

**AN ANALYSIS OF LEARNER LANGUAGE IN INDONESIAN-
ENGLISH TRANSLATION OF ENGLISH EDUCATIONAL
STUDY PROGRAM STUDENTS OF UNIVERSITAS
NAHDLATUL ULAMA LAMPUNG**

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This research was aimed at describing learner languages phenomena related to the five procedures of translation then showing the percentage of learner language in translation procedures from Indonesian to English. The data collecting methods used interview and documentation. The data was gathered from the students' result of translation 2 semester test at Universitas Nahdlatul Ulama Lampung. The research was conducted toward thirty three of the sixth semester students of English Educational Study Program of Universitas Nahdlatul Ulama Lampung. The result of the research showed that most of the students' learner languages and errors were found in translation procedures, the highest percentage of learner language in translation procedure in Indonesian-english translation was transposition, and the students didn't understand about translation procedures.

INTRODUCTION

Language has incredible influences all over the world. It is surely realized that language is basic component of communication in the human life. Jordan states that "Language is a signalling system which operates with symbolic vocal sounds,

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and which is used by a group of people for the purposes of communications” (Jordan 1997) Because, every language has its own system that differs each community. The shadow of an action or an idea identically is using language. Therefore, language becomes the way to express people’s mind and to realize the idea.

As the human being, particularly we interact using language. It means that the people use language to communicate one another in the society. Because, a system of communication and medium for thought are profoundly the purposes of language.

People are interpreting other people’s language and expecting other people to interpret their own language. The communication process either spoken or written is the way to interpret the other people’s language even in different culture or language. Language is also learned behaviour of human being. Language has big contribution and including distinguishes human being from animals. It can be said that human being has way to deliver the thought using language. Language also has dynamic; universal and variety characteristic and it changes together with human being changes. It is the specific reason why human being’s language and animals are distinguished.

Basically, language influences the society because of multinational and international information exchange. Moreover, the change of language is influenced by the development of human thought and its exchange in globalization frame. Although, so many people cannot speak English well even English as international language that used in multicultural society of the world.

Based on the above description, English is expertly global information in every aspect in the world without exception, especially in learning process. In Indonesia, English will be the delivering language to deliver the subject in the class. Although, the case is applied in international standard school. So that, to communicate effectively in spoken or written English, people must learn structure and cultural conventions of English.

Many learners are still doing many errors to understand English well. Consequently, it can make various interpretations because of the misunderstanding. Therefore, to understand the usage of English well in learning translation either English to Indonesian or Indonesia to English in translation; learners must learn English not only grammatically, but also culturally. So that, learners must understand about sociolinguistics, psycholinguistics, semantic, etc. It is done in transferring equivalent meaning from source language to target language changing the purposes of message sent.

The main problem of translating is to create a correctly and accurately translation. It means that to transfer the purpose of the text from source language (SL) to target language needs more attention not only theoretically. In addition, language learners usually bring their previous competence of language on performing the second language. Thus, in translation, the learners also often use the knowledge of their first language usually translate the text using the rule of Indonesian language. When the rule is the same, the Indonesian rule will support the translation correctly, but the rule is widely different toward the English.

Translation determines interpretation of reader towards the text has been translated. Learners who study about translation should study the culture of the target language. Because, this aspect can influence the result of translation generally. Learners need method or strategy to translate well and cross culture understanding. Thus, the purpose of the source language in the text delivered accurately.

Translating consists of reproducing in their receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in term of style. In translating, learners should study the grammatical structure, communication situation and cultural context of the source language text. Thus, learner languages and errors can be avoided.

Based on the statement above, the writer assumes that translation is the way to reconstruct appropriate meaning from the source language to the target language without changing the purpose of message sent. Furthermore, learner languages are still found in translating text, especially Indonesian-English translation.

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The concept of A Foreign Language Learning and a Second Language Acquisition

The process of language learning can run effectively when the language learners have knowledge about language itself. Learners, usually use the rule of their first language in every aspect of language learning process. The lack of knowledge about language makes learners difficult to understand what the language is. Learning English actually has several methods to be applied in learning process. Appropriately method should be used in learning process, especially in language learning.

Regarding on the explanation above, the writer assumes that learners are still difficult in learning language. In Indonesia, English is taught as a foreign language. Because, many learners learn about grammatical rules of English. English is rarely spoken in society and only learned in the classroom. In the fact, the teachers are still difficult to apply the appropriately method obviously. Foreign language learning is generally differentiated from a second language acquisition in that the former refers to the learning of a non-native language in the environment of one's native language (e. g. French Speakers learning English in France or Spanish speakers learning French in Spain, Argentina, and Mexico etc.) (Yufrizal, 2008).

According to Dulay, Burt, Krashen, second language acquisition includes learning in new language in a foreign language context (e. g. English in Mexico or German in the United States) as well as learning a new language in a host of language environment (e. g. German in German) (Setiyadi, 2006). It means that second language acquisition is a process of a development of ability in language by using it in natural situation.

In acquiring language, language learners usually use language to communicate in the society. Language learners who do acquire language usually exposed to language which they more or less understand even if they can't produce language significantly. They are motivated to learn the language in order to be able to communicate. Thus, they have opportunities to use the language they are learning to be better. The acquisition-learning distinction is actually found in language

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learning process. Furthermore, Krashen summarizes the distinction between acquisition and learning in the following table (Yufrizal, 2008).

Table 1
The Distinction between Acquisition and Learning

Acquisition	Learning
Similar to child first language acquisition	Formal knowledge of language
‘Picking up’ language	‘Knowing’ about language
Subconscious	Conscious
Implicit knowledge	Explicit knowledge
Formal Teaching does not help	Formal teaching helps

Even though, In Indonesia, English is taught as a foreign language, but the methods are almost same with second language. Practically, in learning process, the teacher applies the method without considering the differences between the target language and the source language. In grammatically, actually Indonesian language and English are different. Therefore, there are several factors that determine the learning language, namely linguistics, social and psychological influences. Thus, grammatical aspects are including in linguistics influences. Even though many methods applied in learning process, but the acquisition approach should be considered. So, English is not only taught theoretically in the classroom, but also applied practically either spoken or written in the society.

The Concept of Error

The problems in learning language depend on the factors that language learners have. In acquiring a second language, a learner is really influenced by his/her first language. Learners generally bring their pervious competence of language in performing the second language. In foreign language learning, error has become the phenomenon that is important in learning language process. The clearest

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support for this belief is the finding of "foreign" accents in the second language speech of the learners. In translation, the students also often use the knowledge of their first language in constructing the second language. When they want to translate Indonesian into English, they often use the rule of Indonesian language in writing the English language.

Negative transfer or interference occurs when the mother tongue of the learner disturbs the process of the target language acquiring. It is because the differences of the mother tongue and target language the greater the difference between source language and target language, the more the difficulty and the more numerous errors will be. The Language learners do not only influence the pronunciation, but also affects the other language aspects, such as the lexical and the grammatical aspects of the target language.

According to Larsen-Freeman and Long, certain errors are caused by the learners' failure to observe the boundaries of a rule, which are classified as overgeneralization. Other errors are attributed to simplification or redundancy. Still others are labelled communication-based errors, and induced errors (Douglas H. Brown, 2000). In order to analyze learners' errors in a proper perspective, it is crucial to make a distinction between "mistake" and "error".

According to Brown, a mistake refers to a performance error that is either a random guess or a "slip", in that it is a failure to utilize a known system correctly. While an error is a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner (Douglas H. Brown, 2000). A mistake is usually occurred in writing process and an error is occurred in translation process continuously. An error cannot be self-corrected, according to James, while mistakes can be self-corrected if the deviation is pointed out to the speaker. But, the learner's capacity for self-correction is objectively observable only if the learner actually self-corrects; therefore, if no such self-correction occurs, we are still left with no means to identify error vs. mistake (Brown, 2000). Thus, error in language learning cannot be self-corrected. It needs practices in translating text from the source language to the target language intended.

The beginning stages of learning a second language are characterized by an interlingual transfer from the native language. In the early stages, the native language is the only linguistic system upon which the learner can draw. These kinds of errors can be found in all aspects of language learning. Intralingual transfer (within the target language itself) is also a major factor. At an intermediate level, learners' previous experience and existing subsumes begin to influence structures within the target language itself.

Most of time, negative intralingual transfer or overgeneralization has occurred, and these kinds of errors are called developmental errors. We have found that overgeneralization makes it significant for us to study the psychological process of language learners. Cultural interference can cause either linguistic errors or inappropriateness in the context. In addition, it sometimes hinders communication, so it should be taken seriously in learning language process.

Learners' errors are usually classified in different categories, global and local errors. Global errors hinder communication and they prevent the learner from comprehending some aspects of message. Then, local errors only affect a single element of a sentence, but do not prevent a message from being heard.

To become good, responsible writers, we need to write grammatically and semantically. We will use standard English grammar, the grammar which is commonly used by educated speakers of English. In addition to being grammatical, a piece of writing or a sentence, or even a phrase must be semantically acceptable; it must be meaningful (Bram,1995). Therefore, based on several *Minimum Requirements* by the English Department of Sanata Dharma University, Yogyakarta, the writer tries to analyze errors in translation result. There are errors in verb, concord, article and spelling.

Malay/Indonesian verbs are not marked for person, tense, or number auxiliary elements are used to indicate tense and aspect (Ann Batko Ann Batko, 2004). Verbs in English depend on tense used in the sentence or text. The function of a verb is to describe an action or a state of being. It depends on past, present, or

future form in the sentence. Sometimes, verb has different meaning adjusting the context.

English has own rule such as concord. Usually, concord is used in constructing phrase or sentence. The example of using the correct concord is “My sister goes to school.” It uses the masculine and feminine pronouns correctly. The other example is using the correct singular and plural forms verbs and pronouns (Irwansyah , 2010). Concord indicates the correct sentence both grammatically and semantically.

Error and mistake are usually found in article. There are three kinds of articles, such as *the*, *a*, and *an*. *A* or *the* are put on singular countable noun. *A* or *the* are not used to label the name of person, town or country. *A* is used in not a particular noun, but *the* is used in a particular noun.

Indonesian words are usually spelt the way they are pronounced; thus English word where the spelling does not match the pronunciation can cause problem for learners.

Learner Language

The term learner language is derived from interlanguage perspective oriented on language learning used by a foreign language learner. The object of study includes the comparative between language characteristic used by learner and target language or language learned (Irwansyah, 2010). The foreign language learners commonly use their mother tongue to construct another language.

The concept of learner language based on the specific characteristics in language learner. Interlanguage refers to the separateness of a second language learner’s system, a system that has a structurally intermediate status between the native and the target languages (Brown, 2000). The different structure both languages is the main factor of learner language occurred.

The most obvious approach to analysing interlanguages is to study the speech and writing of learners or what has come to be called learner language (Setiyadi, 2006). The learners use their knowledge of native language in

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constructing target language and try to translate the target language using limited knowledge about target language itself. Therefore, the phenomenon learner language will be occurred.

When people learn another language, their mother tongue sometimes interferes with the target language. This phenomenon is often called interference. Interference is often caused by the similarities between their mother tongue and the target language (Setiyadi, 2006). Learners usually use their first language in constructing sentence in the target language. Learners are difficult to ignore the influences of their mother tongue because the process of acquisition has not run well.

In language learning, there are two factors toward the foreign language learning process. The positive influence is usually called language transfer, while the negative transfer is called interference that was mentioned previously. Actually, interference influences learners in language learning, especially in constructing appropriately sentence both source language and target language. Learner language may result in errors but learners' errors are not necessarily caused by learner language or mother tongue. Comprehension of a second language is more difficult to study since it is not directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher.

The most difficult thing to understand the text of the source language is particularly not caused by the limited belonging of vocabularies as most people thought, but much often by their disabilities of grasping 'the main ideas' of the text they read (Effendi, 2004). Therefore, many students can't translate words based on lexical meaning.

It can be inferred that learner language influences translating Indonesian-English process because learner language occurs because of different structures both languages.

Translation

The communication process, automatically the people use language to transfer their ideas. Many ways are used to realize the goal, the good communication, either spoken or written. One of the ways is translation. Recently, translation becomes the important thing in interpreting meaning from the source language to target language. Translation also becomes the key to break through the information exchange. In education institutions such as school or university, translation is the first step to expose the brilliant idea from Indonesian Language to English or vice versa. The learners actually do it directly or indirectly in the school.

Translation is not only replacing the form of language, but also needs consideration including different grammatical aspects, different structure and many others. Thus, many aspects of translation must be mastery well. In addition, to transfer the idea is considering knowledge about translation.

Translation becomes so important because translating is the process to replace the source language to the target language without replacing the meaning intended. The human translator uses their sense in translating process. Not only translating word for word, but also translating contextually of the text. Recently, Google Translate becomes so popular to translate many languages intended. It makes translation more easily applied.

Translation machine can help a lot in translating simple sentences. But it is not reliable. There are numerous vocabularies and countless combinations of them that form sentence (Gunawan, 2004). It means that translation machine can't translation many combinations of sentences.

Translation machine may be able to translate word by word, but it is doubtful that they can produce good translation when it comes rather complicated sentences. Different languages may have different grammar and structures, posing a great challenge for translation machines. Let alone the feeling of the words (Gunawan, 2004). It can be concluded that translation machine is usually out of context.

Because it translates without sense and usually inaccurate. Furthermore, the results must be edited by human translator.

Definition of Translation

Many experts have described translation in their point of views. Generally, translation is replacing the language and make the target language can be understood by language learners. translating is the general term referring to the transfer of thoughts and ideas from one language (source) to another (target), whether the language have established language are in written or oral form (Nababan, 2010). The definition only focuses on transferring of thoughts and ideas without considering the form of target language. It commonly appropriates with the grammatical aspect of target language. In line, English and Indonesian language have different structure in constructing the phrase or sentence.

Translation is a process by which the chain of signifiers that constitutes the source-language text is replaced by a chain of signifiers in the target language which the translator provides on the strength of an interpretation (Lawrence Venuti, 2004).

Moreover, identical with the above definition is the one proposed by Larson that translation consist of translating the meaning of the source language into the receptor language. He maintains that translation is a process of finding a TL equivalent meaning for a SL utterance. (Choliludin,, 2005). It can be said that translation is used to find the equivalent utterance both target language and source language. Furthermore, Nida and Taber explain the process of translating as follows. Translating consist of reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style (Choliludin, 2005). In the following definition, Nida and Taber focused on reproducing the closest natural equivalent message from the source language the receptor language (target language) both terms of meaning and terms of style. They also involve cultural consideration it translating.

In addition, according to Nida the success of the translation depends above all on achieving equivalent response. It is one of the four basic requirements of translation (Munday, 2001), which are:

1. Making sense;
2. Conveying the spirit and manner of the original;
3. Having a natural and easy form of expression;
4. Producing a similar response.

The linguist, Richard stated that translation is the process of changing speech or writing from one language (the source language) into another language (the target language), or the target language version that result from this process (Hadisubroto, 2005). It can be inferred that translation is the process in changing language version, from the source language to the target language. Furthermore, Malinowski quoted by Tou said that translation must always be the re-creation of the original in to something profoundly different. On the other hand, it is never substitution of word for word but invariably the translation of whole contexts (Choliludin, 2005). The definition is focused on translation of whole contexts profoundly, not translating word for word only.

The term translation itself has several meanings; it can refer to the general subject field, the product (the text that has been translated) or the process (the act of producing translation, otherwise known as translating). (Munday, 2001). The process of translation between two different written language involves the translation changing an original written text (the source text or ST) in the original verbal language (the source language or SL) into a written text (the target text) in a different verbal language (the target language or TL)

Based on the several definitions above, it can be inferred that translation is the attempt to change the equivalent source language text into target language and transferring the meaning based on the author' mind appropriate with the receptor language audience for whom the translation is intended.

Methods of Translation

The term method derived from the word *method* in English. In Macquarie Dictionary, a method is a way of doing something, especially in accordance with a definite plan (Machali, 2004). It can be concluded that in each step of translating process uses certain method because method is the way to do something.

There are some kinds methods of translation based on the emphasis of the translation (Suparman, 2005).

- a. Word-For-Word Translation: The source language word-order is maintained and the words translated singly by their most common meanings, out of context. Cultural words are translated literally.
- b. Literal Translation: The SL grammatical constructions are changed to their nearest TL equivalents but the lexical are still translated singly, out of context.
- c. Faithful Translation: This method attempts to reproduce the accurate and precise contextual meaning of the original within the constraints of the target language. It transfers cultural words and preserves the degree of grammatical and lexical abnormality in the translation.
- d. Semantic Translation: This method is different from the faithful translation only in as far as it must take more consideration of the aesthetic value of the source language. The distinction between faithful translation and semantic translation is the first is uncompromising and dogmatic, while the second one is more flexible, admits the creative exception to 100% accuracy and allow for translator's intuitive empathy with the original.
- e. Adaptation: This method is the freest translation. It is used for playing comedies and poetry; the themes, characters, plots are usually maintained; the source language culture is converted to the target language culture and the text rewritten. The bad practice of having a play or poem literally translated and then rewritten by an established dramatist or poet has

produced many poor adaptations. But other adaptations have ‘rescued’ period plays.

- f. Free Translation: Free translation reproduces the matter without the manner, or the content without the form of the original. Usually it is a paraphrase much longer than the original, a so-called ‘intralingual translation’, Often too long and pretentious and not translation at all. It produces the target language text without the style, form, or content of the original.
- g. Idiomatic Translation: Idiomatic translation reproduces the message of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these don’t exist in the original.
- h. Communicative Translation: Communicative translation attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.

Based on the description above about the methods of translation, it can be inferred that semantics and communicative translation fulfill the purpose of translation. Actually, a semantics translation is written at the author’s linguistics level, a communicative at the readerships. Otherwise, Idiomatic are concerned with communicating the meaning of the source text using the natural grammatical and lexical items of the receptor language. Thus, many methods can be applied appropriately the cultural and grammatical context both source text and target text.

Procedure of Translation

Procedure is a set of techniques of presenting materials to language learners (Setiyadi, 2006). Procedure should be known before presenting the material of language learning. In translating text, translator must know the procedure before process of translating is conducted.

In Indonesian-English translation commonly learners are difficult in translating both grammatically and culturally. The different structures make learners

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confused in constructing sentence. Learners should find out the equivalent meaning in word, phrase, clause and sentence.

Therefore, there are five procedures should be considered in applying the process of translation effectively. They are transposition, modulation, adaptation, contextual meaning, and equivalence note.

Transposition

Transposition is a translation procedure that is changing grammatically form from source language (SL) to target language (TL) (Machali, 2000). This is a change of one part of speech for another without changing the sense. It can be said that transposition is changing the word or phrase structurally in translating. For examples:

- a) tiga ekor sapi = three cows
- b) sepuluh orang tentara = ten soldiers

Modulation

This changes the semantics and point of view of the source language. This procedure is adjusted in the word of the English. Actually, the translation result in a grammatically is correct. Modulation is a procedure that is justified, in the words of the English edition, when, although a literal, or even transposed, translation results in grammatically correct utterance, it is considered unsuitable, unidiomatic or awkward in the TL (Munday, 2001).

For examples:

- a. Buku itu akan saya kembalikan besok.= I will return the book tomorrow.
- b. Penurunan mutu lingkungan = environment degradation

Adaptation

This involves changing the cultural reference when the situation in the source culture does not exist in the target culture. Usually, adaptation procedure is used in formal regards of formal letter. The writer writes 'sincerely yours' to replace word

‘hormat saya’. Furthermore, ‘faithfully yours’ is also used to say ‘hormat saya’ to unknown name of the people intended.

Contextual Conditioning

The translation adjusts the contextual conditioning where the communication takes a place. It is usually used by people in the communication situation.

For example: Selamat tidur = good night; it has different meaning base on context.

Equivalence Note

Language describes the same situation by different stylistic or structural means. There are two basic orientations or types equivalence based on Nida. (1) Formal Equivalence, focuses attention on the message itself. In both, form and content. (2) Dynamic Equivalence, the goal of dynamic equivalence as seeking the closest natural equivalent to the source-language message (Jeremy Munday, 20010) Equivalence is particularly useful in translating idioms and proverbs. Usually, it is related with the cultural understanding between source language and target language. In the text of translation, there is a note to explain more about the word. Because it cannot be translate literally. For example:

Saya makan *jenang* di pesta pernikahan kakak saya = I ate *jenang* at my brother’s wedding party. (Note: Jenang is food made of sugar and coconut, usually made in celebration or party.)

Process of Translation

The process of translation is actually conducted step by step. Practically, translating is the effort to transferring the equivalent meaning from the source language to target language. The ideal translation should be accurate; it can be inferred that translation must reproduce as exactly as possible meaning of the source text. Furthermore, it can be said ideal if the result of translating is natural. It means that it using natural forms of the receptor language in a way that is

appropriate to the kind of text being translated. In addition, the text must be communicative, expressing all aspects of the meaning in a way that is readily understanding to the intended audience for whom the text is.

According to Larson (1984: 17) when translating a text, the translator's goal is an idiomatic which makes every effort to communicate their meaning of the source language text into the natural forms of the receptor language. (Choliludin , 2001). Furthermore, he states that translation is concerned with a study of the lexicon, grammatical structure, communication situation, and cultural context of the source language text, which is analyzed in order to determine its meaning. The discovered meaning is then re-expressed or re-constructed using the lexicon and grammatical structure which are appropriate in the receptor language and its cultural context.

The process of translation is begun by understanding the source text, then analysing the meaning, discovered, transferred and re-expressed the receptor language intended. The process is conducted more than once. The way is used to recheck the accurately translation.

Larson simply presents the diagram of the translation process as follows:

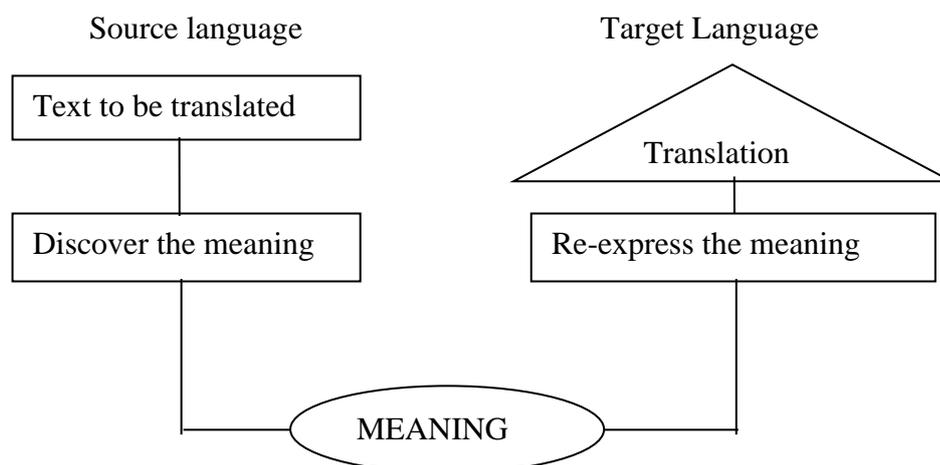


Figure 1.1. The Process of Translation

Diagram above is adopted from The Making Idiomatic Translation book (Choliludin, 2001).

The processes of translation are as follows:

Understanding and Analyzing the Source Text

Analyzing the source text is conducted by translator to explore the source language intended to translate in a natural and equivalent translation of the target language. Translation process always begins from understanding the source text, because in starting step the translator faces the text in source language. Firstly, the process is conducted by reading whole of the text and continuing to comprehend what the text is about. Actually, it's impossible the translator can transfer the meaning or message from source language to the target language without any comprehension about the text being translated. Thus, the translator must know the target language grammatically and culturally well.

The comprehension toward text content most related to understanding of linguistic and extra linguistic that contained in the text. Linguistic aspect related to the aspects of language characteristic itself. Then, extra linguistic related to socio culture of the source language. Culture and language are two things that can't be separated one another. Therefore, ideally every translator must know the culture both languages well.

Discovering meaning

In translation, the main purpose is discovering equivalent meaning of the source text. The text is related to grammatically, semantically and culturally. Thus the translator should discover the meaning overall the source text to be translated in appropriately target text.

Transferring Messages

The process of translating is not only change the form of language, but also transfer the message contained in the source language. After the translator understanding about meaning and structure of the source language, the translator will interpret the message contained in text being translated. The next step is transferring content, meaning and message contained in source language to the target

language. In this process the translator must find the equivalent words of source language in the target language.

The transferring message process takes a place in the translation's mind. It can be said that translator actually transfer the idea and purpose of the source language. After exploring the content, meaning and message, the translator conveys the translation result in target language either in written form or spoken. The written form is called translation and the spoken or oral form is called interpretation.

Re-structured

Restructured is a changing process to make the text equivalent, natural and communicative to the target language and readers. In this step, the translator must give attention to the style of target language and for whom the text intended. Furthermore, the translation should be appropriate with the source language text. Thus, the purpose and message of the source language can be transferred accurately.

Based on the explanation above, it can be inferred that there are four processes of translation that can be applied in translating process.

METHOD

The research is conducted using the appropriate method intended. There are several research methods that can be applied in a research about translation. Actually, all types of methods are descriptive. Because, the research is describing the problems and analysing them. Even though, the types of research are different, either qualitative or quantitative. Type or kind of research is chosen based on its purpose.

The research is conducted to explore the phenomenon about translation. Therefore, the writer decides to choose qualitative method to analyze of learner language in Indonesian-English translation of students English Educational Program of Universitas Nahdlatul Ulama Lampung.

Qualitative research is an approach that called investigation approach because the researcher collects data by facing and interacting with the object directly

(Syamsudin, 2001). It can be concluded that the data is conducted directly. The researcher will analyze and describe every individual within their life and mind. The researcher must be able to describe the phenomenon through clear explanation. The researcher is not only comparing two or more variables but also making the close situation among the researcher and the participants.

In the social sciences there are two major approaches to empirical research. The first one is quantitative research. The researcher conducts the research using numbers and data are collected by conducting survey. The second one is qualitative research. In this research, the researcher conducts the research closely with the participant using interview adjusting participants said.

Qualitative research takes data the form of descriptive narratives like field notes, recordings or other transcriptions from audio- and videotapes, and other written records, as well as pictures or films. Qualitative researchers also may collect artifacts—products or things people use—such as objects people make and records of what they do, say, produce, or write.

Furthermore, qualitative research is a research that aimed to describe, learn and explain the phenomenon. The understanding of phenomenon can be reach by describing and exploring through a narration.

Qualitative research has some characteristics. Firstly, qualitative research uses multiple methods that are interactive and humanistic. The multiple methods can be applied appropriately the participant. Then, secondly, qualitative research is fundamentally interpretative. It can be assumed that the researcher can interpret the data. The researcher describes the participant, interpreting the data, and then drawing the conclusion about the data intended. Thirdly, the qualitative research is descriptive. The data collected is in the form of words of picture rather than number. Then, fourthly, the qualitative research is analyzed their data inductively. The last, the qualitative research are concerned with process rather than simply with outcomes or products.

The research can be conducted considering data resource previously. In the qualitative research there is no population as data resource, but usually called social situation consisting of three elements such as place, actors and activity. Lincoln and Guba state that “naturalistic sampling is, then, very different from conventional sampling. Its purpose is to maximize information, not to facilitate generalization.” (Sugiyono, 2009). It can be inferred that the writer will get the data from purposive sample as the participants. It means that in determining sample, the researcher will not base on statistical calculation. The researcher took data from the translation lecturer. There are five participants who will be the data resource.

In addition, if the purpose is to maximize information, then sampling is terminated when no new information is forthcoming from newly sampled units: this redundancy is the primary criterion (Sugiyono, 2009). Thus, the writer chooses thirty-three of the sixth semester students of English Education Study Program of Universitas Nahdlatul Ulama Lampung.

as participants. The writer chooses them because they have passed translation one and translation two.

The instruments that are used in conducting research as follows:

Interview

Interview is a dialogue among people or group intended. In interview, the researcher conducts face-to-face interviews with participants, interviews participants by telephone, or engages in focus group interview with six to eight interviewees in each group (Creswell, 2002). The researcher has to conceptualize the project, establish access and make contact with participants, interview them, transcribe the data, and then work with the material and share what he or she has learned.

Esterberg stated that there are three types of interview. They are structured interview, semi structured interview, and unstructured interview (Sugiyono, 2009). In this case, the writer will use structured interview that uses prepared questions about translation.

Documentation

Bogdan stated that, “in most tradition of qualitative research, the phrase personal document is used broadly to refer to any first person narrative produced by an individual which described his or her own actions, experience and belief.” It means that the researcher conducts the research using document such as journals, diaries, life histories, picture, and etc. Documentation is used as written evidence in the research. Documentation also saves the time expense of transcribing. The researcher chooses the students’ formal document that is the students’ Indonesian-English translation work as their semester test in translation class.

Traditionally, the case study has been associated with qualitative methods of analysis. Indeed, the notion of a case study is sometimes employed as a broad rubric covering a host of non-quantitative approaches – ethnographic, clinical, anecdotal, participant-observation, process-tracing, historical, textual, field research, and so forth (Gerring, 2007).

Yin states that every case study should start with a general analytical strategy. These general analytical strategies with regards to case studies provide the researcher with a system by which she can set priorities for what it is they need to analyze and why. It can be assumed that case study focuses in a person and community. Case study analyzes the phenomenon deeply in the community or group. An in-depth study of a single person, event, community or group is called a case study. Based on the explanation above, the writer chooses this method because the writer wants to know deeper about translation phenomenon of Universitas Nahdlatul Ulama Lampung.

In addition, in writing a procedure for a qualitative proposal, the tasks listed below are recommended (Creswell, 2002) .

1. Identify the specific strategy of inquiry that will be used.
2. Provide some background information about the strategy, such as its discipline origin.
3. Discuss why it is an appropriate strategy to use the proposed study.

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4. Identify how the use of the strategy will shape the types of question asked.

It can be inferred that the procedure of qualitative proposal must consider specific strategy and appropriate strategy to shape the types of question asked.

In their extensive writing on qualitative data analysis, Miles and Huberman define data analysis, as consisting of three concurrent flows of activity: (1) Data reduction, (2) Data display, and (3) Conclusion drawing/verification. Upon first obtaining data during a data collection period, Miles and Huberman explain these three stages of qualitative data analysis as follows: *Data reduction* should not be separated from analysis, but as a part of it. This reduction of the data is analysis that helps to sharpen, sort, focus, discard, and organize the data in a way that allows for “final” conclusions to be drawn and verified. They add that data can be reduced and transformed through such means as selection, summary, paraphrasing, or through being subsumed in a larger pattern. *Data display* is the second major activity which the researcher should go through, and this means taking the reduced data and displaying it in an organized, compressed way so that conclusions can be more easily drawn. Here, data display can be conducted in the table, graphic, chart, and etc. The most frequent form of display data for qualitative research data in the past has been narrative text. It is further explained that good displays are a major avenue to valid qualitative analysis. *Conclusion drawing and verification* is the final analytical activity for the qualitative research. The researcher begins to decide what things mean. They do this by noting regularities, patterns (differences/similarities), explanations, possible configurations, causal flows, and propositions. The conclusion of research can be change after the research conducting. It means that the researcher finds the new evidence about the problem before.

The researcher will analyze the participants’ translation result using step by step of analysis. It is included in the first step of data analysis above that is data reduction. The researcher will apply translation assessment procedure. There are three steps in translation assessment (Data Analisis doc, May 2010): The first step is functional assessment. Functional assessment is general impression of translation

result by analysing the content. This assessment investigates whether the content or message of translation result is equivalent to the source text or not.

The second step is assessment of some criteria. The criteria are the accuracy of meaning (aspect of linguistic: transposition, modulation, lexicon, idiom; Aspect of semantic: referential meaning and interpersonal meaning, then aspect of pragmatic), contextual expression, term and spelling. In this case, the researcher compared the result of translation students with the result of translation adopted from *The making of Idiomatic Translation* book written by Choliludin. Then, the researcher classified the data into learner languages and errors. Then, learner languages of the translation result are included in translation procedure and then finding the percentage of them.

The last step is conversed the translation result into variety scores. This step couldn't be used because the research didn't use test as data collecting method. The researcher conducted the research using the result of translation semester test of sixth semester student.

FINDINGS AND DISCUSSIONS

Learner language phenomena related the five procedures of translation then showing the percentage of learner language in translation procedures.

Transposition

The first procedure is transposition. This is a change of one part of speech for another without changing the sense. Transposition is a translation procedure that is changing grammatically form from source language (SL) to target language (TL). In translating text from source language to target language, actually changes the text grammatically because of different structure both languages.

In this case, the examples of learner language because transposition automatically caused by language system. For example, learner translated *gadis cantik* into *girl beautiful*.

Therefore, learner language in transposition is:

$$\frac{29 \times 100}{69} = 42.02\%$$

69

Modulation

This is the second procedure of translation. This changes the semantics and point of view of the source language. This procedure is adjusted in the word of the English. Actually, the translation result in a grammatically is correct.

Therefore, percentage of learner language in modulation is:

$$\frac{28 \times 100}{69} = 40.58\%$$

69

Adaptation

This involves changing the cultural reference when the situation in the source culture does not exist in the target culture. Usually, adaptation procedure is used in formal regards of formal letter.

Therefore percentage of learner language in adaptation is:

$$\frac{1 \times 100}{69} = 1.45\%$$

69

Contextual conditioning

The translation adjusts the contextual conditioning where the communication takes a place. It is usually used by people in the communication situation.

Therefore, percentage of learner language in contextual conditioning is:

$$\frac{11 \times 100}{69} = 15.94\%$$

69

Equivalence Note

Equivalence is particularly useful in translating idioms and proverbs. Usually, it is related with the cultural understanding between source language and target

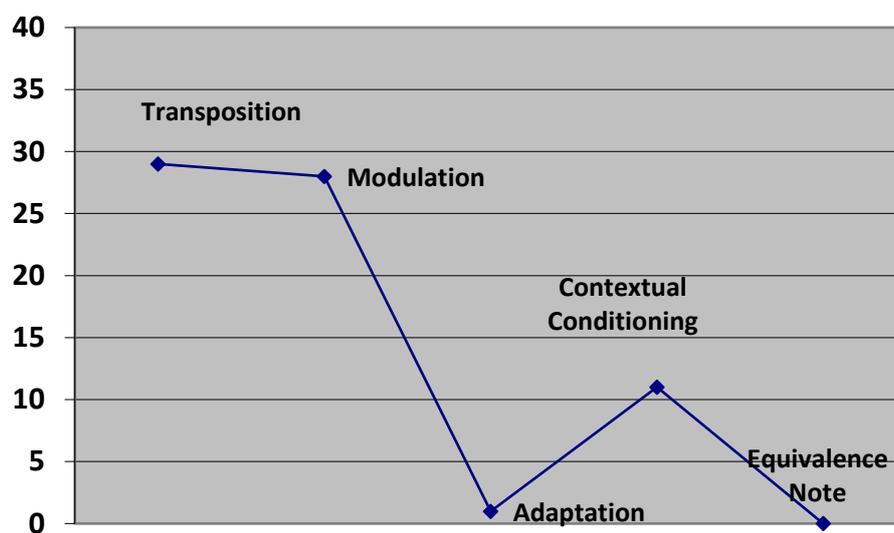
language. In the text of translation, there is a note to explain more about the word. Because it cannot be translate literally.

For example:

Saya makan *jenang* di pesta pernikahan kakak saya = I ate *jenang* at my brother's wedding party. (Note: Jenang is food made of sugar and coconut, usually made in celebration or party.)

In this case, there is no learner language related equivalence note procedure.

Figure 1. 5. The Frequency of Learner Languages in Translation Procedures



The percentage of students' learner language in translation procedures made by total learner languages in each translation procedure multiplied one hundred (100%) and then divided by total learner languages. In this case, the learner language in transposition is 29 multiplied by one hundred percent (100%) then divided by 69. Thus, the result was 42.02%.

Based on diagram above, we can see the percentage of students' learner language in transposition was 42.02%, modulation 40.58%, adaptation 1.45%, contextual conditioning 15.94%, equivalence note 0%.

Based on data above, it can be concluded that the highest percentage of learner language in translation procedure in Indonesian-English translation was transposition 42.02% and the lowest was equivalence note 0%.

CONCLUSIONS AND SUGGESTIONS

Conclusion

There were many learner languages and errors in translating Indonesian-English text. The frequency was as follows: The frequency of the students' learner languages was 69 items, errors in verb was 160 items, errors in concord was 92, errors in article was 63 items, errors in spelling was 94 items.

The students were interfered by Indonesian structurally in translating Indonesian-English text and most of the students still used simple present tense in translating narrative text.

The percentage of learner language related to the translation procedures, the percentages were as follows: The percentage of students' learner language in transposition was 42.02%, learner language in modulation was 40.58%, learner language in adaptation was 1.45%, learner language in contextual conditioning was 15.49%, learner language in equivalence note was 0%.

Suggestion

Most of the students didn't translate the text semantically. They didn't understand the five translation procedures and the highest percentage of learner language in translation procedure in Indonesian-English translation was transposition. The translation lecturers should give more attention in translation process of the students to minimize learner language phenomena. The translation lectures should be able to explain more about the five procedures of translation, especially Indonesian-English translation. The translation lecturers shouldn't give a score based on theory of translation only, but the lecturers should know learner languages and errors in translation text. The translation lecturers should understand that the students study English as their foreign language not a second language. Actually, the lecturers should choose an appropriate teaching technique related to

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translation. Furthermore, the students should study about learner languages and errors deeply. The students should practice translating text by comparing the equivalent form of target language. The students should enrich their translation procedures theory then practice them. The students should have many kinds of translation books and the student should translate target language both grammatically and semantically.

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