



AN ANALYSIS OF ACCURACY IN TRANSLATING A NEWS ITEM TEXT BY THE FIRST GRADE STUDENTS OF SMA N 2 TILATANG KAMANG

Fikri Kurnia¹, Hamzah², Saunir Saun³

English Department

Faculty of Languages and Arts

State University of Padang

email: khairatulummah96@gmail.com

Abstract

This research analyse the translation work of the students in translating a *news item text* from English into Bahasa Indonesia. The design of the research is descriptive research. The population of this research is the first grade students of SMA N 2 Tilatang Kamang, Agam of 2015/2016 academic year. The sample of this research are 35 students chosen by using *simple random sampling* technique. The focus of this research are the accuracy level of the students' work in translating a news item and the errors made by the students that make the result of the students' translation become *less accurate* or *not accurate*. The data obtained through *translation test* as the instrumentation of this research. The data are assessed by using *accuracy rating instrument*. The result of the research shows that the average score is 1.92, with 32 (91.43%) students of the population are in *less accurate* level. Based on the students' translation test result, the errors made by the students related to the accuracy are the addition of the words or information which are not related to the context, the omission the essential words or information, the word-for-word translation, and inappropriate choices of word.

Key words: translation, news item text

A. INTRODUCTION

Nowadays, translation is very important as a tool which is used for communication by the people in the world. The information can be obtained from the latest books of science and technology that is widely published and traded in this country. Therefore, most of those books are written in foreign language (English). In this case, translating the source text from English into Bahasa Indonesia is very importance for academic, and also for the development of science, technology and art in Indonesia. Munday (2008: 5) describes that translation is the process of changing the original written text includes the verbal language (the source language or SL) into a written text in a different verbal

¹ English ELTSP of English Department of FBS Universitas Negeri Padang graduated on September 2016

² Lecturer of English Department of FBS Universitas Negeri Padang

³ Lecturer of English Department of FBS Universitas Negeri Padang



language (the target language or TL). He defines that translation is a transition source language into the target language in the form of written text.

Besides, science and technology, various events abroad are also written in the form of news item, there are: newspaper, online articles, and blogs. The news item also takes an important role for the Indonesian people, because of the current knowledge or information about events outside the country for various classes of people, who can take action and do something that is appropriate to the events. At senior high school, there are several texts that have been learnt by the students: narrative text, descriptive text, news item text and etc. Among them, the news item has the most encounter rate. Spencer, (2009:11) says news are fact or idea that many people will take interest in and is preferred to be accurate.

According to Gerot and Wignell (1994: 200), generic structure of news item text are: Newsworthy event(s), background events, and sources. *First*, newsworthy events are the early part of a news item text that recounts the event that will be told later. The length may vary, according to the amount of complexity and details in the news (Spencer, 2009: 27). *Second*, background of event, after the prelude, then the background events will follow. It tells the parties involved and the event's circumstances. Moreover the whole fact must be accounted for (Fang, 1991:19). The fact written here must be accompanied by an accurate source. *Third*, sources are necessary to make the stories believable. Sources is comments of participants, witnesses, or experts on the events. The names of the source must be as clear as possible, whether it is an individual or a group (Fang, 1991: 26).

Based on the previous observation that is done in SMA N 2 Tilatang Kamang, there were some problems related with students' accuracy in translation. The students have difficulty in understanding the news item text. Most of the students do not know what kind of grammar that used in the news item text. Besides, the understanding of the news item text, many students translate the whole text "word-for-word". Translation is concerned with words, but not with words alone. Even word-for-word translation can sometimes be misleading that makes the information contained in the text is not conveyed and understood well. Most English words have more than one meaning.

A translation can be considered as an accurate translation if the message is conveyed to the target language correctly. Nababan (2012: 51-52) says accuracy is the most important criterion in translation to produce quality translation. A translation that losses some messages or has got more messages than the source language, cannot be called quality translation. Accuracy has a close relation to the equivalence. Furthermore, Newmark (in Sharkas, 2009) states that the criterion of assessment of translation is the accurate production of the significance of the source text (ST).

Moreover, Bell (1991: 6) says "to shifts from one language to another is to alter the forms. Further, the contrasting forms convey meanings which cannot but fail to coincide totally; there is no absolute synonymy between words in the same language." Related to the problem above, the students have difficulty in choosing the word due to lack of vocabulary which is one of the causes of the problems in translating that is non-equivalent. Baker (1992: 17) states that common problem

of translation is non-equivalence of words. The problem comes when the translator cannot find the equivalent word in target language. For example “can” might have some meaning “bisa, dapat, mampu.” Because the meaning is varied, the student needs to translate it appropriately based on the context of the text.

As the example, in these two sentences “can” has different meaning, “I can read the book.” In the sentence “can” means “bisa.” Besides, there is another sentence with “can.” “How much sugar in one can of coke?” It can be translated “berapa banyak gula dalam satu kaleng minuman soda?” So, in the second sentence “can” means “kaleng” it is different with the first one. From the aforementioned example, “can” is not only translated into “bisa” because the meaning is not suit with the context of the text. Beside, based on Ardi, (2014: 43-45) there are some problems in translation such as lexical meaning, grammatical meaning, contextual meaning, textual meaning, socio-cultural meaning, and idiomatic meaning.

The errors made by the students in in translating a news item text influence the accuracy of translation. The categorizing of errors is according to how the surface structure of a sentence or expression is altered by the error (Shaffer; 2005). Such a classification would include omission, addition, misformation, and misordering. It is expected that the findings of this research can give contribution. The result of the study gives the information of the students’ accuracy in translating a news item text from English into *Bahasa Indonesia* and identify students’ errors made in translating a news item text from English into *Bahasa Indonesia*.

B. RESEARCH METHOD

This research was a descriptive research because in order to analyse the students’ accuracy and errors made by the students in translation. According to Gay (2012: 629) population is the group of interest to the researcher, the group to which the researcher would like the results of the study to be generalizable. The population of the research was the first grade students of SMA N 2 Tilatang Kamang. In choosing the sample, random sampling technique was used. Gay et.al (2012: 630) states that sampling is the process of selecting a representative number of individual out of a large group. The sample was 50% of the population. The number of the students were 35 chosen by using lottery system.

The instrument of this research was a translation test. The researcher gave a news item which was taken from the students’ textbook which was adapted from *The Jakarta Post, May 9, 2014, p.5*, because the material about news item was available on their textbook. The students were required to translate the source text (*English*) into target text (*Indonesia*). The researcher examined the translation test in order to get the data and did the analysis from students’ translation and gave the score by using parameters of Accuracy Rating Instrument which proposed by Nagao, Tsuji, and Nakamura (1998) as quoted by Akhiroh (2013: 42).

Accuracy of Translation

Score	Accuracy Description
3.51 – 4.00	Highly accurate

2.51 – 3.50	Accurate
1.51 – 2.50	Less accurate
1.0 – 1.50	Not accurate

Translation indicators of accuracy.

Scale	Indicators
4	The content of the source language is accurately conveyed to the target language. The translation is clear to the evaluator and no rewriting is needed.
3	The content of the source language is accurately conveyed to the target language. The translation can be clearly understood by the evaluator, but some rewriting and some changing in word order are needed.
2.	The content of the source language is not accurately conveyed to the target language. There are some problems with the choice of lexical items and with the relationship between phrase, clause, and sentence elements.
1.	The source language is not translated at all into the target language, i.e. it is omitted or deleted.

C. FINDINGS AND DISCUSSION

The data of this research were the product of students' translation. They were taken on April 11st until April 14th, 2016, at SMA N 2 Tilatang Kamang. The test was given to 35 students as the sample of this research.

1. Students' accuracy in translating a news item text from English into Bahasa Indonesia

Students' Accuracy Level

Resp.	Score	Level
1	85.1	Accurate
2	81.7	Accurate
3	81.3	Accurate
4	82.2	Accurate
5	72.5	Less Accurate
6	71.1	Less Accurate
7	54.3	Inaccurate
8	54.3	Inaccurate

9	63.8	Less Accurate
10	67.5	Less Accurate
11	52.7	Inaccurate
12	9.2	Inaccurate
13	70.8	Less Accurate
14	69.2	Less Accurate
15	70.6	Less Accurate
16	68.3	Less Accurate
17	71.1	Less Accurate
18	57.6	Less Accurate
19	64.2	Less Accurate
20	64.5	Less Accurate
21	53.5	Inaccurate
22	81.4	Accurate
23	76.8	Accurate
24	62.4	Less Accurate
25	84.7	Accurate
26	85.7	Accurate
27	81.5	Accurate
28	70.1	Less Accurate
Mean	68.1	Less Accurate

Based on the table above, the students' accuracy of translation test can be identified into the distribution frequency of each level in the table below:

Distribution frequency of each level of accuracy

Scale	Frequency	Percentage (%)
Highly Accurate	-	-
Accurate	-	-
Less Accurate	32	91.43%
Not Accurate	3	8.57%
Total	35	100%

The table above show the result of the translation accuracy in translating a news item text done by the first grade students. From 35 students, none of the student gained **highly accurate** and **accurate**, 32 students gained **less accurate** and 3 students got **not accurate**. It can be concluded that most of the students' translation were in the scale **less accurate**.

The students who got less accurate translation means that they still have some problems in transferring the message that caused their translation became ambiguous or less accurate. The translation which was made by the students can be seen in the following examples:

a. Highly Accurate

The translation can be highly accurate when the content of the source language is accurately conveyed to the target language. The translation is clear to the evaluator and no rewriting is needed. Based on the data description, there was on one (0%) of the students translated the text with this criterion.

b. Accurate

In the data description, there was also no one (0%) of the students who translate the news item text accurately. An accurate translation means that the content of the source language is accurately conveyed to the target language. The translation can be clearly understood by the evaluator, but some rewriting and some changing in word order are needed.

c. Less Accurate

Less accurate happens when the content of the source language is not accurately conveyed to the target language. There are some problems with the choice of lexical items and with the relationship between phrase, clause, and sentence elements. From the date there were 32 (91.43%) of the students who translated the news item text less accurate. The example can be seen as follows:

Sentence 3. Respondent 8.

Source text :

Two days ago, Major General Subagio gave a speech in a ceremony to discharge a TNI soldier.

Target text :

2 hari yang lalu, mayor jendral Subagio memberikan pidato di upacara untuk melepaskan seorang prajurit TNI

According to the example above, the students translated the word *discharge* into *melepaskan*. The sentence was less accurately transferred into the target language and there was a problem with the meaning of the word in the target language. This translation could make the reader in target language confuse. The word “*melepaskan*” was not an appropriate meaning, it should be translated as “*pemberhentian, pemecatan*” in target text.

d. Not Accurate

The translation will not be accurate when the source language is not translated at all into the target language (*omitted or deleted*). For example:

Sentence 9. Respondent 6

Source text :

Three years later, he was sentenced to three years' imprisonment and fined Rp 500 million for illegal logging and forest burning in Riau.

Target text :

3 tahun kemudian, ia dijatuhkan hukuman 3 tahun penjara dan denda Rp. 500 miliar

The sentence above, the meaning in source text did not conveyed thoroughly in target text. The meaning is far from the actual meaning. Such kind of translations, also appear in other data respondents. Another example of not accurate translation as follows:

Sentence 6. Respondent 2

Source text :

He was found guilty of involvement in illegal logging and burning forested land in Bengkalis regency, Riau.

Target text :

Dia dinyatakan bersalah atas keterlibatan ilegal

The meaning in target text was not appropriate with meaning in source text. The translation of the source should be “*Dia didakwa bersalah atas keterlibatannya dalam penebangan liar dan pembakaran hutan di Kabupaten Bengkalis, Riau*” but the sentence translated into “*Dia dinyatakan bersalah atas keterlibatan ilegal*” it made the translation of the target text failure because there are some omitted or deleted of some words as stated in the source text. This case made the data indicate as not accurate and the translation could be misleading.

2. Errors made by the students in translating a news item text from English into Bahasa Indonesia.

The errors made by the students in translating a news item text influence the accuracy of translation. Based on analyzing the data from students' test, it was found some errors that translations' errors related to adding, omitting, choice of words, and also word-for-word translation that cause the changes of meaning or message from the source text into target text. Here are the examples of students' errors:

a. Adding Unnecessary Word

Addition errors are characterized by the presence of items that must not appear in well-formed utterances. The examples of this type of errors are presented below:

Sentence 3. Respondent 30

Source text : *Two days ago, Major General Subagio gave a speech in a ceremony to discharge a TNI soldier.*

Target text : *Dua hari yang lalu kepada mayor jendral Subagio menyampaikan sebuah pidato di sebuah upacara untuk membebaskan seorang prajurit TNI*

The adding of word "kepada" which did not exist in source text caused the meaning of the target text change. The sentence below is also the example of adding in translation:

Sentence 1. Respondent 14

Source text : *Bukit Barisan regional military command (Kodam) chief Major General Istu Hari Subagio vowed to take stern action against any Indonesian Military (TNI) personnel involved in illegal logging and/or forest burning in North Sumatra's forest conservation area.*

Target text : *Bukit Barisan melakukan pelatihan militer yang di komandani oleh mayor jendral Istu Hari Subagio dalam rangka mempertahankan indonesia dalam bidang TNI personal latihan di hutan sumatera area konservasi*

The addition of "dalam rangka mempertahankan indonesia dalam bidang TNI personal latihan di hutan sumatera area konservasi" on the sentence caused distortion of meaning in target text. Because it was not related to the context of the text.

b. Omitting

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of

morphemes are omitted more than others. The examples of this type of errors are presented below:

Sentence 9. Respondent 24.

Source text : *Three years later, he was sentenced to three years' imprisonment and fined Rp 500 million for illegal logging and forest burning in Riau.*

Target text : *Tiga tahun dia dinyatakan untuk tiga tahun penjara dan denda Rp. 500 million oleh ilegal dan hutan di Riau*

In the target text, there were several information in source text which omitted by the students. This omission caused by the lack of vocabulary and the understanding of the text. It made the message of the source text did not conveyed properly into target text.

Source text : *Subagio said that the chief soldier deserved to be discharged from TNI for repeatedly committing these offenses.*

Target text : *Subagio berkata ketua merasa terhormat*

The sentence above was not well-formed. The student only translated the beginning part of the sentence and omitted the rest of the sentence. It made the whole meaning of the source text did not fulfill because of the omission.

c. Choice of Word

The choice of word in translation must be adjusted with lexical, context, textual and social-culture meaning in target language.

Sentence 3. Respondent 2

Source text : *Two days ago, Major General Subagio gave a speech in a ceremony to discharge a TNI soldier.*

Target text : *Dua hari yang lalu, mayor jendral Subagio membagikan pidato di upacara untuk melepaskan seorang prajurit TNI*

From the example above, it can be seen that the accurate translation for "gave" into "membagikan" but, the meaning of word "gave" related to the context is "menyampaikan". The other one is word "discharge", the student translated it into "melepaskan". Actually, the meaning related to the context of the text is "pemberhentian/pemecatan". So that, the translation was categorized into less accurate.

d. Word-for-Word Translation

It is a literal translation consisting of transferring the elements of the source text without changing the word order. It can distort the sense and intelligibility of the source text. The example is:

Sentence 3. Respondent 3

Source text : *TNI gets tough with illegal loggers.*

Target text : *TNI menjadi sulit dengan penebangan liar*

The translation above used word-for-word translation so that the meaning in target text becomes unclear. The sentence above is not well-formed, which tended to follow the form of the source text.

Sentence 4. Respondent 3

Source text : *During the ceremony Subagio said that no soldiers or civil servants were above the law.*

Target text : *Selama upacara Subagio mengatakan bahwa tidak ada tentara / pegawai negeri sipil berada di atas hukum.*

From the example above, it can be seen that the student translated an idiom “above the law” literally or word-for-word. In English “*above the law*” means “*kebal hukum*”, but the student made it into “*di atas hukum*”.

D. CONCLUSION AND SUGGESTIONS

1. Conclusion

Throughout the analysis of students’ test of the first grade students of SMA N 2 Tilatang Kamang in translating a news item text from English into Bahasa Indonesia was Less Accurate. It was indicated by the fact that there were 32 students (91.43%) who had fair result in translating a news item text from English into Bahasa Indonesia. The researcher found out none of the students’ test in highly accurate or accurate. Moreover, they also need to improve more their translation to make them able to produce an accurate translation

Based on the analysis and discussion on this research, it was shown that the result of the first grade students of SMA N 2 Tilatang Kamang in translating a news item text is in less accurate level. There are several kinds of errors which cause the translation less accurate or not accurate. The errors are omission (omitting some information or lack of vocabulary) in source text, addition, inappropriate word choice (lexical, grammatical and contextual meaning), and word-for-word translation which make translation sound awkward and hard to understood.

2. Solutions

From the result of this research, the researcher would like to contribute some suggestion to be hopefully considered as a good input for students and teachers. There are some suggestion for the students and also for the teachers to improve the students’ translation which is related to other skills in English especially reading and writing skills. The students should practice English repeatedly in school or at home and the students have to pay more attention about vocabulary mastery in order to enrich their knowledge to

support their study in English. It can be done by reading English texts, such as newspaper, comic, magazine etc. Besides enriching their vocabulary students are suggested to read a lot of book to increase their comprehension about texts.

For the teachers should give students translation exercises to build the skill in transferring the meaning or the message of the text and also in every activity given, the teacher must do an examination and inform errors to the students. But also, it is necessary for them to evaluate the difficulties faced by the students.

Suggestion for the next researcher, since this study is far from being perfect, it is expected that the other researcher can discuss and analyzed the learners' errors deeply.

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