

**AN ANALYSIS OF ENGLISH DEPARTMENT STUDENTS' ACCURACY  
IN TRANSLATING NATURAL SCIENCE TEXT FROM ENGLISH INTO  
*BAHASA INDONESIA***

**THESIS**

*Submitted as Partial Fulfillment of the Requirements to Obtain Strata One (S1)  
Degree*



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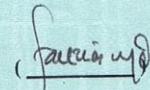
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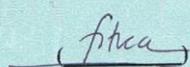
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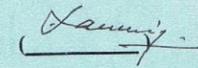
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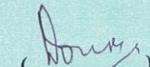
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## ABSTRAK

**Azirovi, Yuri.** 2016. “An Analysis of English Department Students’ Accuracy in Translating Natural Science Text from English into *Bahasa Indonesia*”. *Skripsi*. Pendidikan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penelitian ini merupakan penelitian deskriptif kuantitatif yang bertujuan untuk mengidentifikasi keakuratan terjemahan mahasiswa program studi pendidikan bahasa Inggris tahun angkatan 2013 dalam menerjemahkan teks sains dari bahasa Inggris ke bahasa Indonesia serta mendeskripsikan masalah yang dihadapi mahasiswa tersebut dalam penerjemahan. Dari 94 mahasiswa, sebanyak 38 orang terpilih sebagai sampel penelitian dengan menggunakan quota random sampling. Data dari penelitian ini adalah hasil terjemahan mahasiswa yang akan dinilai oleh 3 orang inter-rater untuk tiap teks. Penilaian tingkat keakuratan menggunakan *accuracy rating instrument* yang diusulkan oleh Nababan. Temuan dari penelitian ini menunjukkan bahwa sebanyak 30 mahasiswa dikategorikan ke dalam terjemahan yang kurang akurat dalam menerjemahkan teks biologi; 12 mahasiswa dikelompokkan ke dalam terjemahan kurang akurat dalam menerjemahkan teks fisika; dan 31 mahasiswa berada di posisi terjemahan kurang akurat dalam menerjemahkan teks kimia. Selebihnya, terjemahan mahasiswa berada pada kategori tidak akurat dan tidak ada terjemah mahasiswa yang dikategorikan sebagai terjemahan yang akurat. Temuan penelitian juga menunjukkan bahwa mahasiswa menghadapi beberapa masalah dalam akurasi seperti makna leksikal, makna tata bahasa, makna kontekstual, dan makna textual. Kesimpulan yang didapatkan adalah keakuratan mahasiswa bahasa Inggris dalam menerjemahkan teks IPA pada umumnya berada pada kategori kurang akurat. Untuk itu diperlukan latihan yang lebih banyak untuk meningkatkan keakuratan terjemahan.

**Kata Kunci:** *Penerjemahan, Keakuratan, Teks IPA*



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Dengan ini menyatakan, bahwa Tugas Akhir saya dengan judul *An Analysis of English Department Students' Accuracy in Translating Natural Science Text from English into Bahasa Indonesia* benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukum sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi UNP maupun masyarakat dan negara.

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The Researcher

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## **LIST OF ABBREVIATIONS**

SL : Source Language  
TL : Target Language  
ST : Students Translation  
IR : Inter-Rater  
S : Student  
L : Lexical Meaning  
G : Grammatical Meaning  
C : Contextual Meaning  
T : Textual Meaning  
SC : Socio-Cultural Meaning

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Problem

Translation is the process of transmitting meaning from source language into target language. Since every language has different structure, grammatical, lexical, and situation, translation can be the solution to get information from one language. However, translation is not an easy thing to do since there are many aspects that needed to be considered by the translators. A translator needs to find equivalent meaning in source language text into target language text. A translator needs to know and understand about all the aspect of source language in order to avoid meaning distortion in target language. Thus, a translator has to know both of language rules from source language into target language, its grammatical structure, its lexical choice, and others.

Larson (1998) states there are three characteristics of a good translation including accurate, natural, and clarity. Accuracy means the message in the SL is transferred as the way it is to the TL. The second characteristic of a good translation is naturalness that focuses on the cultural norms in the TL. The last characteristic is clarity that means a translation have to be clear and no mistake.

In line with Larson, Nababan (2012: 44) notes that there are also three characteristics of a good translation that are accuracy, acceptability, and readability. Accuracy leads into a question whether a transfer message

from SL is as well as in the TL. In addition, acceptability focuses on whether a translator uses the grammatical norms in TL or not. Moreover, readability means a translation should consider the TL readers' understanding in reading a text so that a translation should be easily understood by the readers.

Beside the characteristics of a good translation, there are also types of the text in translation that need to be considered. According to Newmark (1988:15), there are three types of text that affect the work of translators including expressive text, vocative text, and informative text. Expressive text related to the literature authoritative texts such as stories, novels, plays, and so on. Meanwhile, vocative text is a text to ask or persuade someone to do something intended by the speaker or the writer such as imperative, notices, procedure and so on. The last type is informative text which concerned with any topic of knowledge such as medical, technical, politic, biology, and others.

Among the three types of the text functions, informative text, especially scientific text, is the hardest one to be translated. The first reason is there are many registers and terms in certain field that have certain meanings where the translator needs to find out the real meaning in order to get accurate translation. The second reason is the language used in informative text is plain and the fact in the topic will be the core of translation. It means the translator should really transmit the original message to the TL readers completely and carefully without adding or reducing the information. The translator cannot use imaginary thing to guess

the appropriate meaning in TL just like in expressive text, or even the translator does not use comprehensible language to the readership in order to make them easily understood the text just like in vocative text. Nababan (2012:44) states that the effect of adding or reducing information in translating textbooks in certain risky fields—such as law, religion, and medical—can be fatal.

The fact that informative text is the hardest one to be translated makes the writer interested to do a research about English Department students' ability in translating informative text. Since English Department offers a translation class as a subject that should be taken by 7<sup>th</sup> or 8<sup>th</sup> semester students, they are hoped to be a good translator who can translate many types of texts and train them to be professional translators.

However, according to curriculum based on KKNI (*Kerangka Kualifikasi Nasional Indonesia*) 2013, the English Department curriculum, the translation class is offered to the 4<sup>th</sup> and 5<sup>th</sup> semester students where translation 1 is in 4<sup>th</sup> semester and translation 2 is in 5<sup>th</sup> semester. This means by taking translation class in the 4<sup>th</sup> and 5<sup>th</sup> semester, the third year of English Department students are hoped to be able in translating texts from English to *bahasa Indonesia* and vice versa.

Actually, it does not matter if the translation class is offered to the third year of English Department students as long as they have taken some essential classes such as grammar classes, linguistics classes, reading classes and vocabulary classes. It is because these classes are the basic things needed in translation class that affect the result of translation. In fact, they

do not finish those classes yet and take translation class in the same time. Thus, it can be assumed that they will be difficult to produce a good translation if they do not have good basic knowledge.

Based on a short interview with several English Department 2012 students who had taken translation class, they said that they faced some problems which influence the production of TL text such as choice of words which have equivalent meaning with target language text and complex grammar. Besides, they also said that they were lack of exercises in translating informative text especially natural science texts. As a result, they are difficult in looking for appropriate equivalent meaning in TL. In other words, these problems can be categorized into lexical meaning and grammatical meaning problems.

Furthermore, the writer also has a short interview with English Department 2013 students who are taking translation class. Many of them get difficulties not only in lexical and grammatical meaning problems but also in contextual and textual meaning problems. For example, in contextual meaning, the word *by* in *I work by hour* will have different meaning from word *by* in *I was stopped by policeman*. Meanwhile, in textual meaning the register in one field will have different meaning from other fields, such as the word *morphology* in linguistics field has different meaning from word *morphology* in biology field. These problems faced by the third of English Department students become a question whether they are ready or not to take translation class in their 4<sup>th</sup> and 5<sup>th</sup> semester. It is because translation is not an easy thing to do. It is harder than it is seemed.

It is correct that English Department students have been familiar with the textbooks that are written in English since they use English textbooks in getting their materials. It can be said that they have been becoming amateur translators since in their first year so that they may take translation class in their third year. In fact, they still have difficulties in comprehending the materials in those textbooks even though they have translated them.

This can be seen from the score of English Department students that is low in translation class. One of the exercises in translation class is translating several informative texts from several fields such as biology, physics, chemistry, technic, politic, and many others from English into *bahasa Indonesia*. The result shows that the students' translation is not accurate especially in translating specific terms. Averagely, most of their scores are 65-70. They tend to mistranslate some certain specific terms in specific fields. It was supported by Nababan (2012: 41) that says there are many complaints from TL readers about the quality of scientific texts' translation from English into *bahasa Indonesia*. Many scientific texts' translation do not transmit appropriate message from SL to TL. The result can be fatal for TL readers who use those translations.

The translators have to concern with this complaint since the reason of doing translation is because there are readers that need it. There should be no mistake in transmitting the original information so that the readers can understand it easily. This can be seen as introspections for the translators to improve their translation's quality. It is also a challenging thing for

translators to understand more the certain words in other fields in order to have a perfect translation.

In addition, it cannot be neglected that since English Department students have been familiar with English texts, many of students from other fields who cannot deal with English will ask some help from English Department students to translate certain texts to fulfil their needs. It is because as someone's education is getting higher, the demands to read more books are also higher. The students from each field such as technic, medical, politic, and even education need to read books in order to master their field. Somehow, the books needed are written by the experts by using English. Thus, the students who do not master English will get difficulties to deal with it.

Again, a problem arises when the English Department students should deal with certain unknown registers in certain fields that they do not familiar with. Since certain registers in one field have certain meanings, the students need to find out textual meaning in those registers. However, the students did not do it which can lead into inaccurate translation. Actually, it will not be a big deal when the texts that should be translated related to the linguistics or literature because they have been familiar with those fields, but it will be hard if they are not familiar with the field that should be translated.

Besides, most of the students' translations are word-by-word translation. They only see translation as merely a text where there is no process or activity included. For example, in one of exercises in translation

class, the students were asked to translate a scientific discourse from English into *bahasa Indonesia*. Many of them translated “Alkalies form solutions which feel soapy and which will dissolve oily and greasy substances” into “*Alkalis membentuk solusi yang merasa bersabun dan yang akan melarutkan substansi berminyak dan berminyak.*” In fact, the translation should be “*Alkalis membentuk larutan yang bersabun dimana larutan tersebut akan melarutkan zat-zat yang berminyak.*” It can be seen that they do not try to understand the content of the source language text first before transmitting the message into equivalent meaning in target language text. Also, they only translated it word-by-word.

Because of some problems mentioned previously including their inaccuracy in translating informative text; their difficulties in dealing with word choices, grammatical structure, and certain registers in certain fields; and their problems in dealing with the process of translation, the writer is interested and curious to investigate the English Department students’ accuracy in translating scientific text from English into *bahasa Indonesia*. The worse thing is the translation class is offered to the third year of English Department where they do not finish some basic essential classes and take translation class at the same time. Considering that English Department students are familiar with linguistics and literature fields, the writer chooses texts in science field as the texts that will be translated, under the title “An Analysis of English Department Student’s Accuracy in Translating Natural Science Texts from English into *bahasa Indonesia*.”

## **1.2 Identification of the Problem**

Based on the background of the problem mentioned previously, the problems can be identified into three. First, the third year of English Department students do not translate informative text accurately. This can be seen from their score in translation class that is low. Second, the students have difficulties in dealing with word choices, grammatical structure, certain registers, and equivalent meaning in target language. This happens because the students do not completely understand the aspects of translation from both source language and target language. It is assumed that it occurs because they do not finish basic classes yet which can affect the result of translation. Third, the students have difficulties in understanding the process of translation. It is because they consider translation as merely a text where is no process included so that they translate the text word-by-word.

## **1.3 Limitation of the Problem**

In relation to the identification above, the problem would be limited into the analysis of English Department student's accuracy in translating natural science text including biology, physics, and chemistry from English into *bahasa Indonesia*. The reason of choosing natural science texts as the text that will be translated is because the writer wants to see the third year of English Department' students' translation ability in dealing with the field that they are not familiar with.

## **1.4 Formulation of the Problem**

Based on the limitation above, the research problem was formulated as "How accurate was the translation produced by English Department

students in translating natural science texts including biology, physics, and chemistry from English into *bahasa Indonesia*?"

### **1.5 Research Questions**

This research problem was extended into several questions as follows:

1. How accurate was the translation of natural science texts including biology, physics, and chemistry produced by English Department students from English into *bahasa Indonesia*?
2. What kinds of accuracy problems were faced by the English Department students in translating natural science texts including biology, physics, and chemistry from English into *bahasa Indonesia*?

### **1.6 Purpose of the Research**

Related to the research questions mentioned previously, the purpose of this research was aimed to investigate:

1. The accuracy that was produced by English Department students in translating natural science texts including biology, physics, and chemistry from English to *bahasa Indonesia*.
2. The kinds of accuracy problems that were faced by the English Department students in translating natural science texts including biology, physics, and chemistry from English into *bahasa Indonesia*.

### **1.7 Significance of the Research**

The findings of this research will be both theoretically and practically significant. It is expected that the result of this research will give

a contribution in English education's world about translating an informative text from English into *bahasa Indonesia*. This research lays on attempt to find out the English Department students' accuracy in translating natural science texts including biology, physics, and chemistry from English into *bahasa Indonesia*.

Practically, the findings of this research are hoped can give advantages for the writer, the English Department students, and the translation's lecturers. For the writer, this research will be useful for herself to master the translation, especially in translating natural science texts including biology, physics, and chemistry or other informative texts. For the English Department students, it is hoped that this research will give them knowledge about how to produce an accurate translation of natural science texts including biology, physics, and chemistry. The last is for the translation lecturers. It is hoped that this research's findings can be a valuable evaluation on teaching learning translation.

### **1.8 Definition of Key Terms**

Translation : the replacement of textual material in one language or Source Language (SL) by equivalent textual in other languages or Target Language (TL).

Accuracy : the message in SL is transferred grammatically and lexically correct into the message in TL without any changing ideas.

Natural Science Text : a text about a branch of science concerned with the description and understanding phenomena including biology, physics, and chemistry.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### **5.1 Conclusions**

Based on the findings discussed previously, it can be concluded that most of the students' translation were in less accurate category. This category was gotten based on the score given by three inter-raters. In biology text, 78.95% students were categorized as having less accurate translation. For about 31.58% students were categorized as having less accurate translation in translating physics text, and 81.58% students were classified into less accurate translation in translating chemistry text.

Furthermore, it also could be concluded that among five classifications of accuracy problems, there were only four meaning problems were occurred including lexical meaning problems, grammatical meaning problems, contextual meaning problems, and textual meaning problems. Among the accuracy problems that were occurred, the biggest numbers of accuracy problems faced by the students were lexical meaning problems for about 57.05%. Also, 25.28% students faced grammatical meaning problems. Since the texts in this research was natural science texts, the students got difficulties in dealing with certain registers. It could be seen that 17.81% student faced textual meaning problems.

Overall, it could be sum that there was no student who had an accurate translation. Mostly, their translations only in level of less accurate which meant the translation was good but there were still some problems related to the lexical choices and others. These accuracy problems faced by the

students related to the meaning of lexical, grammatical, contextual, and textual.

## **5.2 Suggestions**

Based on the research findings in this research, there were some suggestions that were needed to be proposed for the English Department students, the translations lecturers, and the next researcher. First, English Department students, who had been familiar with English language, were supposed to have accurate translations, especially the informative text where mistranslated translation could be fatal. Thus, it was suggested for the English Department students to improve their ability in translating the informative text from English into *bahasa Indonesia*. Besides, it was also suggested for the students to learn more about the technique and the process of translation so that the translation would be accurate.

Second, it was suggested for the translation's lecturers to play a very important role in helping the students to improve their ability in translations. More exercises in translating informative texts, especially natural science texts were needed to be given to the students. In addition, the materials about lexical and grammatical adjustments were needed to be improved since the students got many problems in lexical and grammatical meaning.

The last, this suggestion fell to the next researchers who were interested in analyzing students' accuracy in translating natural science texts from English into *bahasa Indonesia*. Based on the findings, it was suggested for the next researchers to analyze the students' ability in translating passive

voices from English into *bahasa Indonesia* since there were many problems related to it in translating natural science texts.

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