CAKRAWALA PENDIDIKAN

FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

Petunjuk Penulisan Cakrawala Pendidikan

1. Naskah belum pernah diterbitkan dalam media cetak lain, diketik spasi rangkap pada kertas quarto, panjang 10-20 halaman, dan diserahkan paling lambat 3 bulan sebelum penerbitan, dalam bentuk ketikan di atas kertas sebanyak 2 eksemplar dan pada disket komputer IBM PC atau Kompatibel. Berkas naskah pada disket komputer diketik dengan menggunakan pengolah kata *Microsoft Word.*

2. Artikel yang dimuat dalam jurnal ini meliputi tulisan tentang hasil penelitian, gagasan konseptual, kajian dan aplikasi teori, tinjauan kepustakaan, dan tinjauan buku baru.

3. Semua karangan ditulis dalam bentuk *esai,* disertai judul sub bab (heading) masing-masing bagian, kecuali bagian pendahuluan yang disajikan tanpa judul sub bab. Peringkat judul sub bab dinyatakan dengan jenis huruf yang berbeda, letaknya rata tepi kiri halaman, dan tidak menggunakan nomor angka, sebagai berikut :

   PERINGKAT 1 (HURUF BESAR SEMUA TEBAL, RATA TEPI KIRI)
   Peringkat 2 (Huruf Besar-kecil Tebal, Rata Tepi Kiri)
   Peringkat 3 (Huruf Besar-kecil Tebal, Miring, Rata Tepi Kiri)

4. Artikel konseptual meliputi; (a) judul, (b) nama penulis, (c) abstrak (50-75 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan yang berisi latar belakang dan tujuan atau ruang lingkup tulisan, (g) isi/ pembahasan (terbagi atas sub-sub judul), (h) penutup, dan (i) daftar rujukan. Artikel hasil penelitian disajikan dengan sistematika: (a) judul, b) nama-nama peneliti, (c) abstrak, (d) kata kunci, (e) identitas peneliti (tanpa gelar akademik), (f) pendahuluan berisi pembahasan kepustakaan dan tujuan penelitian, (g) metode, (h) hasil, (i) pembahasan, (j) kesimpulan dan saran, dan (k) daftar rujukan.

5. Daftar rujukan disajikan mengikuti tata cara seperti contoh berikut dan diurutkan secara alfabetis dan kronologis.

   Anderson, D.W., Vault, V.D., dan Dickson, C.E. 1993. *Problems and Prospects for the Decades Ahead: Competency Based Teacher Education.* Barkeley: McCutchan Publishing Co.

   Huda, N. 1991. *Penulisan Laporan Penelitian untuk Jurnal.* Makalah disajikan dalam Loka Karya Penelitian Tingkat Dasar bagi Dosen PTN dan PTS di Malang Angkatan XIV, Pusat Penelitian IKIP MALANG, Malang, 12 Juli.

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6. Naskah diketik dengan memperhatikan aturan tentang penggunaan tanda baca dan ejaan yang dimuat dalam *Pedoman Umum Ejaan Bahasa Indonesia yang Disempurnakan* (Depdikbud, 1987).

CAKRAWALA PENDIDIKAN
Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

Volume 19, Nomor 2, Oktober 2016

Daftar Isi

THE PROBLEM OF TRANSLATING ENGLISH PHRASES INTO INDONESIAN FOR ISLAMIC SCHOLAR OF

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Abstrak : Sudah menjadi pertimbangan umum, bahwa terjemahan adalah merupakan suatu aktifitas yang membosankan dalam bahasa inggris, tetapi penerjemah menjadi aspek yang sangat penting dalam memahami kalimat-kalimat dalam bahasa yang berbeda-beda. Bagaimanapun juga, penerjemahan harus menguasai sumber atau target utama dalam bahasa, dengan benar, secara literal dan bebas untuk memahami sebuah bentuk dan isi dari sumber bahasa tersebut. Sehingga, peneliti meneliti tentang *The Problem of Translating English Phrases into Indonesian for Islamic Scholar of Unsuri*, yang tujuannya untuk mencari penerapan proses penerjemahan frase-frase dalam teks/bacaan diterapkan dalam menerjemahkan frase bahasa Inggris ke dalam bahasa Indonesia dan permasalahannya.penelitian ini menggunakan penelitian qualitatif, yang sumber datanya adalah mahasiswa semeter 5 jurusan PAI Universitas Sunan Giri (UNSURI). Datanya dikumpulkan dengan cara observasi dan field note (catatan-catatan) yang bisa mendukung dalam penelitian. Dan datanya dianalisa dengan menggunakan tiga cara : data reduction, display and data verification. Hasil dari penelitian tersebut menunjukkan bahwa mahasiswa semester 2 jurusan PAI Universitas Sunan Giri (UNSURI) masih menggunakan penerjemahan secara lexical, dan gramatikal ketika mereka menerjemahkannya, kemampuan menerjemahkan mahasiswa ditunjukkan dengan cara menerjemahkan frase-frase dalam kalimat atau teks melalui teknik yang diberikan.

Kata Kunci : Ambigu, terjemahan prasa-prasa bahasa Inggris, mahasiswa Islam.

Abstract : Being considered as well-known boring activity in English activity, Translation was proven to be the most important aspect in understanding sentences from different language. However, translation should incline to the source or target language; to be faithful or beautiful, literal or free, and whether to attempt and struggle for the form or the content. Therefore, the researcher investigated *The Problem of Translating English Phrases into Indonesian for Islamic Scholar of Unsuri*, which was aimed at finding the implementation of translating phrases in the texts implemented in translating English phrases into Indonesian This qualitative research used fourth-semester scholars of University Sunan Giri (UNSURI) as the subject of research. The data were collected by using observation and field note then were analyzed using three stages of data reduction, display and data verification. The results of the research showed that fourth scholars of University Sunan Giri (UNSURI) used the implementation of translating lexically while translating in the sentences. It was revealed that scholars used some of the lexical and grammatical method of translation. Scholars' translation skills were better which it could be seen from the scholars' response and the way to translate the text through the given technique.

Key Words : Ambiguity, Translation English phrases, Islamic Scholars.

BACKGROUND

When talking about translation, it is very boring activity, in translation process needs some competences of language, language competence can support the scholars' ability in translation and language skills. Language competence is a two-way, not a one way system. It needs to be able to communicate both ways: into and the foreign language. Textbooks understandably place great emphasis on competence in the foreign language. But little guidance is given on how to communicate back into mother language, as many professionals need to do in their daily work. "Translation is ideally suited from practicing this vital skills" (Duff, 1989:6).

Translation is very important to transfer the science and the technology from the advance country to back-word one, but it needs the translations process, because every science and technology will be useless if there is no translation.

Translation is one of skills in English that is not easy to learn for the scholars, although the English scholars or the general one ever got difficulty and could not understand what the translators translated and meant. These cases are caused by the limited learning education about translation. The scholars face many cases, because the scholars do not understand some linguistic theories related in translation, therefore they actually conduct the translation and they do not know the theories of translation well, the theories will explain about what to do and what not to do, the translation which is attempting to perform will be more effective in term of time and more accurate and reliable in term of content (Untoro, 2000:1).

Before conducting the translation, they should also understand the definition of translation well.

Translation is the general term referring to the transfer of thoughts and ideas from one language (source) to another (target), whether the language are in written or oral form, whether languages have established orthographies or do not have such standardization or whether one or both language is based on sign, as with sign language of the deaf". (Brislin, 1976:1).

Once they are eager to translate the sentences or phrases, they should understand the basic principle of structure. It is however more difficult to translate the phrases than to translate the sentences. Translating phrases needs the main of translation as dictionary, language knowledge, some translation theories, and kinds of translation meaning. The Islamic scholar cannot usually know the construction of phrases or arrangement of phrases, there are some scholars translate the sentences by translating word by word without caring the grammar, and translation theories, some of them can translate the sentences or phrases based on the structure, but it cannot be understood by the readers. Of course to translate a good translation is not only limited at the ability of sentences translation contains, but also to deliver the ideas of one language to others, so it can be understood by the readers. So, the researcher investigated the *Ambiguity of Translation English Phrases into Indonesian for Islamic Scholar of Unsuri.* Based on the research above, it is necessary to conduct a study related to the translating English phrases into Indonesian. This present study will describe the following problem: How is the implementation of translating English phrases into Indonesian at fourth semester of UNSURI? Based on the background and research problem, the research questions are formulated into: how is the implementation of translating phrases in the texts implemented in translating English phrases into Indonesian?

METHOD

This study is planned to investigate the scholar' translating English phrases into Indonesian. Based on the research questions and the objectives that have been discussed in chapter 1, the qualitative is used, because words, sentences and symbols are used to represent the data that are going to be analyzed.

The focus is translating English phrases into Indonesian. It is in line in Creswell, he stated that qualitative concerns with gathering word (text) or image (picture) data (2008; 55). Edgerton in Stainback (1988; 9) states that

> It calls for the investigator to enter into the lives of the persons being studied as fully and naturally as possible. It requires a long-term involvement so that the investigator's presence becomes a natural condition. The researcher listened to what people say, observed what they do, asked them questions when appropriate, and participated in their activities whenever possible. He or she also often analyzed written policies and records, program descriptions, photographs, and similar documents.

Related to the definition above, this study focused on the description of scholar' translating English phrases into Indonesian. The researcher observed the situation naturally. In other words, the research must complete in natural setting (McMillan, 1992: 214). It means that the activities and behavior occurs naturally and there is no manipulation or control the setting. This study was conducted At Islamic University level.

The main purpose of the study is not to attempt to generalize the conclusions to a larger population. However, it is more emphasized to get a thorough and in depth understanding of the theory and the concepts of translation, and also to provide fruitful suggestions for further research.

The Subject of the Research

This study involved an English lecturer at University. She has been teaching English for 15 years. At the time of research, she was teaching at fourth semester in 2015-2016 academic year. Translating English phrased conducted by the scholars becomes the data of the study. The lecturer asked the scholars to translate text and the scholar translated it, from the scholars' translation. The researcher illustrated the translation strategies and kinds of meaning.

Research Setting

This research was conducted at Islamic University Surabaya. This University was chosen, because this University is one of the University in Surabaya and the University was possible to get permission from the University director to conduct the research as easy as to get the data needed in this study.

The observation was conducted in PGMI Class, one of some faculties. PGMI class consists of 25 scholars, 24 females and 1 males. As it was described by the subject, the characteristics of the scholars in the PGMI class are communicative and competitive with each other. They were also quite good with grammar, vocabulary, and content. This class is not too Small but complete with the facilities that have already provided in the class such as whiteboard, AC, Scholars' library class, scholars' lockers, chairs and tables, and scholars' works (poetry, reading, and etc).

Data and Source of Data

The data that are gathered in this study are in forms of words, phrases, sentences taken from the translating English phrases by the scholars.

The source of data is personal translation English phrases text .

The next kinds of data are scholars' translating English phrases into Indonesian,

in scholars' ambiguity of translating English phrases in the term of meaning, grammatical, and theory. The highlights function as the notice of the ambiguity of the scholars' translation. The source of the data is scholars' translations' portfolio of translating English phrases into Indonesian.

Data Collection Technique

The data collected in this study consist of two kinds of data, the first is the first is Scholars' translation, and the second is scholars' ambiguity of translating English phrases into Indonesian.

Dornyei (2011) states that contemporary the research, such as in applied linguistics, is striving for situated understanding of learning, documenting and analyzing the dynamic interplay of various classroom process and conditions. The process and conditions, according to him, of course contribute to variation in learning outcomes. The scholars outcomes considered as data in this study were scholars' ambiguity of translation.

The scholars' work, in this study, is translating English phrases personally given by the lecturer in the last 45 minutes of translating process in observation. They were assigned to translate English phrases text. These duties were done, scholars were asked to translate text then it was collected to the lecturer, after that, it was marked by the lecturer.

The numbers of translation documents collected are 25, comprising 25 drafts are used as documents of data).

Data Analysis

The data got by the researcher in this study is analyzed through some steps to capture the language used by scholars when the scholars translated English phrases in the text. Generally, the data analysis is completed through sorting out similar information, categorizing information, and interpreting data. Afterwards, the data from transcription is crosschecked out with the data from observation to validate the findings.

In particular, some steps are conducted in analyzing the data which cover the following activities :

(1) Coding the data, the result of scholars' translation is coded by (a) giving sign/symbol (underlined words or sentences etc.) and (b) identifying kinds of ambiguity i.e., the scholars made an ambiguity in their translation.

(2) Use scoring, grading, for scholars' translation.

Scoring/ Grading	Description
Very Good	Grammatically and lexical or situational meaning are correct.
Good	Either grammatical or vocabulary is incorrect but not both
Bad	Among of Grammatically and lexical or situational meaning are incorrect.

Example :

a. *Many new scholars find it hard to do all the study that has to be done.*
   (Banyak siswa baru memepalajari semua materinya dengan giat yang harus dipelajari).
   The sentence above will be given the grading *"**Very Good**",* because grammar and lexical, situational meaning are correct.

b. *Anton has just arrived by train*
   (Anton sudah sampai dengan kereta)
   The sentence above will be given grading "***Good***", because contextual is incorrect and lexical is correct.

c. *Silvi and Ali has brought new novels*
   (Silvi dan Anton membawa novel)

   The sentence above will be given grading **"Bad",** because grammar is incorrect and contextual meaning is incorrect.

(3) Interpreting the data, the data derived is analyzed descriptively.

   After getting the scholars, translation, the researcher gave description of the task based on the scale above. From here can be concluded that scholars' ambiguity of translating English phrases because they do not know the concept of translation very well.

(4) Reporting the result, making the conclusion is derived in regard with the result of findings and discussions to answer research questions.

RESEARCH FINDINGS

This study was conducted to investigate Ambiguity of Translation English Phrases into Indonesion for Islamic Scholar of Unsuri.

The descriptions of this section were presented in the three parts : 1) conducting translation process, 2) the implementation of translation English phrases into Indonesian for Islamic Scholar of Unsuri implemented by the scholars, 3) The scholars' translation English phrases into Indonesian was implemented.

Conducting Translation Process

The aim of translating is to help the scholars to give another strategy to master in translation theory, not only delivering the idea from one language to target language but also to master the concept and theory of translation well. In other words it can help lecturer to teach translation subject, so that the scholars can get the understanding of translation skill well.

The focus of the research was the implementation of translating English phrases into Indonesian conducted scholars.

The implementation of translation English phrases into Indonesian for Islamic Scholar of Unsuri implemented by the scholars.

The translating activities were distinguished into three steps; pre-translating activities, during-translating activities and post-trasnlating activities. In the implementation of translation English phrases into Indonesian for Islamic Scholar of Unsuri implemented by the scholars had been done. From the observation could be seen that scholars' translating during the translating process was low because there were only fewer active scholars who responded to translate the text, the number of active scholars in translating was more than the first one.

The first observation, done by the researcher, presented that the condition of class during translating process was not active. The number of scholars who responded to translate actively was low.

From the translation document taken from the observation field note, the number of active scholars increased. They could translate where they found the keyword of the difficult sentence in the text. The lecturer asked student to translate the 1st paragraph after underlining the keyword. The scholars translate the general information contextually in the text.

From the result of the discussion above, it could be concluded that there was an some scholars translate the English phrases word by word, they do not pay attention of the situational and contextual meaning of the text see the interview sheet show that the scholars did not know how to translate well.

S : I feel difficult to translate the English phrases because I have not understood how to translate well and I do not have enough vocabularies.

So it can be assumed that it might be influenced by the difference of the scholars' ability in the class.

Translation is indeed a hard activity for some scholars, because among of the scholars do not have knowledge of the source language and have enough vocabularies to understand it. The purpose of translation is to extract specific information through the whole text. The result of the observation showed that the lecturer taught that the different skills of the scholars can influence the students' cases in translating phrases.

The result of analysis in translating phrases in the text showed that scholars translate lexically. Its structure remains the different meaning in every word. In every word has some meanings and some functions depending on the context. In translating phrases, scholars only emphasize at a whole meaning of the words, and they do not deliver the idea of the text. They are aimed in order to translate phrases should be suitable with the meaning of the context. Therefore, the reader can understand the idea of the context delivered well.

The ambiguity that are made by the scholar in translating the phrases, are grammatical phrases of source language to target language, root of phrases, phrases function, and language knowledge.

CONCLUSIONS

Based on the findings and discussion of the study, it can be concluded from the research done by the researcher.

1. The scholars implemented the strategy of translation in translating English phrases into Indonesian well where he used the component activities in each steps.
2. The researcher found that the scholar did not implement some of the component translation because they did not have knowledge of the target language or

source language in translating phrases in the text. They still get some ambiguity in translating phrase; they do not know the kinds of meaning and enough vocabulary, so they just translated the sentences lexically without caring the other theories.

3. There amount of scholars who responded the translating phrases in the text in each selected session when the lecturer taught the following theories. He guided the scholars to translate the text well and get the idea of the text well based on kinds of meanings, such as grammatical meaning, lexical meaning, contextual meaning, and situational meaning suitable with the concept of translation.

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