



THE ABILITY OF ENGLISH DEPARTMENT STUDENTS OF UNP IN TRANSLATING PHRASAL VERBS IN SENTENCES FROM ENGLISH INTO INDONESIAN

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Abstract

The purpose of this research is to find out the students' ability in translating *phrasal verbs* presented in sentences from English into Indonesian and the difficulties that they face in translating them. The population of this research was English Department students of Universitas Negeri Padang who registered in academic year of 2013 and the subject of this research was chosen using simple random sampling. The problems that were discussed in this research were how the students' ability in understanding phrasal verbs through translating them and what difficulties that they face in translating phrasal verbs. The instrument used in this research was a translation test. The result of the research showed that the students' ability in translating phrasal verbs was quite good, with the score 68.1. Based on the students' translation test result, it could be seen some difficulties that they face in translating phrasal verbs. First, they tended to translate word-per-word and second, they tended to omit the particle of the phrasal verbs. Based on the statements above, it could be said that the students' ability in translating phrasal verbs was quite good despite of some difficulties that they face in translating them.

Key words: translation, phrasal verbs

A. INTRODUCTION

One of the skills in language learning is translation. Translating is the process of transferring the meaning of a text in one language into a text in another language (Rachmadie, et al 1988). Bassnet (2002:12) says that, "translation involves the rendering of a source language (SL) text into the target language." Based on the definition of translation above, it can simply be said that translation is the process of transferring the meaning of one language and find an equivalent meaning in the other language in order to get the message that is being conveyed.

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Translation is needed as one of ways to get information. In language learning, students do this translation process in order to get the meaning of the words that they do not know and to get a more understanding towards the language. In order to acquire the target language, many difficulties may be faced by the English learners. The different grammatical systems between the target and source language, the contextual problems in case the students do not understand the text, and vocabulary mastery can be a problem in translating.

One of the features in English study is phrasal verbs. Leech (2006: 84-85) states that phrasal verb is a verb idiom which consists of a main verb and a prepositional adverb (often called a particle). It is a phrase consisting of a verb and another element, typically either an adverb, or a preposition, or a combination of both. For example, *take off*, *carry on* and *find out*. From the example of phrasal verbs above, it can be seen that the phrases contain of more than one word. The first word such as *take*, *carry*, and *find* are called verbs. The second words such as *off*, *on*, and *out* are prepositional adverb or usually called as particle.

Understanding a phrasal verb, moreover from English to Indonesian may face problems since a phrasal verb consists of not only one word but several words which form a single meaning. Students usually have problems in understanding phrasal verbs since phrasal verbs have more than one word, in this case a verb, and a preposition which sometimes cannot be translated.

There were some research which had been conducted related to the translation in English Language Teaching. One of them was research conducted by Sari, Amri, and Saun (2013) that focus on the analysis of English Department students' grammatical deviations in Indonesian-English Translation. The reason why the researcher wants to do the research about translating phrasal verbs is to see English Department Students of Universitas Negeri Padang ability in translating phrasal verbs presented in sentences from English into Indonesian and to find out the difficulties that they face in translating phrasal verbs. The researcher finds that it is important for students to have an understanding in phrasal verbs because it will improve their mastery level on English. This is essential if the English students want to develop a natural complete command. As English students, who have learned about phrasal verbs, they are expected to understand about phrasal verbs and able to translate them to their own mother tongue. So, knowing the fact of being able to comprehend phrasal verbs, the researcher is interested in conducting the research to find out how the English Department students' ability in translating phrasal verbs is.

B. RESEARCH METHOD

This research was a descriptive research which was done to see the third year English Department students' ability in translating phrasal verbs. This research used a translation test. The writer used a quantitative descriptive design. According to Baudah (2011:10), the descriptive research is a type of research through which the researcher tries to understand and report what already exist and the characteristics of a current or past situation. By conducting this research, the researchers described the English Department students' ability in translating phrasal verbs and also the difficulties that they faced in translating phrasal verbs.

The population of this research was the third year educational program students of English Department of Universitas Negeri Padang. Gay (2009:124) mentioned that the population was the group which makes the researcher interested to research and the population was accessible and available. The population of this research was the students who had learned everything that related to phrasal verbs. They were the students who registered in year 2013. The type of sampling technique used in this research was simple random sampling. Gay (2000:123) states that random sampling is a good way to process the sample selection as it gives each individual in a defined population an equal and independent chance of being selected for the sample. He also adds that the sample for descriptive research is at least 10%. This research used about 30% samples of the population. The bigger the sample the least mistakes could be seen in generalisation.

In choosing the samples, all of the students were identified. Then, the researcher took several pieces of papers than spilt up those papers into 95 parts. All of the names and classes of population were written on each paper. After that, all papers were rolled. Last, one by one the split of papers were pick up by the researcher until she got 28 students as the sample of the research. These 28 students would represent all of the third year educational students of English Department. The classification score level used in this research was taken from Panduan Akademik UNP. It can be seen in the table below.

Table 1: Students' Ability Description

Score range	Description
<85 – 100	Excellent
<80 – 84	Great
<75 – 79	Very Good
<70 – 74	Good
<65 – 69	Quite Good
<60 – 64	Above Average
<55 – 59	Average
<50 – 54	Below Average
<40 – 49	Poor
≤39	Very Poor

C. RESULT AND DISCUSSION

The data of this research were the results of the test done by the students. The test consisted of 40 questions with phrasal verbs in each, then the students should write the meaning of the phrasal verbs into Indonesian.

1. Students' ability in translating phrasal verbs based on context from English to Indonesian

Table 2: The Level of Students' Ability based on Panduan Akademik UNP

Respondents	Score	Level
1	85.1	Excellent
2	81.7	Great
3	81.3	Great

4	82.2	Great
5	72.5	Good
6	71.1	Good
7	54.3	Average
8	54.3	Average
9	63.8	Above Average
10	67.5	Quite Good
11	52.7	Below Average
12	9.2	Very Poor
13	70.8	Good
14	69.2	Good
15	70.6	Good
16	68.3	Quite Good
17	71.1	Good
18	57.6	Average
19	64.2	Quite Good
20	64.5	Quite Good
21	53.5	Below Average
22	81.4	Great
23	76.8	Very Good
24	62.4	Above Average
25	84.7	Excellent
26	85.7	Excellent
27	81.5	Great
28	70.1	Good
Mean	68.1	Quite Good

It can be seen that the level of English Department students' ability in translating phrasal verbs from English into Indonesian is placed on the level of *Quite Good* with the mean score 68.1. The table above showed that the highest score was 85.7 and the lowest score was 9.2.

This means that the students' ability in translating phrasal verbs based on context from English into Indonesian was quite good. It could be seen that the highest score was 85.7 which was put in the *excellent* category, and the lowest score was 9.2 which was put in the *very poor* category.

There were three students which were in *excellent* level, five were in *great* level, one student was in *very good* level, seven students were in *good* level, four students were in *quite good* level, three students were in *average* level, two students in each *above average* and *below average* level, and only one in *very poor* level.

The total score of the students put their ability in *quite good* level. As the result of translation test given to the students, it can be said that the English Department educational students of UNP ability in translating phrasal verb was quite good.

2. Difficulties faced by the students in understanding phrasal verbs based on context from English into Indonesian

Based on analysing the data from students' test, they tended to omit the particle of the phrasal verb which was the important part of it. Without the particle, the phrasal verb is only a verb which has the usual meaning. The particle is what makes it different from the usual verb. The prove of this was on the item number 17, which was: *The bus driver got angry when that car cut in.* most students wrote the meaning accurately, which was 'menyalip' or 'memotong jalan/mendahului'. However, among the students who wrote the meaning wrongly, there were six of them (21.42%) who omitted the particle 'in' in the phrasal verb. They only wrote the meaning of 'cut' which was 'memotong'. This made the meaning of the phrasal verb became different from what it intended to be. And the rest of them wrote incorrect meaning such as, 'menabrak', or 'rusak'.

It could also be seen by the item number 18. The sentence was *The air conditioner cuts in when the temperature gets to 22^oC.* The accurate meaning of that phrasal verb was 'mulai bekerja'. There were only two students who wrote the meaning accurately. The first one wrote 'mulai bekerja' and the other one wrote 'menyala', which had a close meaning to 'mulai bekerja'. The rest 26 wrote variant meanings of the phrasal verb. Mostly wrote 'rusak' or 'berhenti'. Two students wrote only the meaning of the verb, as 'cuts in' became 'memotong'.

From the finding above, it could be seen that the difficulty that the students faced was from syntactic or word order problems. They omitted the particle which played an important role in the phrasal verbs.

The second difficulty was the students' way of understanding the phrasal verbs that was still using word by word translation. For instance, in item test number 2, *We ran into Karen and her new boyfriend at the supermarket yesterday.* Eight students (28.57%) translated it word per word. The meaning of *ran into* itself was 'bertemu secara tidak disengaja' or 'kebetulan bertemu'. While the students mostly wrote 'berlari ke arah' or 'berlari kepada' or 'lari ke dalam', which all were true, if translated word per word ignoring the contextual meaning. From this case it could be seen that still many students did not understand phrasal verbs even though the context was given.

The item test number 26 also created confusion for the students. The sentence was *The police set up the car thief by using a hidden camera.* The correct meaning was 'menjebak'. However, only five students got it right. Most of them got confused of the sentence. They mostly wrote 'menyiapkan', 'memasang', 'mengatur', 'menyusun' and so on. They did not see that the object after the phrasal verb was the *car thief*, not the *hidden camera*. So they got the meaning of the phrasal verb wrongly.

From the finding above, it could be seen that the students' problem was in semantic or vocabulary problems. They translated the phrasal verbs word per word and sometimes they did not know what the word mean so they wrote what they wanted to write. As a result, the meaning of the phrasal verbs could not be achieved. From the explanation above, it could be seen that some difficulties that the students faced in translating of phrasal verbs were because the students still rendering the meaning word per word, also their misinterpretation of the meaning of the words and the lack of knowledge about the phrasal verbs itself.

D. Conclusion and Suggestion

1. Conclusion

As stated in chapter one, the purpose of this research was to find out ability of the third year educational students of English Department of UNP in translating English phrasal verbs based on context into Indonesian and the difficulties that they face in translating them. Based on the finding on this research, it was shown that the third year educational students of English Department of UNP ability in translating phrasal verbs was in quite good level. Second, their ability level was somehow connected to the fact that they faced some problems in translating phrasal verbs. The difficulties that they faced were found from contextual meaning and the word order problems. They could not understand the meaning of the phrasal verbs even though the context was given. They also omitted the particles of the phrasal verbs, like leaving out the preposition, so they translated the phrasal verbs but only the verb. Actually, if students understood the meaning of a sentence they could get the meaning of the phrasal verbs based on the context given and also if students knew the rules in phrasal verbs, it would be easier for them to understand and translate the phrasal verbs accurately.

2. Suggestion

Based on the findings, it can be suggested that English department students should learn more about phrasal verbs. The students should improve their knowledge and comprehension on phrasal verb by studying and doing exercises related to it. They should motivate themselves to do so. If the materials about phrasal verbs are not enough, the students should find the materials by themselves in library or internet.

The researcher suggests the lecturer to give more exposure on phrasal verbs during learning because one of the problems faced by the students in understanding the phrasal verbs was because they still did not understand the rules in phrasal verbs, like the word order or the particles. The researcher also suggests the lecturer to urge the students to use phrasal verbs in their academic lesson more often to increase their ability in understanding it.

Suggestion for the next researcher who may be interested in the research about phrasal verb and able to conduct deeper researches related to it.

Note: This article is written based on the writer's thesis with a guidance from Saunir Saun, M.Pd and Don Narius, M.Pd

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