and Newmark (1982: 12) proposed six equivalent elements of translation; they are reproducing the message, equivalent rather than identify, natural equivalence, the closest equivalence, the priority of the meaning and the significance of style. Reproducing the message means the translator can express the message of SL in TL so that the reader can understand the text in TL as good as in SL. Therefore, the aim of translation primarily is reproducing the message. To do anything else is essentially false for the translator. Nevertheless, to produce the message one must make right grammatical and lexical adjustments. The second equivalent is equivalence rather than identity. It means the translation must thrive for equivalence rather than identity. In a sense, it is another way to emphasize on reproducing the message rather than conversation of the form of the utterance,

but it reinforces the need for radical alteration of an utterance, which maybe quite meaningless.

The third one is natural equivalence that means a translation is not like a translation. The reader does not realize that it is the result of translation. Nonetheless, it does not mean that it should exhibit its grammatical and stylistic forms any trace of awkwardness or strangeness. That is to say; it should studiously avoid "translation" formal identity, which results in unfaithfulness to the content and the impact of message. The fourth one is the closet equivalence. Here, the translator must be able to express the message of the text in SL so that he has to use the nearest or the closest meaning of text in SL. For example; in present-day English a natural equivalence of "demon-possessed" would be "mentally distressed". Some as a natural equivalent might regard this, but it is certainly not the "closet equivalent". Moreover, "mentally distressed" is a cultural reinterpretation which does not take serious cultural outlook of biblical times. The fifth one is the priority of meaning. In this sense, the translator must make the meaning as a priority, since it is the content of the message which is important for translation. The last one is the significance of style. Though style is a secondary content, but it is important. One should not translate poetry as though it were prose, expository material as though it were straight narrative. In the other hand, in trying to reproduce the style of the original one a translator must be aware of producing something which is not functionally equivalent.

The Nature Of Word

There are some definitions of the term *word*. Longman dictionary of American English stated that word is written representation of one or more sounds which can be spoken to represent an idea, object, etc. Crowley et.al (1995: 7) stated that the term *word* is a unit of linguistic analysis which has these characteristics: (1) isolability, means that words can be pronounced in isolation from other words, (2) mobility, means that words are item which can be moved around within a sentence to form new sentences and (3) phonological independence which means that

words are correspond to the minimal units of phonological analysis.

Class Of Word

The classes of word can be divided into eight different classes such as noun, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions and determiners. Thornbury (2002: 3) mentioned that there are two crude division of word that is content words (lexical words) and function words (grammatical words). Content words are those that carry high formation load such as noun, verbs and adverbs. The membership is unrestricted and still allow for the addition of new members. Meanwhile function words are words that mainly contribute to the grammatical sentence such as prepositions, conjunctions, determiners and pronouns. The membership is unrestricted and definite.

Formation Of Word

According to Fromkin, (1988). There are ten ways of words formation. These develop and enrich vocabularies of a language. In English, the common word formation processes are (1) derivation, (2) compounding, (3) acronyms, (4) back formation, (5) blending, (6) clipping, (7) coinage, (8) functional shift, (9) false etymology and (10) proper names.

RESEARCH DESIGN

The design of this research is descriptive method. Descriptive research is to describe the data and characteristics about what is being studied. The idea behind this type of research is to study frequencies, averages and others. Although this research is highly accurate, it does not gather the causes behind a situation. It mean, this research aims to describe the obtained data in the field. This research is considered qualitative because it analyze the written on the *Book of Principles of Language Learning and Teaching* by H. Douglas Brown. This research is intended to describe the translation *word formation from chapter III "Age and Acquisition"*.

Research Sample And Sampling Technique

There are two techniques in research sample data; they are purposive and show ball sampling.

The researcher uses snowball sampling technique because the researcher looks for the data sources that are in the form of written sources. Snowball sampling is the technique for take the data source of sample that is certain considerations.

Research Instrument

Research Instrument has an important role to obtain the result of the research. It is a set of methods which are used to collect the data. Sugiyono (2011: 305-306) stated that in his book "Metode Penelitian Kuantitatif, Kualitatif dan Combination (Mixed Methods)" stated that researcher is the primary instrument for data collection and analysis in qualitative research. Therefore, the main instrument in obtaining and analyzing the data in this study is the researcher itself. Moreover, the researcher also uses another instrument in analyzing the the data such as dictionary "An English-Indonesian Dictionary".

Technique Of Data Collection

In this study the researcher to collect the data is from the Book of Principles of Language Learning and Teaching by H. Douglas Brown. In order to collect the data the researcher is used Triangulation technique. According to Sugiyono (2011: 327). Stated that Triangulation is the technique of data collecting that adjectively to gain of many others technique of data collecting and source of the data is has been found. According to Sugiyono (2011: 327) there are three techniques in collecting the data; they are interview, observation and documentation. The researcher uses documentation technique because the researcher looks for the data sources that are in the form of written sources. The researcher takes some steps in collection the data. First is *Place*, the researcher finds place where of the researcher interaction with the book reference is the book of Principles of Language Learning and Teaching by H. Douglas Brown. Second is *Actor*, the researcher read and understands both source and target language's meaning and message conveyed on the topic text. Third is *Activities*, the researcher chooses and translate the topic as sample from Chapter III "Age and Acquisition". The researcher has

reasons of choosing these topics are: there are some kinds of translations of word formation in the from of the lexical word and the style.

Technique Of Data Analysis

The researcher uses Fromkin's theory in analyzing the translation formation of word on the data. According to (Fromkin, 1988). There are ten ways of words formation. These develop and enrich vocabularies of a language. In English, the common word formation processes are (1) derivation, (2) compounding, (3) acronyms, (4) back formation, (5) blending, (6) clipping, (7) coinage, (8) functional shift, (9) false etymology and (10) proper names, but in this case, the researcher used three process of word formation to analyze the data, those are: (1) derivation, (2) compounding and (3) acronyms from ten ways of processes of word formation above.

Analysis Of Word Formation

There are three ways from ten ways of translator translated paragraph above, those are; derivation, compounding and acronyms. The first one is derivation; the translator derives new words by using prefixes, from the word *necessary* (noun) can be derived into some adjectives by adding prefix *unnecessary*(adjectives). So the translator translated that word is "*tidak perlu*". In addition, the word "*consistencies* (noun)" can be derived into adjectives by adding prefix "*inconsistencies*" in the meaning of it is "*ketidakkonsekwenan or inkonsistensi*". And then translator translated the suffix, from the word *increas* (noun) can be transformed into adjectives by adding suffix *increased* into "*peningkatan*", from the word *find* (verb) can be changed into noun in Findings, translator translate the word "*penemuan*", from the word *require* (noun) can be derived into adjective in Required the translator translate the word into "*wajib*", from the word *education* (noun) can be derived into some adjective by edding suffix *educational* and than the translator translate that word is "*yang bersifat pendidikan*", from the word *look* (verb) can be transform into noun by edding suffix *Looking* after that, the translator translate that word into "*penglihatan*", even though, from the word

perfect (adjective) that word cannot be derive by other it is still be an adjective Perfectly but thge translator translate that word into “dengan sempurna” and then, from the word *continous* (adjective) cannot be transformedby other s it still compounded by adjective *continously* then, translator translate the word into “dengan hati-hati”. From the word learn (verb) can be changed into noun by adding suffix learning in addition, the translator translate it was word is “pembelajaran”.

The second ways is compounding, the translator translate the form new words by putting together two or more existing words, this way the translator combining noun and noun, from the word *childhood and adulthood* translator translated them into “masa kanak-kanak” and “masa dewasa”.The last one ways is acronyms, the translator translate that with used the forms new word by uniting the initial sounds or letter of words then pronounceable as a new separate word, in those paragraph above the researcher found out a word “second language acquisition (SLA). The translator translated that word into “kemahiran dalam bahasa kedua”.It can be concluded that translation of words formation applied in the sentence above are derivation,compounding and acronyms.

DISCUSSION

This discussion presents the data and the analysis of word formation on principles of language learning and teaching book. The discussion presented based on the sequence of the data list. The data consist of two sub-chapters, it involves 7 paragraphs.The researcher used Fromkin’s theory in analysis the data source. According to Fromkin. There are ten ways of process word formation but the researcher only three ways used for analysis the data source in this research.

Those are: 1) Derivation: It is the process that derives new words by using prefixes and suffixes. Some common prefixes are *anti-, dis-, in-, pre-, post-, un-* and *re-*. Some common suffixes are *-ation, -able, -al, -er, -ed, -ful, -ity, -ing, -ly, -ness,* and *-y*. For instance, from the word *believe* (verb) can be derived into some adjectives by edding prefix

and suffix like follow: *believeable, unbelievable;* 2) Compounding : It is the process that forms new words by putting together two or more existing words. For instance by combining noun and noun like *girlfriend, landlord, or mailman;* 3) Acronyms: It is the process that forms new word by uniting the initial sounds or letters of words than pronounceable as a new separate word. For example the word *laser* from *light amplification through the stimulated emission of radiation* or *UN* from *United Nation*.

CONCLUSION

The translator uses many ways in process translating the sentences applied on “ the increased pace of research on first language acquisition in the last half of the twentieth century attracted the attention not only of linguistits in many subfields but also of educators in various language-related fields.” Into “ *LAJU yang semakin cepat dari penelitian tentang pemerolehan bahasa pertama pada paruh terakhir abad ke dua puluh menarik perhatian tidak hanya ahli bahasa dalam sub bidang banyak tetapi juga pendidik dalam berbagai bahasa bidang terkait*” in Principles of Language Learning and Teaching Book. This prosedure was word formation. The translator is based on word formation uses derivation (prefix and suffix), compounding and acronyms. So, based on the process of word formation prosedure the translator uses three ways of ten ways.Almost of all process in used by the translator are words formation. From this study, the researcher has learnt about the words formation, especially the translation from English into Indonesian.

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