

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is one of the important aspects, in our life and also in this world, because it is a means of communication that is used by people to communicate and to interact with other people. The use of language has its roots in human culture. Therefore, apart from being used for communication. Communication is the activity or process of expressing ideas, feelings, thoughts, emotions, and also giving information. In this world, there are so many languages that are used by people as a means of communication. One of them is the English language.

English is an international language. It is the language used as a medium of communication and as the first international language used to interact with other people around the world. In Indonesia, English is a foreign language. Therefore, it is often a prerequisite in the world of education. Using English can help someone to communicate with other people from different countries who have different languages.

Language not only acts as a means of communication but can also make it easier for everybody to adapt to the environment and work. Therefore, we need to learn English. So, it means that the English language is very important to be learned to each people includes the students. In the English language, four types of skills must be mastered by students, namely listening, speaking, reading, and writing. These four skills are important for students who want to learn English. But besides that, apart from the four skills, there are still other skills that are very important and must be mastered by everyone, especially for the students who are

going to learn English so that their English becomes fluent, namely is vocabulary and translation.

The translation is a process to change the source language text into the target language text, provided that the explicit meaning of the two texts must remain the same and the structure of the source language must be maintained as strong as possible but do not damage the structure of the target language itself. Hatim and Munday (2004: 6) define translation as "the process of transferring a written text from a source language (SL) to target language (TL)". In this definition, they do not explicitly express that the object being transferred is meaning or message. The emphasis on translation as a process. In the translation process, there is a person who transfers meaning or translates a language from the source language into a target language. It is called a translator.

A translator has to deal with two languages well because in translating process both of them are complicated. The content, level, form, and other things must be known and understood by a translator. Besides that, translating is also not an easy task because each language has its own rules in phonetics, structure, and words. In translating, sometimes the learner finds some problems. One of the translation problems is dealing with phrasal verbs. A phrasal verb is one of the important aspects of English. It is the combination of a verb with prepositions or adverbs. A phrasal verb is always idiomatic and the meaning can't be understood by knowing the meaning of individual words or in a sentence.

A sentence is a set of words that is complete in itself, typically containing a subject and predicate, conveying a statement, question, exclamation, or command, and consists of a main clause and sometimes one or more subordinate

clauses. One thing that causes sentences to become an important field of language study is none other than because it is through sentences that one can convey meaning clearly.

A sentence can be considered one of the most complex parts of the language. According to Hornby (2015), a sentence can be defined as "a set of words expressing a statement, a question or an order, usually containing a subject and a verb". It means that to create a sentence, there must be at least one subject and one verb. She cries, for example, is called a sentence because the word She is the subject and the word cries are the verb. In this study, the writer will analyze the English phrasal verb sentences into Indonesian, because there are still many students who have difficulty in translating the English phrasal verb in sentences into Indonesian.

However, the fact shows that phrasal verb translation always causes a lot of problems to the learners. Based on the writer's experience through training teaching practice (PPL), the writer found some students' problems with learning English especially in translating English phrasal verbs in sentences into Indonesian. The students usually find difficulties in understanding its exact meaning.

Besides that, the students were also confused to determine the appropriate diction to replace the word of phrasal verb in a sentence. Generally, it happens because the students are lack vocabulary. Then the students do not understand the context and they also translated the phrasal verb in sentences by means word to word so that it makes the different meaning between source and the target language.

Based on the reasons above, the writer is interested to find out the difficulties of the Eleventh Grade Students of SMK HKBP Sidikalang in translating English phrasal verbs in sentences into Indonesian.

1.2 The Problems of the Study

Based on the background above, the writer formulates the research problem as follows: "What are the difficulties of the Eleventh Grade Students' SMK HKBP Sidikalang in translating English phrasal verbs in sentences into Indonesian?"

1.3 The Objectives of the Study

About the problem of this study above, so the objective of this study is to find out the difficulties of the Eleventh Grade Students' SMK HKBP Sidikalang in translating English phrasal verbs in sentences into Indonesian.

1.4 The Scope of the Study

Based on the problem of the study, the writer only focuses on finding the difficulties of eleventh grade students SMK HKBP Sidikalang in translating English phrasal verbs in sentences into Indonesian. The writer uses theory by Hartono (2009: 62-89), those difficulties are classified as: (1) Lexical difficulties, (2) Stylistic difficulties, (3) Grammatical difficulties, and (4) Cultural difficulties.

1.5 The Significances of the Study

The significance of this study is expected to give useful information about students' difficulties in translating English phrasal verbs in sentences into Indonesian. There are two significances of this study, namely are:

Theoretically significances :

1. The finding of the study is expected to be useful for the readers to enrich their knowledge about the difficulties in translating English phrasal verbs in sentences into Indonesian.

Practically significances:

1. For the other writers: This finding can be used as basic information or as a reference and also a comparison in conducting similar research about the difficulties in translating English Phrasal verb in sentences into Indonesian.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

In research, the writer would like to give some theories about the research. The theories are needed to explain some concepts that are related to the research so that the explanation about the research focuses on the case of the study that will be delivered. It is used to avoid misunderstanding between the writer and the reader so that they can get the point.

2.2 The Definition of Translation

The translation is a process and a product. Many people know about the English language and also it is with students. Because in Indonesia, the English language is an international language and it is so very important to learn it. They can read, write, listen, and also speak the English language. But there are several of them who only do it without understanding the meaning so that when they do it, their expression is not related to what they do. Therefore, before we do something, it's better if firstly we understand the meaning. Talking about meaning, it means related to the translation process. Because translation is a process of transfer meaning from the source language (SL) to the target language (TL). In translation studies, there are so many things that need to be noted, one of them is correlated with the existence of Source Language and Target Language in the perspective of both speakers.

Here, there are several the definition of translation that proposed by linguist experts. It's done to make the writer more understand in analyzing the

data. According to Catford (1995:20), translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL). This definition shows that translation is a process in the sense that is an activity. Performed by people through time, when expressions are translated into simpler ones in the same language (Rewording and para-phrasing). It can be done also from one language into another different language.

According to Manser (1996:441), translation is the activity of changing something spoken or written into another language. It means that whatever we are doing with something (information, idea) when changed into another language is called translation. Next, we will see some other definitions stated by some linguists. Yusuf (1994:8) says that "translation can be defined as all of the human activities in transferring information or message-verbal or non-verbal from original information into target information". It means that when we transfer information from one source to another then we do the translation. Hatim and Munday (2004: 3) defines that "translation as a phenomenon. that has a huge effect on everyday life." The first of these two senses related to translation as a process, the second to the product. The first sense focuses on the role of the translator in taking the original or source text (ST) and turning it into another language (the target text, TT). The second sense centers on the concrete translation of the product produced by the translator.

From the definitions above, the writer may say that translation is defined as the process of transferring the idea or information from the source language to the target language. For instance, when a teacher explains his idea to the students, he does a translation activity, for example, he transfers the idea (the material of

the lessons) from his mind to the students by using language that can be understood by them. In short, in wider meaning translation is the process of transferring the meaning of the idea, verbally and non-verbally from one to another. The RL reader's response to the translation work has to be the same as the SL reader's response to the original text itself.

The response of the SL and the RL readers will never be identified because of the difference in both readers (cultural and historical settings). The following example shows how a translation work makes the different responses *we put our head together*. If the sentence is translated into Bahasa Indonesia as *kami meletakkan kepala kami bersama-sama*, the response or idea is different from English. In other words, the response of the English people and Indonesian people is not the same. The response or understanding will be the same if it is translated as *bermusyawarah*. The same response between the source and receptor readers can reach the goal if the message is expressed as naturally as possible in the RL. From all of the explanations above, the writer assumes that there are four important elements in translation. They are source language, text, equivalence, and receptor language. Source language is the original language of a work that is used by its author to assert his idea. Text is the material of a work that will be translated. Equivalence is the suitable form whether in meaning and style. While receptor language is the aim language that has been translated from the SL.

2.2.1 Kinds of Translation

In the translation process, form and meaning are some of the very important factors. The translators need to attend to the equivalence that occurs between the source language and the target language. Larson in Dewi et.al. (2014)

states that translation is a process to transfer the meaning of a source language (SL) into meaning in the target language (TL). According to Larson (1984: 17), "translation can be divided into two types, they are form-based and meaning-based translation

1. Form-based translation attempt to follow the form of the source language and are known as a literal translation.
2. Meaning-based translation that makes every effort to communicate the meaning of the source language text in the natural form of the receptor language. Such translations are called idiomatic translations.

2.2.2 Types of Translation

Translation can be done in the same language or from one language into another. The types of translation can also be found by the rank of translation formulated by Catford (1978: 21) as follow:

1. Word to word translation

This rank translation is done by finding the source language lexical which is equivalent in the target language because has more than one meaning so that careful and accurate lexical analysis must be done.

2. Group to group translation

The translation is more complete than word-to-word translation but it will easier the concept of the meaning of an English phrase has a fixed, equivalent in another. So, provided we know of have a good command of the phrase meaning there will be no difficulty in translating it.

3. Sentence to sentence translation

In this translation, the first thing that must be conducted is to do lexical (word to word) and grammatical analysis. And then the message content of the sentence on the basic dynamic and closet natural equivalent principle is done. After that restriction of the message is arranged finally a translation of equivalent is obtained.

4. Paragraph to paragraph translation

In doing this, we have to do the first rank until the third one. After doing those steps the transfer to the source language message content into the target language equivalent is conducted.

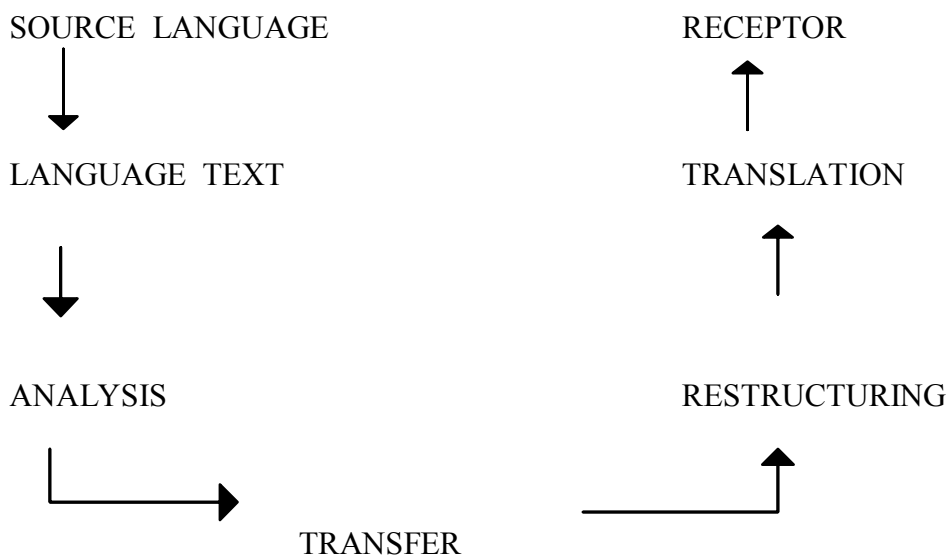
In a conclusion, in using those types of ranks of translation, we can choose them according to the material that we would like to transfer or it depends on the material. If it is only a word so that the first rank is used but if it is a passage and all the ranks are used of the fourth rank only.

2.2.3 The Process of Translation

The translation is not an easy job. It needs a serious attempt. Someone cannot translate some texts just like that. The translator should do this work systematically. Therefore, it needs a process. It is useful to guide the translator to do his/her job. The process of translation can be understood as an activity that is done by the translator when they transfer meaning from the source language to the target language. It refers to explain the thought process of doing a translation. Nida and Taber (1982:12) explain how a translator works, the competent translator goes through a seemingly round about process of analysis, transfer, and

restructuring". The first thing done by the translator is to read the source text to understand the messages. The second thing is to transfer the messages into the target text. And the third thing is to restructure.

2.1 The process of translation is described in the following figure.



Nida's model of Translating Process (1974:33)

Based on figure 2.1, it can be seen clearly that the process of translation is started first by analyzing the source language. The translator analyzed the source language carefully and accurately. After analyzing, then the translator has to transfer the message from the source language into the target language by searching the equivalent words or at least the words in the target language. Next, the last step is restructuring. In the restructuring process, the messages must be restructured based on the rules and conventions of the target language. Those three steps must be conducted not only once. The translator has to do those three steps repeatedly to produce the most natural translation, so the reader can read the text in the target language as they read in the source language.

Briefly, a translation process is described as follow:

1. Understanding the meaning or message of the text in the source language.
2. Looking for the equivalent of meaning or message in the target language.
3. Restricting this equivalent of meaning or message in the target language into an accepted form of the text in the target language.

Based on the explanation above, it explains that translation is a part of a cultural strategy that should not be ignored by the educational policy. In translating the text one has to master some skills such as grammar, vocabulary, and the background of the original text because each is important to be a good translation.

2.2.4 The Method of Translation

According to Molina and Albir (2002) said that the method of translation refers to how is a particular translation process is performed for the translator, the global option that affects the whole text. In the translation process, the appropriate methods are needed to get the equivalence translation. Peter Newmark (1988:45-47) states that there are eight methods of translation. They are elaborated in the following subsections below:

1. Word-for-word translation

The source language word is translated into the target language by a single word in most common meanings, which can also be out of the context. A translator uses a word-for-word translation method to make it easy to translate from the source language into the target language. In this method, the cultural word is used in translating. It back to the source language that the translator used to translate a text. This method can also be used when faced with a difficult phrase. That is by doing preliminary

translation (pre-translation) word for word, then reconstructed into a translation of appropriate expression.

For example:

1) SL: I like that clever student.

TL: Saya menyukai itu pintar anak.

2) SL.: The accident happened in North Sumatra

TL: Itu kecelakaan terjadi di Utara Sumatra

The translation is unacceptable in the Indonesian language because the correct wording is not 'itu pintar anak'but 'Anak pintar itu' so the correct sentence should be "saya menyukai anak pintar itu."

2. Literal translation

This method is still the same as the previous method which is word for word, the matching meaning is still out of context. This method can also be used as the first step in trying a translation. The difference between word-for-word is in the grammatical construction of the source language which attempts to be converted near the grammatical construction of the target language. The source language grammatical format is translated by their nearest meaning into the target language and it must have equivalent meaning.

For example:

a. SL: His hearth is in the right place.

TL: Hatinya berada di tempat yang benar.

b. SL: The accident happened in North Sumatra

TL: Itu kecelakaan terjadi di Sumatra Utara

From the translation looked the sentence that translated still like odd. The sentence should be translated "hatinya tenang."

3. Faithful translation

Translation by this method tries to form contextual meaning but still around grammatical structure in the source language. This translation is trying as faithfully as possible against the target language. This makes incompatibility with the target language rules, especially the translation of cultural terms, and then the translations often feel odd. A faithful translation is to interpret the original contextual meaning without force the grammatical structures in the target language.

For example:

SL: Alvin is too well aware that he is naughty.

TL: Alvin menyadari terlalu baik bahwa ia nakal.

In this sentence, the word 'well' does not need to be translated. The sentence should be translated "Alvin terlalu menyadari bahwa ia nakal."

4. Semantic translation

This is different from the faithful translation method. It focuses on the literal translation. It means do the translation in good grammatical. Moreover, this is appropriate to express the text's translation and to present every detail of the contextual meaning of the source text. Semantic translation is more flexible than faithful translation. Faithful translations are odder and more bound to the source language, while semantic translation is more flexible with the target language. In contrast to faithful translation, the semantic translation should compromise meanings from the

source language into the target language as long as it is within reasonable limits.

For example:

SL: He is a book-worm.

TL: Dia (laki-laki) adalah seorang yang suka sekali membaca buku.

In 'book-worm' phrase is flexibly translated based on the cultural context. But, the translation in the example should be translated to "dia seorang kutu buku."

5. Adaptation

This method is the freest form of translation which is used for plays or comedies and poems. In poems such as the themes, character, and plot. Moreover, culture source language can collaborate into target language culture and the text rewritten. Translation adaptation is widely used to translate comedies, poetry, drama, short story, narrative, etc. Here is the transition of target language culture to the source language and the original text is rewritten and adapted into the target language.

For example:

- a. Bapak uda, tulang, or amangboru in Bataknese language is translated to *uncle* in English.
- b. Inanguda, nantulang, namboru, in Bataknese language, is translated to *aunt* in English. English people do not distinguish those Bataknese terms above.

6. Free translation

Free translation is usually the meaning in the target language that is longer than the original text, intended to make the content or message from the text more clearly accepted to the reader's target language. In this method, the translation is long-winded and long-term and we can translate the text by reading the text from the source language and translate it by paraphrasing. Moreover, when translating the text into the target language, we do not look at the form and the content of the original text.

For example:

SL: Look, little guy, you all should not be doing this.

TL: Dengar nak, mengapa kamu semua melakukan hal-hal seperti ini. Ini tidak baik.

Based on the example, the meaning is longer than the original text to make clear the message from the text.

7. Idiomatic translation

This method reproduces the original 'message' but tends to distort the nuances of meaning by choosing daily language and idiom where it does not exist in the original. The idiomatic translation uses a natural form in target language text, by its grammatical construction and lexical choices. A truly idiomatic translation does not look like a translation. The results of the translation as like the results of writing directly from native speakers. Then, a good translator will try to translate the text idiomatically.

For example:

SL: A teacher has a duty to bring up students both intellectual and moral.

TL: Seorang guru mempunyai tugas untuk mendidik siswa baik intelektual

maupun moral.

Here, the phrase 'bring up' means 'mendidik' because it is an idiom, we cannot translate it 'membawa, etc'

Another example:

SL: A penny earned is a penny saved

TL: Hemat pangkal kaya

8. Communicative translation

Communicative translation attempts to keep the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readers. It attempts to produce on its readers' effect as close as possible to that obtained on the readers on the original, emphasizes the force' rather than the content of the message. It is mainly concerned with the receptors, usually in the context of a language and cultural variety. In other words, the meaning of communicative translation is like a warning.

Example:

1. SL: Stop firing! He is dying now

TL: Hentikan tembakan! Dia sekarat

2. SL: Awas anjing galak.

TL: Beware of the dog.

This sentence does not translate "Beware of the vicious dog" because the sentence already indicates that the dog is vicious. Generally, there are three kinds of translations method: literal translation, communicative/dynamic/idiomatic translation, and free translation.

2.2.5 The Problems of Translation

The process of translation always involves two or more languages, the source language (SL) and the target language (TL). Related to this view, it is clear that the work of translation is not simple, since not all people can master other languages and not all people know well about translation. Besides someone has to comprehend the message of the text, he also has to master the system of the SL and the TL, because each language has its system that is different from one to another. Because of those phenomena, the translator may face many problems. The translator may face some problems such as the different systems of the source language and target language, semantics and stylistic complexity, translator's competence, and quality of the text, as stated by Nababan:

“kesulitan-kesulitan yang kerap timbul dalam praktek menerjemahkan, yang disebabkan oleh beberapa faktor, seperti perbedaan system bahasa sumber dengan system bahasa sasaran, perbedaan tingkat kemampuan penerjemah dan tingkat kualitas tulisan bahasa sumber.” (1999: 55).

2.3 The Difficulties of Translation

Every people ever get the difficulties in their life. For example, when someone is faced with a problem then they can't make a solution or solve the problem, which means that she or he gets the difficulties. There are so many types of difficulties that often happen in our life in this world such as difficulties in education, economics, speaking, job or working, and others. In education, difficulties are often gotten by the teachers and also the students. It can be seen especially in the teaching-learning process. For example, sometimes the teacher can't solve the students' problems in the classroom, then the teacher also gets

difficulties to choose the appropriate method, technique, media, approach, or strategy that will be used to teach their students. Meanwhile, the students, are usually difficult to understand the lesson and also to do their exercise or assignment. Translation can also be difficult because of cultural differences. Words often reflect the culture and the society that uses them. Therefore, words that can describe very specific things or emotions might now exist in other languages. There is associative meaning in languages.

During the process of translation, there are some difficulties that might be encountered by translator. According to Soemantri (2011: 104) says that is commonly understood that translating from the source language into the target language (or vice versa) is very difficult for those whose background is not English department. From this, we know that translating English text into Indonesian is not easy, moreover for senior high school students that may make some errors in translating the text. Because they learning Basic English. They transfer the sentence pattern from English into Indonesian that consequently causes many errors occurred in the result of their translations (Retnomurti & Imran, 2013: 5).

Based on the explanation above, the difficulty is someone that is faced with a problem and or he can't do something to solve it. Related to this study, one of the students' difficulties is in translating English phrasal verbs in sentences into Indonesian. Sometimes the students' errors produce the meaning in translating a phrasal verb in a sentence. To know the students' difficulties in translating English phrasal verbs, the teacher requires the investigation from the assignment of the

students. Then the teacher analyzes the sources of difficulties. Based on it, the teacher will know what are the students' difficulties in the learning process.

A good translation, is one of the students must reach in learning process. A good translation is called if the meaning is equivalence between source language with target language, so that to choose the equivalence meaning of phrasal verb also as one of the difficulties to translating English phrasal verb into Indonesian. During the process of translation, there are some difficulties that might be encountered by translator. As proposed by Hartono (2009: 62-89), those difficulties are classified as: (1) Lexical difficulties, (2) Stylistic difficulties, (3) Grammatical difficulties, and (4) Cultural difficulties.

1. Lexical difficulties

Lexical difficulties usually appear when the translator is unable to understand, misunderstand, or barely do not know about the meaning of a word or an expression (Meryem, 2009:20). This case may relate to the background knowledge of the translator. The background knowledge involves the knowledge about the idiom itself, vocabulary mastery, and familiarity with the context. In this case, translator should set their perception to any possible context of translation. In line with Baker (cited in Shojaei, 2012), there are big possibility in misinterpreting idiomatic expressions when idiom in source language may have very close counterpart in the target language which seems similar but actually has a different meaning. The translation failure may happen when an idiomatic expression were interpreted as a group of literal words. And in some cases, the translation result is still readable, although the form of the sentence might be little bit awkward. This kind of difficulty is one of the lexical difficulties which are

frequently happen during the translation process. The difference may depend on the context, and also the sense of idiomatic or literal.

2 Stylistic difficulties

Stylistic difficulties are the difficulties of translation which relate to any styles of language that might be in a form of, utterances, collocations, writing style and figurative language. This is the area where the difficulties of translating is the area idiomatic expression may appear, since idiom belongs to figurative language along with metaphor, simile, etc. In a matter of style, the difficulties may come up relate to the utterance meaning which might be different depends on the context and the intention (Hartono 2009:71). A phrase or an utterance may have the same form. However, in different context and intention, it may have different role whether it is figurative or literal, connotative or denotative.

Moreover, to resist the style of the language, the translator should transfer the message without changing the style or the aesthetic value of the language. Such as in using idiomatic expressions, it is usually used in a matter of style. Thus, trying to find idiomatic expressions in the target language as the replacement of SL idiomatic expression will not only transfer the meaning, yet also successfully convey the carried style. In spite of the difficulty, it is an important issue for English department students who are also intended to have good translating ability (Akbari 2013:40). Since translation might be inseparable from foreign language learning, English department students should also set their concern into translation. Therefore, the translation result of English department student should be different from the common students' translation.

3 Grammatical difficulties

Budiarti (2013) states that English and Bahasa Indonesia are derived from different roots which deliver different language element, such as grammar. Grammatical structure difference can also be one of the problems in translation. Not only different, but sometimes the grammatical structure in the source language does not exist in the target language and vice versa. The main differences are in the pattern of phrases, structure of passive voice, and the absence of article the, be, and 's which is possible in generating difficulty in translation.

Moentaha cited in Hartono (2009:62) also explains some difficulties that might occur because of some grammatical issues in English Indonesian translation. The first is singular and plural form of nouns. In English we can find plural form indicator easily, in most of the nouns for example -s in books, parents or -es in words like foxes, boxes, etc. In Indonesian, there is no suffix as plural or singular form indicator. However, the difference mentioned above may lead to the error in translation, since Indonesians are not a customed with the suffixes for the noun in plural form. As the result, the translator, in this case student will encounter the grammatical difficulty. The error which is frequently found as the result of grammatical difficulty is:

ST: mother cooks dinner for her children.

TL : Ibu memasak makan malam untuk anaknya.

4. Cultural difficulties

Culture holds a significant role when it comes to translation, since it will always involve more than one cultural element on it. Meanwhile, language is one of the culture's elements, since vocabulary of a language may derive meaning from its culture (Mares, 2016). Therefore, the difference between the elements exists in the two cultures is the main factor of cultural difficulties in translation. As we know, there are so many presentation of language which involves language. It means there are also so many differences which may lead into the difficulty in translation, in this case between English and Bahasa Indonesia. Cultural knowledge and difference is one of the biggest concern in translation from the very beginning, especially in terms or expressions that exclusively ground in one culture so that it is almost impossible to translate (Douglas 2003:186). Therefore, besides the cultural differences, the translator's background knowledge about the target language culture will also influence the translating process. It also happens on the process idiomatic expressions translation. Sometimes, there are expressions that exclusively ground in one culture and do not exist in their culture. As proposed by Davies in Akbari (2013:34), the cultural problem may result recognition difficulty. It is obvious how we can recognize something that even does not exist in our culture. We know that the key of recognizing something is when we are accustomed to that thing. For example, students who use English as a means of communication, and never study about the culture will not recognize the culture which is in a form of langue, such as idiomatic expressions.

One of the examples is the expression loose tongued which means unrestrained or irresponsible in speech given to gossiping. In western culture, they

use tongue to express the manner of irresponsible speech. In other hand, Indonesian which belongs to east culture uses mouth instead of tongue for the expressions which is related to speech in its culture. Hence, the equivalence of loose-tongued in Indonesian is besar mulut, not besar lidah.

According to Silviana (2008:1), difficulties in translating are when someone who translates the text but does not understand how to use adverb, verb, noun so that the sentences are not perfect. To translate the sentence perfectly, the students should have many vocabularies and understand grammatical structure. The grammatical structure is always one of the problems that a lot of learner's face in doing the translation.

Then, another difficulty is to translate idiomatic expressions from English into the target language. As is stated by Baker (1992) two factors make idiomatic expression translation in English difficult. First, the translators lack equivalence of the target language. They do not know the acceptable translation of some words into the target language since different languages express different linguistic features. The latter, culture-specific idioms are also not easy for the students to translate into the target language. They may refer to specific items to that particular culture of the language.

In a variety of report studies, a strong theory of difficulty has led to improved learning. In everyday teaching in the same manner. Another somewhat more effective response is to "teach harder", Lavishing more time and attention on characteristic difficulties without any causal analysis of what makes them problematic. Most effective is to teach smarter based on a causal analysis refined

through experience. The construction of informal theories of difficulty is an important part of the craft of teaching.

Westwood in Kaharu (2015:5) learning difficulties may be due to external factors such as socio-cultural disadvantage, limited opportunities to learn, a lack of support from home, an inappropriate curriculum, or insufficient teaching in the early years."

Baker in Alishan (2015:70) writes "different languages express meaning using different linguistic mean such as fixed expressions, idioms, words, etc. and it is very hard or difficult to find out an equivalent the same meaning and form in the target language". Based on the definition above, the writer can conclude that difficulty is something that is in our minds such as an abstract concept that we can set and say with a good word or sentence. The students know that they get difficulty translating when they practice translating something on paper.

Students are components in the education system, which are then processed in the education process, to become quality human beings following the objectives of national education. The difficulty is a word used to depict a situation steaming from relation link among between two factors or more findings situation that bewilders. From the explanation above the writer conclude that difficulty is a situation steaming two factors or more situation. Difficulties are something that hard to be done in the situation that causes problems. The writer means is the students' difficulty in translating English phrasal verbs in sentences into Indonesian. They do not understand the grammar aspect in phrasal verbs and they feel difficulty in unfamiliar words. So, the writer can conclude that students should avoid attributing their negative attitudes to task difficulty in some cases.

The students are perhaps never more interesting than when she gets wrong things. They may tell us little about what is going on in her mind but as soon as an error is made, the writer can look at its nature and try to work out why it was made. From the quote above, the writer can conclude that the purpose of the goals of students' difficulties finding is that teachers, learners, and parents of learners can:

1. Knowing the weaknesses of the learners.
2. Helps to improve the weaknesses possessed by learners with the cooperation between the school, learners, and family.
3. Helping students learn to master the lessons that are difficult for them, and facilitate teachers in determining what services following the difficulties experienced by learners.

Some factors make the students feel difficulty in learning namely internal factors and external factors. The internal factor is about the students' ability in learning and the external factor is the effect that comes from out of ourself such as a socio-cultural disadvantage, a lack of support from home, limited opportunities to learn, an inappropriate curriculum, and others. So, both of them affect why the students difficult to do something. In addition, the difficulties that happen in this study were caused by the differences between the source language and target language. It is not surprising that many students get so many problems when doing that. One of the students' difficulties in translating is when they are asked to translate phrasal verbs. A phrasal verb is a part of an idiom. According to Dr. Amal Alrishan (2015), "Idioms constitute a problematic area for both foreign learners of English and translators. The foreign learners should possess a good

knowledge of idioms in terms of their true meanings as well as their cultural associations. Idioms are rather problematic and difficult to learn". In translating idiomatic expressions from English into another language, a translator usually meets some difficulties that are hard to overcome.

To continue, Baker (69) in Dr. Amal Alrishan adds that "idioms may be used in both literal and idiomatic sense at the same time. In this case, if the target-language idiom does not correspond to the source language idiom in its form and meaning, then it is difficult to make a play of words and transfer the meaning.

By seeing the explanation above about the theory of difficulty, so the writer can conclude that difficulty is related to the problem caused by some of the factors and it is so hard to be solved. And the difficulty in translating is a problem where the messages in the source language and the target language are not equivalent or not the same in the form and also the meaning that is caused by some of the factors.

2.3.1 The Characteristic of Translation

According to Budianto & Fardhani (2010:6-7), the most important problem of accurate translation is about the consistency or closest natural equivalence of the message transferred from the source language into the target language. Thus work can be stated as the work of translation when it has the following requirements:

1. It is a kind of replacement or reproducing message, of the source language into the target language.
2. It concerns the written message or textual material or text.

3. It transfers the content or thought or messages not the form of the source-language text.
4. It is also a kind of process or exercise.
5. The second text must have the same meaning or message as the first or original.
6. The second text uses an idiomatic expression in the target language to retain the style or to make it sounds like the original text.
7. The second text uses a target language equivalent to the source language.

2.3.2 The Principles of Translation

To get a good translation, Dolet in Munday (2010: 27) set out the way of translating well from one language into another language, that divided into five principles as follow:

1. The translator must perfectly understand the sense and material of the original author, although he should feel free to clarify obscurities.
2. The translator should have a perfect knowledge of both SI. and TL, so as not to lessen the majesty of the language.
3. The translator should avoid word-for-word renderings.
4. The translator should avoid Latinate and unusual forms.
5. The translator should assemble and liaise words eloquently to avoid clumsiness.

2.4 Phrasal Verb

In English, we sometimes find that there is a verb that is accompanied by a preposition while it has a completely different meaning, and we call it a phrasal verb. According to Rawdon Wyatt (2006), a phrasal verb is a verb formed from two (or sometimes three) parts: a verb and an adverb or preposition. It means that a phrasal verb is a verb that comes with prepositions and or adverbs.

Some people, especially students, find it difficult to translate the phrasal verbs in sentences. It is usually not translated well; in some cases, when it is translated into another language, either its meaning is changed or it is meaningless. This case may occur in the literary translated texts, such as in a novel.

As defined in English vocabulary in use (McCarthy, 2004:170) phrasal verbs are verbs that can be combined with a different preposition (particles) to make verbs completely new. A phrasal verb is a set of the verb which demonstrates some unique properties with any particle which collocates it (Olteanu: 2012). It is a compound verb (more than one word) that results from combining a verb with an adverb or a preposition. The meaning of the verb will be different if it is collocated with any particle such as particle, out, up, over, in, into, back, down, and away. The combination will be one united form and meaning.

2.4.1 Types of Phrasal Verb

Phrasal verbs have many types, according to Rawdon Wyatt (2006), explain that there are five main types of phrasal verbs, and those are:

1. Intransitive Phrasal Verbs => Phrasal verbs which do not need an object.

For example: Mahmud *passed out* after playing football 5 hours nonstop without eating.

2. Transitive Phrasal Verbs => Phrasal verbs which should have an object.

And the object can be placed in one of two positions.

- a. Between the verb and particle.

For example: 1. I think Doni will *put* my cloth *on*.

2. I think I'll *put* my jacket *on*.

- b. After the participle.

For example: 1. I think Doni will *put on* my jacket.

2. I think I'll *put on* my jacket.

If the object is a pronoun (he, she, it, etc), the object usually comes between the verb and particle. For example: I think Doni will *put* it (my cloth) *on*.

3. Transitive phrasal verbs where the object must come between the verb and the particle.

For example: Bobby's talent in cooking *sets* him *apart* from other contestants.

Our latest designs *set* our company *apart* from our rivals.

4. Transitive phrasal verbs where the object must come after the particle.

For example: My father *gave up* smoking three years ago.

Budi *takes after* his mother.

Why do you *put up* with the way he treats you?

5. Transitive phrasal verbs with two objects, one object is after the verb and one object after the particle.

For example: They *put* their success *down to* good planning.

2.4.2 Strategies of Translating the Phrasal Verbs

Mona Baker (1992) says that to translating phrasal verbs, a translator needs strategies. Those strategies namely similar meaning and form, similar meaning but dissimilar form, paraphrase, and omission.

1. Using an idiom of similar meaning and form by definition, Baker insists that this kind of translation strategy making use of a fixed expression or idiom in the target language so that it has the intended meaning which is the same meaning conveyed in source-language idiom, on the presence of equivalent lexical items.
2. Using an idiom of similar meaning but dissimilar from Baker remarks that she thought related to this strategy is trying to find an idiom or fixed expression in the target language which has a meaning similar to that of the source idiom or expression, with the presence of different lexical items (2011:78). In this case, the translator uses an idiom in the TL which has a similar meaning as the SL idiom although the form is not similar.
3. Omission (Linguistic Compression) Concerning idiomatic translation, the strategy called omission may be used to synthesize existing linguistic elements to be simpler because it is more understandable, which is also emphasized as linguistic compression (Molina & Albir, 2002: 509). This case could be illustrated as in the case of 'You must go away!', for instance, is translated into 'Pergilah!'

4. Translation by paraphrase Paraphrasing, as Baker (1992) emphasizes, is the most possible way to translate idioms in the absent equivalent existing within the source and target language, especially when dealing with stylistic preferences of the two languages. By doing this, the translator can remake the translation into a more understandable context for the target language readers. Now that the strategies are explained well from their basic understanding, it is clear that Baker has put distinguished insights into how idiomatic expressions are translated into several ways. The four strategies are used to identify the change in lexical items in the SL and their respective translated forms in the TL.

2.4.3 The Function of the Phrasal Verb

There are some functions of phrasal verb that must we know, namely:

1. Verb as Phrasal Verb Head (Watch the movie)
2. Phrasal Verb as Predicate (He is drinking a glass of milk)
3. Phrasal Verb as Noun Phrase Modifier (She saw a girl standing on the table.)
4. Phrasal as Adjective Phrase Complement (The woman looks glad to see her daughter.)
5. Phrasal Verb as Verb Phrase Complement (They need to pass the test).

2.4.4 Sentence

According to Verspoor (2000), Sentence is derived from Latin *sententia*, which literally meant 'feeling or opinion'. In the field of grammar, this meaning has specialized to mean an utterance that expresses a feeling an assertion, a question, a command, a wish, or an exclamation, which in writing usually begins with a capital letter ends with a period, question mark, or exclamation mark. Hornby (1995) stated A written English sentence begins with a capital letter and ends with a full stop, a question mark, or an exclamation mark. A sentence is a set of words expressing a statement, a question, or a command. A sentence is a complete unit of meaning when we speak, our sentences may be extremely involved or even unfinished, yet we can still convey our meaning through intonation, gesture, facial expression, etc. When we write, these devices are not available, so sentences have to be carefully structured and punctuated.

But, related to this, here the writer wants to analyze the English phrasal verb that is in the sentence and will be translated by students into Indonesian. Because based on what the writer knows, there are still many students who have difficulty translating English phrasal verbs in sentences into Indonesian. Therefore, the writer is interested to find out the difficulties of the Eleventh Grade Students of SMK HKBP Sidikalang in translating English phrasal verbs in sentences into Indonesian.

2.5 Previous Research

To support the originality of the idea in this research, the writer presents several relevant related studies that have relevance with this kind of study :

1. Citra Amelia Sari (2010). "An Analysis of Students' Errors in Translating English Verbal 28 Idioms into Indonesian (A Study at the Sixth Semester Students of the English Study Program in the Academic Year 2009-2010)". The purpose of this study is to find students' errors in translating English Verbal 28 Idioms into Indonesian. The research design is descriptive qualitative research. the writer used random technique sampling to choose the sample of the research. This research found that there were three types of errors made by the sixth-semester students of the English Education Study Program in translating English verbal idioms into Bahasa Indonesia, namely: (1) Wrong Terminology 78.61% (2) Denotative Meaning 19.28% (3) Passive vs. Active 2.11%. And there were two strategies was students done in translating English verbal idioms into Bahasa Indonesia, namely (1) Literal Translation 64%, (2) Non-Literal Translation 36 %. It means that the students had difficulties in finding out the suitable term with the context of the sentences and most of them translating English verbal idioms without concern with the suitable meaning with the idioms of the target language. The study has a different methodology from this research. It was focus to find out several types of errors that happened in translating English phrasal verbs in sentences into Indonesian. But in this research, the writer was focus to measure the translation quality in translating English phrasal verbs into Indonesian on three aspects, namely accuracy, clarity, and naturalness. The other difference in this research is the subject. The

previous research subject was the sixth-semester student of the English department of FKIP UNIB academic year 2009-2010. Meanwhile, the subject of this research was the Eleventh Grade students' SMK HKBP Sidikalang in translating English phrasal verbs in sentences into Indonesian.

In addition, the study has a similar instrument by using a translation test that designed by a sentence that contains phrasal verbs which must be translated by the students. Although the focus of this research was different, researches 29 has similarities in calculating the data. The frequency formula was used in both of the researches to calculate the data.

2. Ratna Susilawati (2011). "Translation analysis on English phrasal verb into Indonesian in accuracy, clarity, and naturalness in the translation of phrasal verbs". The purpose of this study is to find out how the accuracy, the clarity, and the naturalness in Mark Twain's Novel: "The Adventures of Tom Sawyer", the writer analyzed the translation of phrasal verbs in Mark Twain's novel which entitled The Adventures of Tom Sawyer. The research design is descriptive qualitative research. The data of this research are all of the phrasal verbs in Mark Twain's novel which entitled "The Adventures of Tom Sawyer". The result of the analysis shows that the accuracy and the clarity of the phrasal verbs are above average or good, while the naturalness is below average or poor. From those of three important features in the translation, the clarity has the highest percentage; which means 85,71 % clear, while

the other is 82.85 % accurate and 67,14 % natural. The similarity between Ratna Susilawati's research and the writer's research is both of them identify the phrasal verbs. And the difference is the writer analyzes the students' difficulties in translating English phrasal verbs in sentences into Indonesian meanwhile, Ratna Sulsilawati analyzed the accuracy, clarity, and naturalness in the translation of phrasal verbs.

3. Shahnaz Reza Pahlevi (2010). "An Analysis Of Students' Difficulties In Mastering Verb Preposition Combinations" (Case Study of the Senior Students of Semarang State University). The purpose of the study is to find out the students' mastery in using verb preposition combinations and to find out the difficulties faced by the students in mastering verb preposition combinations. Related to the purpose of the research, the study was conducted using the descriptive qualitative method. The population of the study was senior students (eight-semester students) numbering 243 students of the English Department, English Education study program. To get the sample, the writer used a random sampling technique. By using this technique, the writer took 30 students (12%) out of the population to be a sample. Try out the test was used to develop especially to measure the validity and reliability of the test. The data collected were then analyzed using simple descriptive statistical analysis. There are several areas related to the topic (Frank, 1972). This study focuses on the area on three areas only, namely one-syllable verb preposition combinations, separable verb preposition combinations, and inseparable verb preposition

combinations. Based on the test result, the percentages of students' achievement for each classification were 73.50 % for the use of one syllable combinations, 94.00 % for the use of separable verb preposition combinations, and 78.00 % for the use of inseparable verb preposition combinations. Then, the result was interpreted by using UNNES' criterion grading. There were 7 students getting grade A comprising 23,3%, 7 students getting grade AB comprising 23,3%, 6 students getting grade B comprising 20%, 5 students getting grade BC comprising 16,7 %, 2 students getting grade C comprising 6,7%, 1 student getting grade CD comprising 3,3 % and 2 students getting grade D comprising 6,7%. On average, the students' achievement was classified into grade B, because the mean of the students' achievement in using verb preposition combinations was 77,3. From those percentages, the writer could conclude the special difficulty faced by the senior students of Semarang State University. Since the percentages of students' achievement in the use of one syllable combinations were the lowest one, it means that the special difficulty faced by the students is one syllable combinations.

Based on the third previous research above, studies 1,2, and 3 have the same research object, namely the Phrasal verb. Another object that was also found in previous research was how to analyze student difficulties in translating English phrasal verb in sentences into Indonesian. It's just that this study focuses more on analyzing student difficulties in translating English phrasal verbs in sentences into Indonesian.

From this study, I am a writer, will make this study as my reference. Referring to previous findings above indicates that used a random sampling technique will get good results in analyzing what difficulties students have in translating English phrasal verbs in sentences into Indonesian. This random sampling technique is likely to succeed in getting the author to analyze the difficulties of students in translating English phrasal verbs in sentences into Indonesian. Therefore, the writer decided to use a random sampling technique to determine the level of difficulty of students in analyzing English phrasal verbs in sentences into Indonesian.

2.6 Conceptual Framework

The translation is a process of transfer meaning from the source language (SL) to the target language (TL). In process of translation, there are many things that we need to be sure such as grammatical structure, form, lexical meaning, semantic meaning, equivalence, and also shift in translation. In translating, sometimes the learner finds some problems. One of the translation problems is dealing with a phrasal verb.

A phrasal verb is one of the important aspects of English. It is the combination of a verb with prepositions or adverbs. A phrasal verb is always idiomatic and the meaning can't be understood by knowing the meaning of individual words. In translating the phrasal verb, the students usually find the difficulties such as in understanding its exact meaning and also in determining the appropriate diction to replace the word of phrasal verb in a sentence. Generally, it happens because the students do not understand the context. Then the students also are lack of vocabulary and they also translated the phrasal verb by means

word to word so that it makes the different meaning between source and the target language in translating phrasal verb, it is the similarity between word, a sentence in the source language and its translation in the target language.

There are many definitions of phrasal verbs which are mentioned above, it can be concluded that a phrasal verb is a verb that combines with a preposition and/ or adverb which gives a different meaning to the verb. The meaning sometimes cannot be guessed word by word and sometimes can be understood by guessing from the context. For example: "look after" if we translate it word by word, it will become "melihat setelah" but the real meaning is "merawat". For another example: the word "look" means "melihat", if you add "out" and become "look out" it will be translated into "berhati-hati".

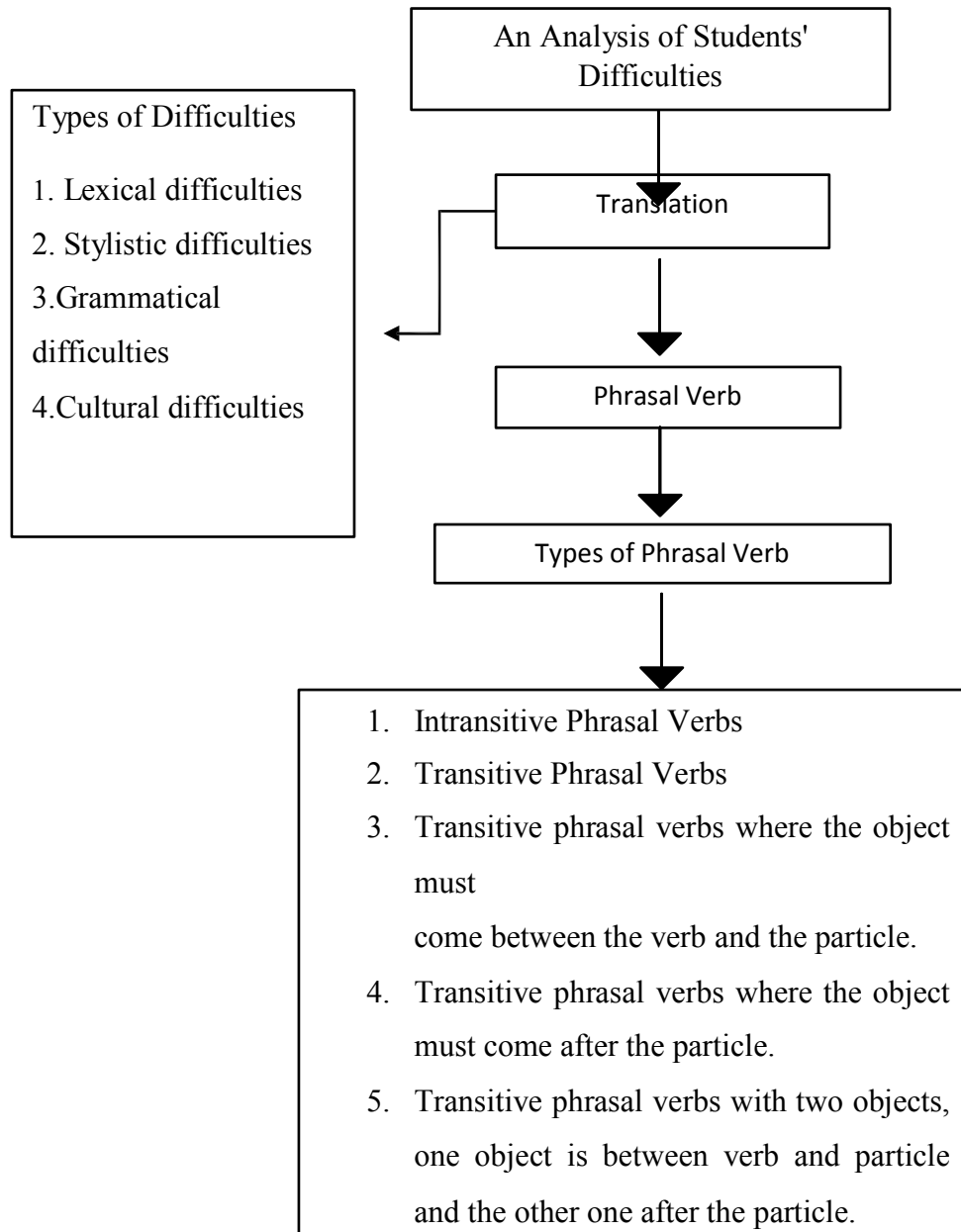


Figure 2.2 Conceptual Framework of “*An analysis of students difficulties in translating English Phrasal Verbs in sentences into Indonesian*”.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

In doing this research, the writer used descriptive qualitative method. The descriptive qualitative method gave the clear description about the result of the study. According to Creswell (2009) state that "qualitative research is a means for exploring and understanding the meaning individual or groups ascribe to a social or human problem. The process of research involved emerging question and procedure, data typically collected in the participants setting, data analysis inductively building from particulars to general themes, and the meaning of the data. This method purposed to find out the students' difficulties in translating English phrasal verb into Indonesian. The descriptive qualitative method is match to this study. Research is not simply gathering the data but it is selecting, organizing, analyzing, interpreting and evaluation the data so that valid statements could be made about some aspects of reality. Therefore, the writer focused on analyzing the data to find what are the students' difficulties in translating English phrasal verb into Indonesian through finding the errors of the students' result for generally in translating English phrasal verb.

3.2 The Subject of the Study

The subject of this research is the whole students of the Eleventh Grade Students of SMK HKBP Sidikalang, especially in class XI OTKP2. This group consisted of 10 students. The writer chose this group because the writer wanted to

find the difficulties of students in translating English phrasal verb in sentence into Indonesian.

3.3 The Instrument of Collecting the Data

In collecting the data, the writer used a test as instrument. The test is a translation test through the sentences that consist of English phrasal verb. In this research, the writer used a test so that the writer could see the students' difficulties directly. The test gave many contributions to find out the students' difficulties because the students directly translated the sentences and answered the question. The writer gave a test that consisted of 20 items of English phrasal verb that would be translated into Indonesian. The writer gave the students 60 minutes to do the test. The students were allowed to use a dictionary to help them for finding the difficult words so that they could translate or interpreted the meaning well.

3.4 The Techniques of Collecting the Data

The data of this study was collected by following procedures below:

1. The writer gave a brief explanation about the phrasal verb and the definition of translation and its example to the students.
2. The writer gave the students a test and the test is translation test.
3. The writer asked the students to translate English phrasal verb in sentence test into Indonesian.
4. The students were allowed to open the dictionary if necessary.
5. The writer gave the students sixty minutes to do the test.
6. After the students did the test and the writer collected their answer sheet.

7. Next, the writer distributed the questionnaire and the students were given 30 minute to work them out.

8. At last, the writer checked the students' answer sheet, then the writer tried to find out the students' difficulties in translating English phrasal verb in sentences into Indonesian.

3.5 The Techniques of Analyzing the Data

After collecting the data from the students, the writer analyzed the data which has a relation to the meaning of translation in the result of the students' test.

1. The data analysis was gather on the students' translation answer sheet of translating English phrasal verb into Indonesian.
2. The writer directly compared the students' answer sheet with the original translation.
3. Then the writer analyzed what the result of the students' translation is equivalent or not.
4. The writer also found their problems in translating English phrasal verb whether they are lack of vocabularies. Understanding the context, the lexical of problems, the grammatical of problems, or the choose of a diction.
5. The writer was described the errors that is make by the students in the result test, it was used to find the students' difficulties in translating English phrasal verb into Indonesian generally and specifically.
6. Then, calculating rate percentage of students' difficulties by using the following formula (Sudjana:2010) :

$$P = \frac{F_0}{N} \times 100$$

Where:

P = Percentage

Fq = The frequency of term

N = Total sample

Based on technique of analyzing data above, the writer needed some chronological steps in analyzing the data. Therefore, after collecting the data through technique of collecting data, data condensation, data display and also drawing and verifying conclusion were needed to identify the data regarded. All of these steps above were the most needed to identify the data later. According to Hancock et.al (2009: 24) analysis data in a research project involved summarizing the mass of data collected and presenting the results in a way that communicates the most important features, and the data was analyzed with qualitative research.

Data analysis in qualitative research was considered of Miles, Huberman and Saldana (2014: 31-32) into four steps occurred together, the first was data collection, the second was condensation, the third was drawing and verifying conclusion and the last step is data display. In this study, the writer used following steps to analyze the data.

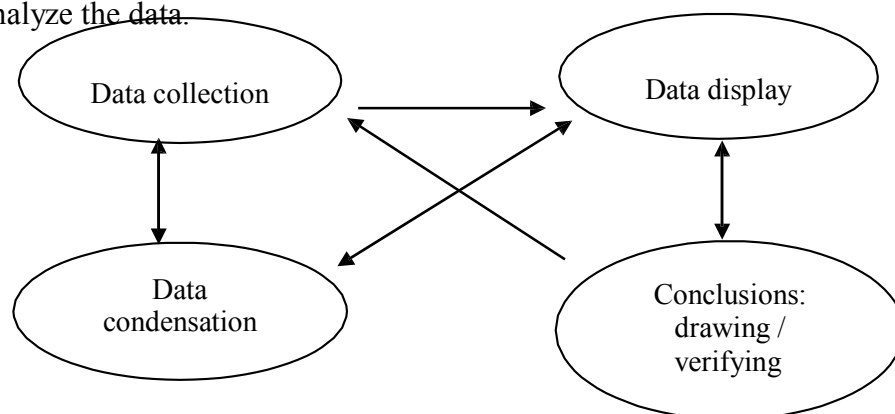


Figure 3.5: *Component of Data Analysis Model (Miles, Huberman and Saldana, 2014: 33)*

3.5.1 Data Condensation

Data condensation was the process of selecting, focusing, simplifying, abstracting, and transforming of rough data appeared from notes written in the field. Through condensing, it made data stronger, data condensation was not something separate from analysis.

Data condensation was a form of analyzing which sharpened sorts, focusses, discards, and organizes data in such a way that “final” conclusions could be drawn and verified. The following of the process in data condensation were:

1. Selection, the writer selects data from the text by students.
2. Focus. At this stage the writer focuses on sentences in the form of phrasal verbs as data objects.
3. Simplification, in this way the writer changes the data to be simplified into clauses. The clause consists of the translation errors used in the phrasal verb text.
4. Abstracting, the writer analyzed the data by selecting each translated sentence with the type of difficulties in translation

3.5.2 Data Display

After condensing the data, the next step was to display the data. Data display was an organized, compressed assembly of information that allowed conclusion drawing and verifying activity to be showed. The writer presented the data in analysis, which showed in the form of table, to make the writer easily in understanding. The following steps conducted the writer in presenting data through grouping the data into types of difficulties in translation namely Lexical

difficulties, (2) Stylistic difficulties, (3) Grammatical difficulties, and (4) Cultural difficulties.

3.5.3 Drawing and Verifying Conclusion

Drawing and verifying conclusion was one of the important steps in this study. After drawing parts of the data was decided as an absolute data, verifying conclusion was the right way in united the entire collected, reduced and displayed data. This was a way to know the result of the data after the data display. In this step, the writer made conclusion after completely identifying types of phrasal verb as part of speech its realization used on test translation.

3.6 Data Validity

The trustworthiness of the data was very needed to be checked to examine the validity of the data. In this research, the triangulation technique was used by the writer to observe the validity of the data. Determining the truth about the same social phenomenon was not the purpose of triangulation However increased one's understanding of what had been researched (Sugiyono, 2007: 330). The qualitative cross-validation was called as triangulation, and which was assessed was the sufficiency of the data according to the convergence multiple data source or multiple data collection, said William Wiersma in Sugiyono (2007: 372). There were four types to identify the triangulation of data (Norman Denzim, 1978), they were:

3.6.1 Data Triangulation

Data triangulation related to the use of various or different data or information (people, space and time) in research, for example qualitative and

quantitative data. The process of rechecking and comparing information by writers which obtained in the different source is called as data triangulation. Comparing observation data and interview data students and test is the method the writer will use to get the data. The comparisons being compared by the writer were students' utterances, informant information and circumstances or perspective of different people in similar context. In addition, according to Olsen (2004: 3) stated that interpretable triangulation data in social science was often considered to be often helpful in validating claims that might arised from initial pilot studies or the mixing of data from some perspectives complete to obtain more comprehensive data.

3.6.2 Investigator Triangulation

Investigator triangulation related to the use multiple writers to obtain more valid data. Work in team was the way it took to make sure the validity of data.

3.6.3 Theory of Triangulation

Theory triangulation related to the use of two or more theories which was combined when examining a phenomenon and situation. Inclusion of some theories need to be made more.

3.6.4 Methodology of Triangulation

Methodology triangulation related to the effort of checking the data or data result. To conduct phenomenon and situation by using some methods were called as the aim of methodology triangulation. The mix of method approaches used in social science research, where the result from one method were used to enhance, argument, and clarify the result of others as same as methodology triangulation

Therefore, in this research the writer used data triangulation. It meant that in this research needs to include some more complete data to examine the results of this study to make sure the data validity.