

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF COLLOQUIAL EXPRESSION IN
STUDENTS TRANSLATION MASTERY AMONG THE SIXTH
SEMESTER OF THE IAIN METRO**

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TARBIYAH AND TEACHER'S TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1441/2020 M

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STUDENTS TRANSLATION MASTERY AMONG THE SIXTH
SEMESTER OF THE IAIN METRO**

Presented as a Partial Fulfillment of Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

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Assalamu'alaikum Wr.Wb.


Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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Judul Skripsi : AN ANALYSIS OF COLLOQUIAL EXPRESSION IN STUDENTS
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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

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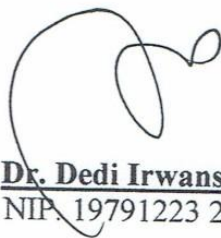
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RATIFICATION PAGE

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An Undergraduate thesis entitled: AN ANALYSIS OF COLLOQUIAL EXPRESSION IN STUDENTS TRANSLATION MASTERY AMONG THE SIXTH SEMESTER OF THE IAIN METRO, written by Desi Lestari, student number 1501070035, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Wednesday, 22th Januari 2020 at 08.00 – 10.00 am.

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**AN ANALYSIS OF COLLOQUIAL EXPRESSION
IN STUDENTS TRANSLATION MASTERY
AMONG THE SIXTH SEMESTER AT IAIN METRO**

ABSTRACT

By:

DESI LESTARI

The purpose of this study is to show the students' translation in colloquial expression among the sixth semester at IAIN Metro. This is based on the identification of problems that explains that students have a low desire to learn English.

This study uses descriptive qualitative analysis and analysis document to answer the research questions. The data in this study were from 16 Sentence of translation of colloquial expression containing naturalness and accuracy by students. In collecting the data, the author uses observation, documentation, and interview. This research was conducted with an English teacher class A in English Education at IAIN Metro Metro named the teacher is Trifita Handayani MPd in subject English Indonesian Translation.

Finally after the data was examined it can be concluded that students have made several types of translation. The analysis showed that of 16 sentences translate by 10 students total of 28 (18%) translated high natural translation, 40 (25%) translated the sentence natural translation, 47 (30%) translated the sentence less natural, and 45 (28%) translated the sentence unnatural. Therefore, many students translated the sentences less naturally. the percentage for accuracy level are 38 (24%) translated accurate translation, 54 (34%) translated the sentence less accurate translation, and 68 (42%) translated the sentence inaccurate, Therefore, many students translated the sentences inaccurately.

Keywords: *qualitatif, translation, colloquial expression, naturalness, accuracy,*

**ANALISIS EKSPRESI BAHASA SEHARI-HARI
PADA MAHASISWA SEMESTER ENAM DI IAIN METRO**

ABSTRAK

Desi Lestari

Tujuan dari penelitian ini adalah untuk menunjukkan keakuratan dari kata kerja non-finite dalam penerjemahan pada mahasiswa IAIN Metro pada semester 6. Berdasarkan identifikasi permasalahan mahasiswa lemah dalam penerjemahan.

Penelitian ini menggunakan pendekatan kualitatif deskriptif dan analisis untuk menjawab permasalahan. Data dalam penelitian ini menggunakan 16 kalimat selanjutnya diterjemahkan pada mahasiswa. Dalam pengumpulan data ini penulis menggunakan observasi, dokumentasi dan wawancara. Pelaksanaan penelitian ini bersama dengan dosen bahasa Inggris di IAIN Metro yang bernama Trifita Handayani dalam mata kuliah English Indonesia Translation.

Akhirnya setelah data diperiksa dapat disimpulkan bahwa siswa telah membuat beberapa jenis terjemahan. Analisis menunjukkan bahwa dari 16 kalimat yang diterjemahkan oleh 10 siswa total 28 (18%) diterjemahkan terjemahan alami yang tinggi, 40 (25%) diterjemahkan kalimat terjemahan alami, 47 (30%) diterjemahkan kalimat kurang alami, dan 45 (28%)) menerjemahkan kalimat itu tidak wajar. Oleh karena itu, banyak siswa menerjemahkan kalimat-kalimat itu dengan kurang alami. persentase untuk tingkat akurasi adalah 38 (24%) menerjemahkan terjemahan yang akurat, 54 (34%) menerjemahkan kalimat terjemahan kurang akurat, dan 68 (42%) menerjemahkan kalimat tidak akurat, Oleh karena itu, banyak siswa menerjemahkan kalimat-kalimat tidak akurat.

Kata kunci : kualitatif ,translation, colloqial expression, naturallness, accuracy

STATEMENT OF RESEARCH

The undersigned :

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States tha this undergraduate thesis is originally the result of the writer's research, in expectation of certain part which are excepted from the bibliographies mentioned.

Metro, January 2020

The writer,



Desi Lestari
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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Januari 2020

Penulis,




Desi Lestari

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MOTTO

AL INSYIRAH : 6

يُسْرًا أَلْعُسْرَ مَعَ إِنَّ ()

With difficult is surely easy (Qs.Al Insyirah : 94 :6)

“There are so many problems in the world

Waiting for you to solve them”

(pp)

“Every small job, if it is done well means a lot”

(bee)

DEDICATION PAGE

This undergraduate thesis was dedicated for:

Allah SWT. Who always give me a chance in every step I take and makes me stand up again after fail and fall many times. My beloved Prophet Muhammad SAW, the wonderful inspirator in the patience and in the struggle. My beloved Mother and Father who always support me with prayer, love and patience

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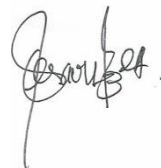
All praise due to Allah, the Most Gracious and the Most Merciful because of His wonderful blessing, the writer can finish this undergraduate thesis successfully without any obstacle. Those blessings and gifts are the only reason the writer not giving up today. Then, peace and solutation always be given to our beloved prophet Muhammad SAW the one who has taught us how to life in a harmony, may peace always be upon Him.

The writer realize that this undergraduated thesisl may not be finish without the support, help, and guidance from the others. Therefore, the writer would like to express the deepest gratitude to those who always help the writer in order to finish this undergraduated thesis research entitled: “AN ANALYSIS OF COLLOQUIAL EXPRESSION IN STUDENTS TRANSLATION MASTERY AMONG THE SIXTH SEMESTER AT IAIN METRO ” and to the sponsor, Dr. Dedy Irwansyah, M.Hum, and the co-sponsor, Trisna Dinillah Harya, M. Pd and also to the institution of IAIN Metro.

Finally, the writer expect that this undergraduated thesis may be able to provide useful knowledge and information to the readers.

Metro, Januari 2020

The writer



DESI LESATRI
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CHAPTER I

INTRODUCTION

A. Background of the Study

English is a primary language used in international communication. As an international language, English is almost used by all countries as the first, second or foreign language. In order to be able to communicate using English effectively, the language learners should try to comprehend and to practice not only four language skills including listening, speaking, reading, and writing but also the language components. One of the language components is translation.

Translation is exertion of finding suit meaning of a text into the target language. Translation has an aim to look for equivalent meaning from the source text to the target text. That is why translation emphasizes the meaning equivalence. In the process of interpretation the other language, translation becomes an urgent component that should be mastered one of speaking aspects that sometimes people to make a good communication foreign language.

Moreover, to translate the source text into target text is very urgent, especially for the English Department students because they are expected can get the information from many resources like the English book. Without translation mastery, they will not get the knowledge at maximum. In the other word, translation also influences their sucess of study.

In processing of translation, some difficulties could be found. The fact of English as foreign language for Indonesian, in which they do not use intensively as mother tongue, makes Indonesian needs the specific ability to interpret those

resources. Moreover, there are differences between Indonesian and English word structure and word meaning. In some cases the text has more than one meaning..

In addition, one of the translation elements is colloquial. Colloquial expression is often called as daily speech since this expression is used in everyday communication. It usually emerges inside the dialogues between speakers. Another definition mentions that colloquial is used in every day communication, immediate contacts between communication partners, in a dialogue. Colloquial is oral speech, realized in the form of dialogue.

Furthermore, colloquial expression is also found in written text including literary works such as novel and short story. It appears inside the dialogues between the characters of the story. For example, in the children's storybook entitled *The Secret Life of Ms Wiz* by Terence Blacker, the dialogues also contain many colloquial expression. Here are some examples of colloquial expression found in the storybook.

Example 1:

SL: Brian Arnold seems a nice enough **chap**.

TL: Kelihatannya dia *pria* yang cukup baik.

The word *chap* belongs to colloquial expression in the form of single word. To know whether a single word is a colloquial expression or not, it can be checked in dictionary. The definition of *chap* is a man or boy. The translator translated *chap* into *pria*. The translation is accurate since *pria* has the same meaning with man. Man is usually translated into *pria* or *laki-laki* in Indonesian. It also sounds natural. In the story, *chap* refers to Brian Arnold, Ms Wiz's

husband. Husband is a man to whom a woman is married. A man is more mature than a boy. The meaning of *pria* is *laki-laki dewasa*, so that the translator preferred *pria* to *laki-laki*.

Example 2:

SL: ...but we're getting dumped big-time by the frothies on this stretch, **y'know?**

TL: ...tapi kami digempur abis oleh buih-buih di sini, **y'know?**

Here, *y'know* belongs to colloquial expression in the form of contractions. In this example, the translator does not translate *y'know* into the target language. The translator just keeps the original form. This translation is still accurate since the translator may use some techniques of translation. The contraction form of *y'know* sounds strange for Indonesian children as the main target readers. By keeping the original form, the process of transferring message from source language into target language is not delivered well.

In line with the illustration above, the author has pre-surveyed students' problems in one of the everyday language translation elements. The pre-survey results are shown in the following table. Based on all of the illustration above, it is very important to analyze the students' mastery in translating colloquial in order to gain the accurate data of students' condition.

In this case, the researcher would like to conduct a qualitative study in order to analyze the students' mastery in translating colloquial at IAIN Metro. Therefore, the researcher has outlined a research proposal in the title of "An analysis of colloquial expression in students translation mastery among the sixth semester at IAIN Metro".

Related to the problems above, the researcher have investigate in An analysis of colloquial expression in students translation mastery among the sixth semester at IAIN Metro. Based on the result pre survey are allocated to this table, as follows:

Table 1.
The Result Data Translation Based on Pre Survey among the Sixth Semester English Department at IAIN METRO

No	Score	Category	Frequency	Percentage
1.	A	Excellent	0	0%
2.	B	High	3	20%
3.	C	Good	1	6.67%
4.	D	Fair	11	73.33%
5.	E	Poor	0	0%
TOTAL				100%

Source: The data pre-survey taken September,3th 2019

Based on the data above, it is known students who got grades B and C in translating is 4 students (26.67%). While the number of students who got D,E grades in translating is 11 students (73.33%). Therefore, it can be concluded that students of English study program at IAIN Metro have unsatisfied English skill. Referring the data above, the writer assumes that they are low in translating. They have not enough prior knowledge in english subject, they have difficulties to translate English. Therefore, it is considered important to overcome and analyze more in writing ability in the students translating performance.

Based on the background above, the writer is interested in conducting a research entitled “An analysis of colloquial expression in students translation mastery among the sixth semester at IAIN Metro.”

A. Research Question

Based on the consideration of background of the study above, the writer formulates a research question, as follows:

1. What are the students’ difficulties in translating colloquial expression on among the sixth semester of IAIN Metro?
2. Why are there the students’ difficulties in using of translating colloquial expression among the sixth semester of the IAIN Metro?
3. How to solve the students’ difficulties in translating colloquial expression among at the sixth semester of the IAIN Metro?

B. Objective and Benefits of the Study

1. Objective of the Study

This study has two objectives, as follows:

- a. To investigate the students’ difficulties in translating colloquial expression among the sixth semester of the IAIN Metro.
- b. To know the factors that become the barriers in translating colloquial expression on among the sixth semester of the IAIN Metro.
- c. To investigate the solution to solve the students’ difficulties in translating colloquial expression on among the sixth semester of the IAIN Metro.

2. Benefits of the Study

Hopefully, this study will be beneficial for the writer, the English Department Students, the lecturer and the other researcher . The benefit of this study are, as follows:

a. For the English Department Students

The researcher has great expectation that this research can increase the English Department students' knowledge, especially for students of Translation, and also can give additional information related to colloquial expression

b. For the English Lecturer

This research can be used as an additional reference for the lecturers in teaching the translation subject, especially, in the field of colloquial expression.

c. For the Other Researcher

The result of this research is expected to be an additional reference for the other researchers who want to conduct a further research about colloquial expression.

C. Prior Research

This study will be conducted by considering some prior researches as the guidance to analyze of colloquial expression in translation. The first prior research was done by Elham Jalal Pour and Hossein Heidari Tabrizi.¹ This study and the prior research have similarity and differentiation. The similarity of both the study

¹ Elham Jalalpour and Hossein Heidari Tabrizi," *A Study of English Translation of Colloquial Expression in Two Translations of Jamalzadeh: Once Upon a Time and Isfahan Is Half the World*", Islamic Azad University: Journal of Language Teaching and Research, Vol. 8, No. 5, pp. 1011-1021, September 2017

is the research method. Both of the studies use qualitative research method. In addition, both of the studies analyze the same topic that is the colloquial mastery in translating.

Meanwhile, the differentiation of both the study is the sample. Both of the studies use different sample of this study was to explore the translation of one of the sub-categories of culture-bound items that is colloquial and slang expression from Persian to English in two works by Jamalzadeh, *Yeki Bud, Yeki Nabud* translated by Moayyed & Sprachman and *Sar o Tah e Yek Karbas* translated by Heston prior research as the samples of research, whereas this study took 15 students of the sixth semester of IAIN Metro as the samples of research. Furthermore, the prior resource given the 15 test items containing words.

The other prior research was done by Nur Imani Shadrah in the research.² The focus of her research is the translation analysis of colloquial expression in the children's storybook entitled *The Secret Life of Ms Wiz* by Terence Blacker. The objectives of this study are to find out the types of colloquial expression, to find out the translation techniques used by the translator to translate colloquial expression, and to know the effect of the translation techniques used on the quality of the translation in terms of accuracy and acceptability.

This second prior research used a descriptive-qualitative and quantitative method and was designed as a single-embedded case study. It used document and

² Nur Imani Shadrah, "Approved to be examined before the Board of Examiners Faculty of Letters and Fine Arts (A Translation Analysis Of Colloquial Expression In The Children's Storybook Entitled *The Secret Life Of Ms Wiz* By Terence Blacker)", Sebelas Maret University, Downloaded on 08 July 2019.

informant sources. Total sampling was applied to collect the data. The data were obtained by using content analysis and questionnaire. In content analysis, the researcher collected the data by selecting the dialogues among the characters containing colloquial expression. The data found were 247 data. The form of questionnaire was a close-open ended. The questionnaire was distributed to three raters who are translation experts.

This study and the prior research have similarity and differentiation. The similarity of both the study is the research method. Both of the studies use qualitative research method. In addition, both of the studies analyze the same topic that is the colloquial mastery in translating.

Meanwhile, the differentiation of both the study is the sample. Both of the studies use different sample of this study was to explore the translation of one of the prior research as the samples of research. The second prior research investigated the use of colloquial in children storybook; whereas, this study took 15 students of the sixth semester of IAIN Metro as the samples of research.

CHAPTER II

REVIEW OF THE RELATED THEORIES

The aim of this chapter is to describe the related references upon which the research hypothesis is built. In this chapter, there are some points to be explained in relation to the English Translation and Colloquial Expression

A. Translation

1. Definition of Translation

According to John. Cunnison Catford, translation is an operation performed on languages: a process of substituting a text in one language for a text in another”.³ It means that translation is a process of translation from language to another language, such as translation from Indonesian to English. For the beginning, the translator should be known what translation means are

Nida Eugene Albert and C.R Taber state that translation is “The transference of a message from one language to another is a valid subject for scientific description”.⁴ In the other words, there are some definitions of translation and every translation expert has his/her own opinion about it. In general, translation is defined as a process of transferring the message from source language into the target language.

³ Catford, J.C. *A Linguistic Theory of Translation*. London: Longman, 1965.

⁴ Nida, Eugene A. and C.R.Taber.*The Theory and Practice of Translation*, Leiden: E. J. Brill., 1969

Newmark explains that translation is “rendering the meaning of a text into another language in the way that the author intended the text”.⁵ In other words the translator can convey the meaning of the language that has been translated.

Therefore, the writer concludes the translation is a process to transfer the message, information, and culture in source language into target language. The translation is not easy to do because of the differences between two language also include culture differences, so the translator should be master in his field. The main point in the translation is that a translator may not change the meaning of the message of the original text.

2. Method of Translation

Method is a manner or form of procedure to accomplishing something. It means that translation method is a way or procedure to translate something. Newmark divided method of translation into two perspective. Those are source language (SL) emphasis and target language (TL) emphasis. Each of those emphasis will consist of four methods.

Newmark put all the methods into a flattened V diagram below:

SL Emphasis

Word-for-word Translation
Literal Translation
Faithful Translation
Semantic Translation

TL Emphasis

Adaptation
Free Translation
Idiomatic Translation
Communicative Translation⁶

⁵ Newmark, Peter. *A Textbook of Translation*, New York: Prentice Hall, 1988

⁶ Newmark, P. *Op. Cit.* p.45

Source language emphasis means the translation process follow the structure, lexis and culture of source language, while target language emphasis means that the translation process follow the structure, lexis and culture of target language so it will be more understandable.

1. Source Language Emphasis

- a. Word-for-word Translation

This method translate the word by word from SL into TL. The SL word-order is not changed and the word translated simply by using the equivalent meaning in TL.

- b. Literal Translation

This method is simply by translating the text from SL into TL literally. The SL grammatical structures are converted into the nearest TL equivalent words but it is still translated literally.

- c. Faithful Translation

In faithful translation, this method tries to translate the word into TL but it still keeps the grammatical structure from SL. It sometime makes the translation feels awkward.

- d. Semantic Translation

This method is same with faithful translation but the differences are more accurate because it does not keep SL grammar, more aesthetic because it looks more natural in result, more flexible because it allows the translator's intuitive empathy with the original.

2. Target Language Emphasis

a. Adaptation

This is the “freest” method in translation and usually used in plays and poetry. The themes, characters, plots are usually remained the same but SL culture is translated into TL culture and the text is rewritten.

b. Free Translation

This is the second method in target language emphasis. This method usually paraphrase and reproduce the content but it is not the same with the original form.

c. Idiomatic Translation

This method reproduces the “message” from the source language but it tends to give the wrong meaning. It happens because the translator use colloquialisms and idioms in TL that do not exist in SL.

d. Communicative Translation

This method attempts to produce the text with the exact meaning from SL into TL so that the text will be acceptable and comprehensible to the reader.

3. Process of Translation

The process of translation is a series of actions in which the translator devotes his knowledge, skills, abilities, and habits to divert messages from source language (SL) into target language (TL). The process of translation is cognitive because it is abstract and visible, only the translator himself knows. The process

of translation is a series of steps that must be passed by translator to get to the end result.

The process of translation consists of three steps, as follows :⁷

a. Analysis of Source Language Text

Every translation activity starts by analyzing the source language text, because the translator always meets the source language at the first time. To know the message of the source language, the translator must read it, and then the translator will understand the text content. The analysis of source language covers many aspects like sentences, clauses, phrases, and words. The other purpose is to help the translator to change the complex sentence into the simple sentence.

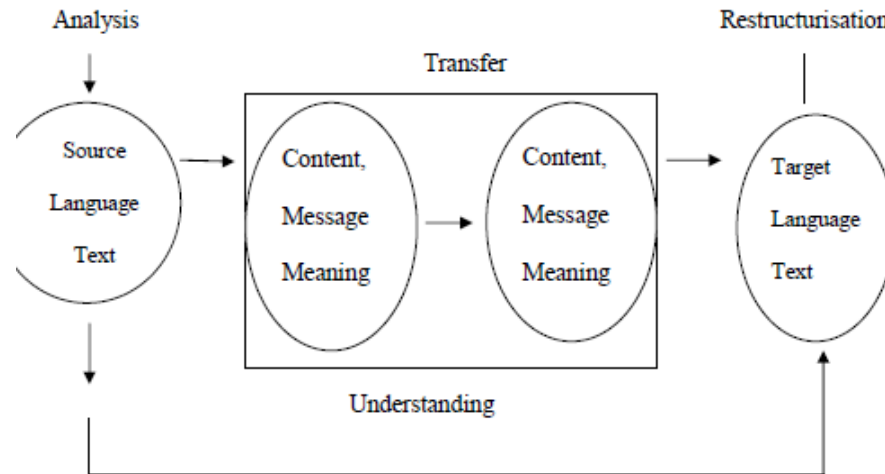
b. The Transference of Message

After the translator can understand the meaning and the structure of the source language text, they can catch the content message. The next step is to transfer the content, the meaning, and the message of the source language into the target language. In this step, the translator must find the meaning of the source language words.

c. Restructurisation

Restructurisation is the process of transforming the source language message into a proper stylist form in the target language, so in this step, the translator must pay attention to the language style in order to fix the language style that is appropriate with the text type, and they also must consider to whom the translation is made.

⁷ Bena Florita Krisetyawati, An Error Analysis on the Translation of English NounPhrases into Indonesian of the Fifth Semester Students of the English Department of Teacher Training and Education Faculty, Thesis, (Surakarta : Sebelas Maret University, 2010), p.20



The Process of Translation (Suryawinata, 1987:80)

4. Translation Quality Assessment

An assessment is needed in order to measure the quality of translation. The products of translation are not always good. Sometimes, there are many mistakes in translating a text. Therefore, the readers need to pay attention to the product of translation. There are many ways to evaluate the quality of a translation.

Larson cited in International Journal of Language and Literature by Roswani Siregar states that there are three aspect in assessing the translation quality such as, Accuracy, Naturalness and Readability⁸. In this research, it measures the translation from accuracy and readability aspect.

⁸ Roswani Siregar. *Translation Quality Assessment of "the 8th Habit: from Effectiveness to Greatness by Stephen R. Covey" into Indonesian*. (American Research Institute for Policy Development 2016) Vol. 4, No. 1. p.232

a. Naturalness

The naturalness in target language should be achieved in order to make the readers of the translated version do not realize that they are reading a translation product. Nida and Taber say that translating consists in reproducing in the receptor language the closest natural equivalence of a source language message, firstly in terms of meaning and secondly in terms of style. To be able to produce the closest natural equivalence, a translator has to master the message in the original text up to the details, then he has to restructure it.

From the explanation of naturalness in translation above, the researcher can conclude that translation should be natural in forms of meaning and structure (grammar). So, the translators should make the translation be equivalent and natural in the forms of meaning and structure (grammar). They should do it in order to make the readers of the translated version do not realize that they are reading a translation product. They can do it on many kinds of translation.⁹

⁹ Safei, Nur Hasanah, Kisman Salija. *The Naturalness and Accuracy of English Short Story Translation into Indonesian*. Universitas Negeri Makassar, Indonesia. 2018

Table. 2. The scale of the naturalness of translation¹⁰

Scale	Level	Cretaria
4	High Natural	Make sense and read naturally (written in ordinary language, common grammar, proper idioms and words)
3	Natural	Correct meaning, using appropriate idioms and words but there are some error structures.
2	Less Natural	Make sense with minimum unnatural words, grammar, phrase and idiom.
1	Unnatural	Unnatural form, with awkward language, ungrammatical structure and inappropriate word.

b. Accuracy

The most important aspect in translation is accuracy. It becomes one of the factors which determine the quality of translation. According to Roswani Siregar, accuracy means to check whether the meaning of the source text (ST) is similar with the target text (TT)¹¹.

¹⁰ N. L. P. V. Dewi , A. Mardjohan, M. H. Santosa. *The Naturalness of Translation in Translating Short Story Entitled "Drupadi" from Indonesian into English*. Universitas Pendidikan Ganesha Singaraja Indonesia. 2015

¹¹ Roswani Siregar. *Translation Quality Assessment of "the 8th Habit: from Effectiveness to Greatness by Stephen R. Covey" into Indonesian*. (American Research Institute for Policy Development 2016) Vol. 4, No. 1. p.232

Larson cited in Roswani Siregar, states that the accuracy of translation has objectives as follow¹² : 1. aim to check the equivalence of information in a text; 2. To find another problem by comparing SL and TL.

The result can be said accurate if meet in these criteria, 1. The meanings are accurately transferred; 2. The meaning of words transferred accurately but still needs the improvement; 3. The source texts are inaccurately transferred into target language.

B. Concept of Colloquial Expression

1. The Nature of Colloquial Expression

Colloquialisms are expressions appropriate to informal spoken language but ordinary inappropriate to more formal (usually written) language. Colloquialisms (from Latin *colloqui*, to speak with, converse) abound in spoken and familiar English and do not reflect unfavorably on the speaker's education.

The word colloquial is defined by American College Dictionary as quoted in McCrimmon, "characteristic of or appropriate to ordinary or familiar conversation rather than formal speech or writing"¹³. Barzegar defines that "a colloquialism is any word or expression, which might appropriately be used in conversation among ordinary or educated people" In the scale of formality, Barzegar explains that colloquial is a higher style than slang and it differs from

¹² *Ibid.,,*

¹³ McCrimmon, J. 1963. *Writing with a Purpose: Third Edition*. New York: Houghton

the formal standard language in pronunciation, choice of word and sentences structure.¹⁴

In line, Popowich et al state that colloquial language contains a good deal of idiomatic expressions and slang, and is frequently ungrammatical.¹⁵

Further McCrimmon describes colloquial English as follows :

- a. relatively short simple sentences, often grammatically incomplete, with few rhetorical devices;
- b. a generous use of contractions (I'll, we've, didn't, can't), clipped words (cab, exam, phone), and the omission of relative pronouns (who, which, that) which would be retained in a formal style;
- c. a vocabulary marked by general avoidance of learned words and by inclusion of some less objectionable slang terms;
- d. a simplified grammatical structure which leans heavily on idiomatic constructions and sometimes ignores the fine distinctions of formal grammar and;
- e. a personal or familiar tone, which tries to create the impression of speaking intimately to the reader.

From those definitions above, it can be concluded that colloquial language is informal expression which is more acceptable than slang and more appropriate for informal speech and writing than in formal speech and writing. The expressions

¹⁴ Barzegar, Hossein. 2008. *Translation of Colloquial Expression in English-into-Persian Subtitled Films*. (<http://www.translationdirectory.com/articles/article1541.php>) Date: November 1, 2009

¹⁵ Popowich, Fred et al. 1997. *A Lexicalist Approach to the Translation of Colloquial Text*. (<http://www.mt-archive.info/TMI-1997-Popowich.pdf>) Date: November 1, 2009

often deviate from the standard grammar since they use the pronunciation, grammar, and vocabulary of everyday speech.

Based on the quotations above, it can be concluded that the researcher can illustrate from the definitions above an object to the readers. The object of descriptive text can be an object concrete and abstract object. The concrete object include a person, an animal, a plant, a car, etc. The extent the concrete object can be felt by the human sensory perception. In contrast, the abstract object include an opinion, idea, love, hate, or believe.

2. The types of Colloquial Expression

According to Partridge, colloquialism may consist of five types. They are in the form of¹⁶:

a. Single words

Single word is an informal word which is usually used in daily speech. To know whether a single word is a colloquial expression or not. The examples are “*folks*” for “*relatives*” (“Did you meet my folks?”) or “*tremendous*” for “*excellent*” (“The movie was tremendous”.);

b. Clipped words

Clipped word is a new word which is formed by shortening the original word. The original word is shortened by omitting one syllable or more, for example the word *phone* is clipped word of *telephone*, “*lab*” is clipped word of *laboratory*, “*bike*” is clipped word of *bicycle*.

¹⁶ Partridge, Eric. 1990. Colloquialisms in *The Encyclopedia Americana*. U.S.A.: Grolier Incorporated.

c. Short Pictures words for technical terms

It is a short and picturesque word which is used as a variation to call another technical term, such as “*bugs*” for “*insects*” or for “*mechanical faults*”

d. Contractions

Contraction is a shortened form of one or two words by omitting internal letter. In a contraction, an apostrophe takes the place of the missing letter or letters. Some examples are “*we’ll*” or “*can’t*”;

e. Verb-adverb combinations

This combination consists of verb followed by adverb, such as “*put out*” for “*expel*”, “*extinguish*”, “*publish*”, “*inconvenience*”, “*embarrass*”, or “*retire*” (in baseball) or “*lay off*” for “*discontinue work or activity*”, “*rest*”

From those definitions above, it can be concluded that colloquial language is informal expression which is more acceptable than slang and more appropriate for informal speech and writing than in formal speech and writing. The expressions often deviate from the standard grammar since they use the pronunciation, grammar, and vocabulary of everyday speech.

3. The problems of Translating Colloquial Expression

When the translating colloquial expression spoken or written in source language, the translator confronts at least two problems. The first one, according to Dickinns the error to register that is translating in to language more formal than original. The translating failing, either to recognise the level of formality of the original, or to render it with the same degree of formality, is not able to fully

preserve the same register. The second problem is the failure of producing the same effect on the target audience.

4. The Example of Colloquial Expression

Colloquial is a less formal variety of language that is commonly used in very informal situations. A colloquialism is any word or expression, which might appropriately be used in conversation among ordinary or educated people. Colloquialisms are often used primarily within a limited geographical area, known by linguists to spread through normal conversational interaction of a language, although more often now through informal online interaction. Colloquialisms are the broad category of informal speech which includes slang. Slang is a sub-category of Colloquial expressions. Therefore, colloquial language in definition lies between informal language and slang. A common example given is the regional term used by people when describe a carbonated soft drink.

Some examples of informal colloquialisms can include words (such as "y'all" or "gonna" or "wanna"), phrases (such as "old as the hills" and "graveyard dead"), or sometimes even an entire aphorism ("There's more than one way to skin a cat").

McCrimmon describes colloquial English in this way:

- a. relatively short simple sentences, often grammatically incomplete, with few rhetorical devices;
- b. a generous use of contractions (I'll, we've, didn't, can't), clipped words (cab, exam, phone), and the omission of relative pronouns (who, which, that) which would be retained in a formal style;
- c. a vocabulary marked by general avoidance of learned words and by inclusion of some less objectionable slang terms;

- d. a simplified grammatical structure which leans heavily on idiomatic constructions and sometimes ignores the fine distinctions of formal grammar and;
- e. a personal or familiar tone, which tries to create the impression of speaking intimately to the reader.¹⁷

¹⁷ McCrimmon, J. 1963. *Writing with a Purpose: Third Edition*. New York: Houghton

CHAPTER III

RESEARCH METHOD

F. Types and Characteristics of Research

The writer decides to use qualitative research to analyze the students' mastery of colloquial expression in student translation skill of the IAIN Metro and how to solve the students' difficulties in students' mastery of colloquial expression in student translation skill of the IAIN.

In addition, Gary Anderson and Nancy Arsenault explain that qualitative research is a form inquiry that explores phenomena in their natural settings and uses multi-methods to interpret, to understand, to explain and to bring meaning to them.¹⁸ It can be further explained that qualitative research is used by the researcher to make an interpretation of the data.

According to Creswell, qualitative research is for exploring and understanding the meaning individual or group considered to social or human problem.¹⁹ It can be said that qualitative research means investigating and understanding the problem of human or social by individual or groups.

Qualitative research is a kind of research that aims to describe, to learn, and to explain the phenomenon. The understanding of phenomenon can be reached

¹⁸ Gary Anderson with Nancy Arsenault, *Fundamental of Educational Research* (US: Falmer Press, 2005), p.137.

¹⁹John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (New Delhi: Sage Publications, 2003), 3rd Edition, p.4.

by describing and by exploring through narration. In qualitative research, a discussion about participants and site might include four aspects identified by Miles and Huberman, as follows:²⁰

1. Setting (where the research will take place)
2. The actors (who will be observed or interviewed)
3. The events (what the actors will be observed or interviewed doing)
4. The process (evolving nature of events undertaken by the actors within the setting).

Based on the quotation above, it can be inferred that the writer has to have four important aspects in conducting qualitative research. Hence, in qualitative research, the samples are likely to be chosen in a deliberate manner known as purposive sampling. The goal or purpose for selecting the specific study units is to have those that will yield the most relevant and plentiful data, given the topic of study.²¹ In this case, the writer chose the sixth semester of IAIN Metro as the participants because they have errors of colloquial expression mastery in English translation.

G. Data Resources

In this research, the writer divides the sources into two items. They are primary and secondary.

1. Primary sources

²⁰ *Ibid.*, p.185.

²¹ Robert K. Yin, *Qualitative Research from Start to Finish* (New York: The Guilford Press, 2011), p.88.

Primary sources are original materials on which research is based. They are testimony or direct evidence concerning a topic under consideration. They present information in its original form, neither interpreted nor condensed nor evaluated by other writers. The primary source of this research will be the test result of the sixth semester of the IAIN Metro. The total numbers of the students are 15 students.

2. Secondary sources

Secondary source offers interpretation or analysis based on primary sources. They may explain primary sources and often uses them to support a specific thesis or argument or to persuade the readers to accept a certain point of view. The secondary source in this research is from interview², documentation, the books, journals, e-books and articles that are related to the research.

H. Data Collecting Technique

Qualitative research typically follows an inductive process.²² It means that the data collection taken from process analyzing data become theory or interpretations. Creswell said that “in many qualitative studies, inquiries collect multiple forms of data and spend a considerable time in the natural setting gathering information”²³ The data collection is the accumulation of specific

²² Linda Kalof et.al., *Essential of Social Research*, (England: Open University Press, 2008), p. 85.

²³ John W. Creswell, *Research Design*, (London : Sage Publication, 2009) p. 184

evidence that will enable the writer to properly analyse the results of all activities by his research design and procedures.

The data are needed in a research work to serve the raw material that is used in the production of data. It provides a definite direction and definite answer to a research inquiry. Whatever inquiry has to give a definite answer to an investigation. Data are very essential for a scientific research. In addition, the data are needed to substantiate the various arguments in research findings.²⁴

Qualitative writer also have a toolbox of data-gathering techniques, including indepth interviewing, participant observation, and document analysis.²⁵ The writer in this research uses document to collect the data. The writer takes documents from the result of the use of colloquial in students' translation. In the process of collecting the data, the writer collects the results of translation students to analyze and to identify the using of translating the conversation text.

In this research the writer use three techniques to collect the data, there are observation, documentation, and interview, as follows :

1. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site.²⁶ As a form of data collection, observation has both advantages and disadvantages. Advantages include the

²⁴Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics* (New Delhi: New Age International Publisher, 2006), p. 212.

²⁵Donald Ary et. al., *Introduction to Research in Education Eight Edition* (USA: Wadsworth Cengage Learning, 2010), p.32

²⁶John W. Creswell, *Educational Research Planning Conducting and Evaluating Quantitative and Qualitative Research* (England: University of Nebraska, 2002), p.53.

opportunity to record information as it occurs in a setting, to study actual behavior, and to study individuals who have difficulty verbalizing their ideas (e.g., preschool children). Some of the disadvantages of observations are that you will be limited to those sites and situations where you can gain access, and in those sites, you may have difficulty developing rapport with individuals. This can occur if the individuals are unaccustomed to formal research (e.g., a non university setting). In this research, the writer will observe the test result of the sixth semester of IAIN Metro in the Academic Year of 2019/ 2020. In order to analyse the students difficulties in translating and the factors that cause the problem.

2. Documentation

Qualitative researcher may use written documents or other artifacts to gain an understanding of the phenomenon under study.²⁷ In this research, the writer uses documents technique to collect the data. Documents can be a valuable source of information in qualitative research. Creswell cited that documents represent public and private documents. Public documents provide in the form of minutes from meeting, official memos, and newspaper. Example of private documents is personal journal and diaries, letters, and personal notes.²⁸ Accordingly, the secondary data needed are documented as data resource in the form of documentation. Furthermore, the writer got the data form the result of students' translation test.

3. Interview

²⁷*Ibid.*, p.432

²⁸John W. Creswell, *Research Design* (California: Sage Publications , 2000), p.180.

Interview occurs when the writer ask one or more participants general, open-ended questions and record their answers.²⁹ It means that by interviewing the participants can best voice their experiences unconstrained by any perspectives of the writer or past research findings. Interview provides useful information when the writer cannot directly observe participants, and the writer permits participants to describe detailed personal information. Therefore, in this research the writer will use interview to collect the data from the students.

I. Data Analysis Technique

The important part in research study is analyzing data, because the result becomes a conclusion from all of the research. Analysis of data means studying the tabulated material in order to determine character facts or meanings. It involves breaking down existing complex factors into simple parts and putting the parts together in new arrangements for the purpose of interpretation. Qualitative data generally take the form of words (descriptions, observations, impressions, recordings, and the like). The researcher must organize and categorize or code the large mass of data so that they can be described and interpreted. In qualitative research, data analysis includes of two aspects, the aspects consists of text analysis and involve developing a description and themes.

²⁹John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research 4rd Ed*, (New Delhi: Pearson Education, 2012), p. 217

The researcher would apply Miles and Huberman model to analyze the data.³⁰ The components of this analysis model are pictured by this figure.

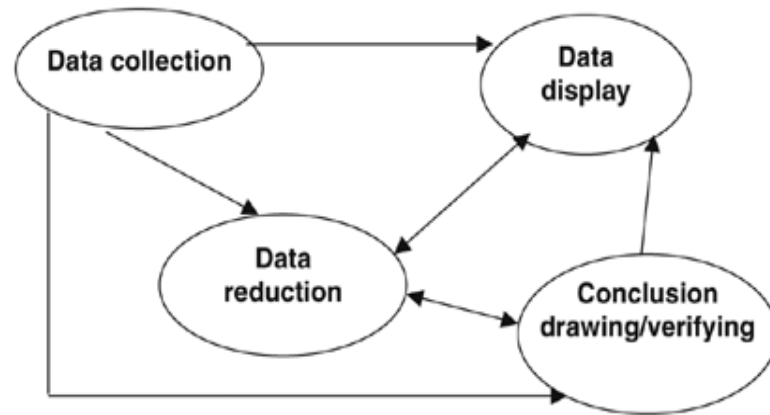


Figure II. Analysis Components of Miles and Huberman Model

Data analysis by Miles and Huberman model conducts the following steps:

- 1) Data collection is the step when the researcher gather all data which are used to complete the research.
- 2) The researcher reduces the data he had gotten by summarizing and choosing specific things.
- 3) To display the data, the researcher usually uses graphics, figures, or charts. The display should be able to describe the content entire the data.
- 4) Lastly, the researcher verifies his research by making conclusion of data findings.

³⁰ Michael Huberman M. and Miles, *Data Management and Analysis Methods*, In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 1994), p. 429

Therefore, it is concluded that the analysis of data has some functions in analyze research data that include in; to make the meaningful raw data, to test null hypothesis, to get the significant results, to describe inferences or to make generalization, and to calculate parameters.

J. Research Approach

In this research the writer use six steps in the process of research, as follows:³¹

1. Identifying a Research Problem

The writer will begin a research study by identifying a topic to study typically an issue or problem in education that needs to be resolved. Identifying a research problem consists of specifying an issue to study developing a justification for studying it, and suggesting the importance of the study for select audiences that will read the report.

2. Reviewing the Literature

The skills required for reviewing the literature develop over time and with practice. The writer can learn how to locate journal articles and books in an academic library, access computerized databases, choose and evaluate the quality of research on topic, and summarize it in a review. Library resources can

³¹ *Ibid.*, p.7.

be overwhelming, so having a strategy for searching the literature and writing the review is important.

3. Specifying a Purpose for Research

If the research problem covers a broad topic of concern, the writer needs to focus it so that writer can study it. A focused restatement of the problem is the purpose statement. This statement conveys the overall objective or intent of the research. As such, it is the most important statement in writer's research study.

4. Collecting Data

Evidence helps provide answers to the research questions and hypotheses. To get these answers, the writer engages in the step of collecting or gathering data. Collecting data means identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviors.

5. Analyzing and Interpreting the Data

During or immediately after data collection, the writer needs to make sense of the information supplied by individuals in the study. Analysis consists of "taking the data apart" to determine individual responses and then "putting it together" to summarize it.

6. Reporting and Evaluating Research

After conducting the research, the writer will develop a written report and distribute it to select audiences (such as fellow teachers, administrators, parents, students) that can use the information.

CHAPTER IV

RESULT AND DISCUSSION

A. Description of Research Setting

1. Profile of State Institute for Islamic Studies of Metro

a. The Historical Background of IAIN Metro

IAIN Metro is only one of Islamic Institute in Metro. IAIN Metro is change of status from STAIN Jurai Siwo Metro. It is dedicated in 2017 based on the decision of Presidents No. 71 on 1 August 2016. IAIN prepared this change since 2010. From 2011, STAIN Jurai Siwo Metro continued to strive for the development of STAIN Jurai Siwo Metro to be IAIN Metro.

Nowadays, IAIN Metro has four faculties namely Tarbiyah and Teacher Training Faculty, Syari'ah Faculty, Economic Business Faculty, and Islamic Announcement and Communication Faculty. Firstly, Tarbiyah and Teacher Training Faculty covers Islamic Education Departmen (PAI), Arabic Education Department (PBA), English Education Departmen (TBI), Islamic Elementary School Education Departmen (PGMI), Islamic Childhood Education Department (PIAUD), Mathematic Education Department (TPM), Biology Education Department (TPB), and Social Science Education Department (IPS).

Secondly, Syari'ah Faculty include Islamic Law Program (AS), Islamic Economy Law (HESY), and Islamic Constitutional Law (HTNI), Furthermore, Islamic Economy and Business Faculty Comprises D3 Syari'ah Banking (D3 PBS), Bachelor Degree of Syari'ah Banking (S1 PBS), Islamic Economy

Department (ESY), Islamic Accountant (AKS), and Pilgrimage Management (MHU), The last is Islamic Announcement and Communication Faculty that cover Islamic Communication and Broadcasting Program (KPI), Language and Arabic Literature (BSA), and Islamic Extension Guidance (BPI).

b. Location Sketch of IAIN Metro

AIN Metro has two campus buildings that are located in different area. The first is at Jl. Ki Hajar Dewantara street 15 A, East Metro, Metro city and the second is at Jl. Ki Hajar Dewantara street, Banjar Rejo, Batanghari, East Lampung.

c. The Profile of English Education Department

Along with the status change from STAIN Jurai Siwo Metro to IAIN Metro, English Education Department (TBI) strata 1 (S1) as established in 2007 is also change into English Education Department in 2017. It included Education Faculty in IAIN Metro. Historically, Strata 1 (S1) of English Education Department came from Diploma 3 (D3) English Education that was opened in 2002 based on the decree No:DJ.1/220.C/2007 on May 28, 2007. In implementing education, English Education Department stands in the English Education who can integrate the Islamic values and academic dimensions. So the students have a high bargaining.

B. Description of Research Result

Description of Research Result refers to the research question including of *What are the students' difficulties in translating colloquial expression in students translation; Why are there the students' difficulties in using of translating colloquial expression; How to solve the students' difficulties in translating colloquial expression.*

1. The Students' Difficulties In Translating Colloquial Expression In Students Translation

In collecting the data of the first research question, the researcher used the techniques of observation and interview. Therefore, the instruments are observation sheet and interview sheet.

a) The Data Analysis Based on the Observation Sheet

The data result of observation sheet related with the students' difficulties of colloquial expression in students translation. The data analysis is illustrated in the following table:

Table 3
The total Analysis of Students Naturalness Translation in colloquial expression

SENTENCE	HIGH NATURAL	NATURAL	LESS NATURAL	UNNATURAL	TOTAL
1	2	2	3	3	10
2	1	2	3	4	10
3	3	2	3	2	10
4	1	2	3	4	10
5	2	4	2	2	10
6	3	3	2	2	10
7	1	4	2	3	10
8	2	2	3	3	10
9	4	2	3	1	10
10	1	2	3	4	10
11	1	2	3	4	10
12	2	3	3	2	10
13	1	2	3	4	10
14	2	3	4	1	10
15	1	2	4	3	10
16	1	3	3	3	10
TOTAL	28	40	47	45	160

Table 4
The total Analysis of Students Naturalness Translation in colloquial expression

SENTENCE	ACCURATE	LESS ACCURATE	INACCURATE	TOTAL
1	2	3	5	10
2	2	2	6	10

3	3	3	4	10
4	1	3	6	10
5	3	4	3	10
6	3	4	3	10
7	2	3	5	10
8	2	4	4	10
9	4	3	3	10
10	2	3	5	10
11	2	3	5	10
12	3	3	4	10
13	1	3	6	10
14	3	4	3	10
15	2	5	3	10
16	3	4	3	10
TOTAL	38	54	68	160

The explanation of data in the table above is provided, as follows :

1. Naturalness Aspect

a) High Natural Translation

The sentence which is included in this category is translated high natural translation. High natural translation means that the meaning make sense and read naturally (written in ordinary language, common grammar, proper idioms and words). The average score of the data to be called accurate translation is 3,1 – 4. Accordding to the result of student translation, there are one sentences which can be categorized as high natural translation. The sentence is below:

SL : It's the *ultimate* telly room.

TL : Ini ruang TV *paling canggih*.

In the sentence above students do not translate the word "*ultimate*" according to the researcher it is right, because if the word "ultimate" translated "*paling canggih*" it will be seen appropriate if the word "last" translated by the student, it will be "*ini ruang Tv terakhir*". So according to the researcher the students correctly translated the sentence, Make sense and seen naturally (written in ordinary language, general grammar, idioms and exact words) and the researcher put the translation results of the students into categories high natural.

b) Natural Translation

In this category, correct meaning, using appropriate idioms and words. However, there are some error structures. The average score for less accurate is 2,1 – 3. Below are some of the sentences which belong to the category:

SL : We caught an absolute *beaut* up the coast but we're getting dumped big-time by the frothies on this stretch, y'know.

TL : Kami menangkap yang betul-betul *cantik* di pesisir sana, tapi kami digempur abis oleh buih-buih di sini, y'know?.

SL : But right now *I've* got to have a quick talk with my mum.

TL : Tapi sekarang *aku* perlu bicara sebentar dengan ibuku.

There were several mistakes made by the students. In the first sentence, the student did not use the appropriate word in translating the SL into the TL. The student translated the word *beaut* into *cantik* in the sentence . In the context, *beaut* is used to describe an excellent, fine, or perfect wave of the coast for surfing.

Thus, the translation *cantik* is acceptable. In target text, *cantik* is not only used for describing a person but also a thing, such as view or landscape. The mistake that the student use made the sentence sounded unnatural because using preposition *di-*.

In the second sentence the students translated the word *i;ve* into *aku*. In the third sentences The translation sounds natural, almost does not feel like translation, and acceptable for culture of target text. The context of the translation is informal as well. It is indicated by the use of *aku* and *ku-* rather than *saya*.

c) Less Natural Translation

In this category, the meaning make sense with minimum unnatural words, grammar, phrase and idiom. The average score in this category is 1,1 – 2. From the data above which was taken in the student translation here is some of the sentences which was translated less natural :

SL : I can *sort that out*.

TL : Soal itu sih dapat *kubereskan*.

SL : *It's* your grandson.

TL : Cucu Ayah.

In the first sentence make sense with minimum unnatural words, grammar, phrase and idiom. The students translated the words *sort that out* into *kubereskan*. The translator colloquially translates the source text above. *Soal itu, ku* and *sih* are some expressions which is usually used between friend for informal situation. The translation is acceptable since the conversation happens between two close friends, Herbert and Ms Wiz.

In the second sentence, there is no problem with the translation but the deletion of pronoun *it's*. *It* in contraction *it's* belongs to a reference (definite antecedent). In the first example, it refers to William, Ms Wiz's son. William is next to Ms Wiz, the speaker. Thus, it should be translated into *ini*. The translation will be *Ini cucu Ayah*.

d) Unnatural Translation

The sentence which is included in this category is translated unnatural translation. Unnatural translation means that the sentence unnatural form, with awkward language, ungrammatical structure and inappropriate word. The average score of the data to be called accurate translation is 0,1-1. The sentence is below:

SL : *It's* not a seagull, so far as I can judge, and it's definitely not a chicken.

TL : Bukan burung camar, sejauh pengamatanku, dan jelas bukan ayam.

SL : Did you say „Dad“?”

TL : Apakah kaubilang „Dad“?”

SL : I'll tell Dad *you'll* be back as soon as you've said goodbye to your class

TL : Aku akan katakan pada Dad, *Mum akan* kembali begitu selesai mengucapkan selamat tinggal kepada murid-muridnya.

The sentence above is translated by students with Unnatural form, with awkward language, ungrammatical structure and inappropriate word. In the first sentence students students make a lot of mistakes in translating words using inappropriate words. *Be is* in the sentence is not necessarily translated. It can be translated into *adalah* or not. In the second example, *it* refers to unusual creature landed in Ms Wiz's garden. Since the unusual creature is far from the speaker,

Brian, it should be translated into *itu* which is used to point out something that is not near the speaker. The translation will be acceptable if it is translated into *Itu bukan burung camar, sejauh pengamatanku, dan jelas itu bukan ayam*. *Be is* in the sentence is not necessarily translated. If *be is* is translated into *adalah*, it will make the translation sounds clumsy.

In the next sentence The same opinion has been arisen by the three raters. They agree that by keeping the word *Dad*, the translation becomes unacceptable. In this case, the translator uses borrowing technique by keeping the word *Dad* in target language. The translation is accurate since the setting of source language is not localized in the target language.

The translation still uses the original characters' names (such as Ms Wiz, Arthur, William, etc) and the original setting of place (such as St Barnabas School). On the other hand, consider the culture of target language, the translation is unacceptable. The term *Dad* is not common for culture of target text. It should be translated into *Ayah* or *Papa*.

In the last sentence, It becomes unacceptable since the translator uses the word *Mum* for contraction *you'll* and keeps *Dad* in the translation. The word *you* refers to Ms Wiz's mother. To make the translation acceptable, it should be translated into *Aku akan katakan pada Ayah, Ibu akan kembali begitu selesai mengucapkan selamat tinggal kepada murid-muridnya*.

2. Accuracy Aspect

a) Accurate Translation

The sentence which is included in this category is translated accurately. Accurate translation means that the meaning of words, terms, phrases, clauses, sentences are conveyed accurately and there is no distortion of meaning. The average score of the data to be called accurate translation is 2,1 – 3. According to the result of student translation, there are two sentences which can be categorized as accurate translation. The sentence is below:

SL : He seems a nice enough *chap*.

TL : Kelihatannya dia *pria* yang cukup baik.

SL : It's the ultimate *telly* room.

TL : Ini ruang *TV* paling canggih

SL : *It's* teatime.”

TL : *Sekarang* waktu minum teh

SL : I'll have to *boss* people *around* and make sure they treat me with respect and spend all my life using my incredible power to make sure that every body "s doing things that please me

TL : Aku harus *memerintah-merintah* orang dan memastikan mereka memperlakukanku dengan penuh hormat. Seumur hidup aku harus menggunakan kekuatan istimewaku untuk membuat semua orang melakukan hal-hal yang menyenangkan hatiku.

The data above is taken from the sentence The translation *pria* is accurate. In the story, *chap* refers to Brian Arnold, Ms Wiz's husband. Husband is a man to whom a woman is married . In Indonesian, man is usually translated into *pria* or *laki-laki*. In *Kamus Besar Bahasa Indonesia*, the meaning of *pria* is *laki-laki*

dewasa, so that the translator prefers *pria* to *lakilaki*. It means that the meaning of source text is accurately transferred in target text.

The second sentences the three raters have the same opinion that the datum is accurate. *Telly* is a clipped word of television. The translator colloquially translates *telly* into *TV* which is the abbreviation of *televisi* in target text. *It's* is contraction of pronoun with be *it is*. *Is* is the form be for present time. *Sekarang* means now or present time so the translation is accurate. Be *Is* does not have meaning so that it is not translated in target text.

Boss-around means giving orders to somebody in an unpleasant or forceful way. The three raters gave score 1 or accurate to the datum. Ms Wiz dislikes being queen. As a queen, she has incredible power to make people in the kingdom obey to her, treat her with respect, and force them to do things that please her. Besides, Ms Wiz believes the equality among people. Having a special name as a queen does not make s/he becomes better. Related to the context, the translation is accurately translated.

b) Less Accurate Translation

In this category, most of the meaning of the words, terms, phrases, clauses, sentences have been translated accurately. However, there is still a distortion of meaning or there is a meaning which is omitted that disrupt the integrity of the message. The average score for less accurate is 1,1 – 2. Below are some of the sentences which belong to the category:

SL : *Boy*, am I glad St Barnabas got you.

TL : *Wah*, aku senang sekali St Barnabas mendap at Anda.

SL : I *haven't* seen him for a couple of hours.

TL : Aku sudah beberapa jam *tidak* melihat Herbert.

SL : At daytime, when the sky is bright and clear, the Herbert looks *milky white*.

TL : Pada siang hari, ketika langit cerah dan jernih, Herbert terlihat seperti susu.

The data above is taken from the sentence The three raters gave different score for this datum. For rater 1, the localization of the colloquial expression makes the data inaccurate. For rater 2, there is no problem with the translation. Rater 3 thinks that the word *boy* is an expression of release so it is better to translate into *ahh...* than *wah*.

Related to the context, Jack, Ms Wiz's student feels glad or pleasure to have Ms Wiz as his school's teacher, St Barnabas teacher. When the first time he met Ms Wiz, he thought that she is the freakiest one. After accompanying Ms Wiz to see her sisters in order to change Ms Wiz position as candidate of queen, Jack feels that Ms Wiz's sisters are not better at all.

Moreover, Ms Wiz's sisters only think about themselves. They are the most power-crazed teacher ever. Therefore, *boy* here is interjection which expresses a pleasure. The translation *wah* has the same meaning as *boy* since it expresses a pleasure, a feeling of being happy or satisfied.

Haven't is contraction of *have not*. Translator translates *haven't* into *tidak*. Two raters gave score 2 and a rater gave score 1. Two raters state that *haven't* should be translated into *belum*. *Belum* and *tidak* are different. *Belum* relates to an activity that will occur in the future. The word *tidak* relates to an activity that will not occur in the future. If *tidak* changes into *belum*, the translation will be *Aku*

sudah beberapa jam belum melihat Herbert. It means that *aku* (Ms Wiz) is possible to see Herbert in the future time. In the story, Ms Wiz and Herbert (the magic talking rat) are close friend that have not met again since Herbert marries with ordinary rat, Arabella. They will meet again when Ms Wiz persuades Herbert to go back to the kingdom and live there with its family. Therefore, *haven't* should be translated into *belum*.

It also happens in the third sentence, the student missed the word *white* to be translated in the sentence *At daytime, when the sky is bright and clear, the Herbert looks milky white.* The student should complete the sentence to make it equivalent in the source language. The appropriate sentence should be *Pada siang hari, ketika langit cerah dan jernih, Herbert terlihat seperti putih susu.*

c) Inaccurate Translation

In this category, the meaning of the words, terms, phrases, clauses, sentences are transferred inaccurately into target language or even deleted. The average score in this category is 0,1 – 1. From the data above which was taken in the student translation here is some of the sentences which was translated inaccurately:

SL : *It's new Wiz or no Wiz*

TL : *Wiz baru atau tidak ada Wiz sama sekali.*

The three raters consider that the translation is inaccurate because the deletion of *It's*. *It's* which is the contraction of *it is* is a reference. *It* refers to the change which will be made by Ms Wiz for the kingdom. Finally, she accepts her

father order to be the queen of the kingdom. As the new queen, she wants to make some changes of the old Wisdom into the new Wiz system. She would like everything in the kingdom becomes modern and fair-minded. This deletion will reduce the message of source text, so that it should be translated in target text.

Based on the observation data above, there are three kinds of students' difficulties in translation colloquial expression that are, as follows :

- 1) Not being able to comprehend and low in vocabulary;
- 2) Not being able to read and follow specific direction contained in the colloquial expression;
- 3) Not being the meaning of the words, terms, phrases, clauses, sentences are transferred inaccurately into target language or even deleted.

In addition, it was investigated that the most difficulty that students got in translation colloquial expression is less natural translation, In this category, the meaning make sense with minimum unnatural words, grammar, phrase and idiom and the meaning of the words, terms, phrases, clauses, sentences are transferred inaccurately into target language or even deleted. It is because the highest percentage less translation (47%) and innacurate translation (68%) belongs to that difficulty.

b) The Data Analysis Based on Interview

The results of the interview data analysis related to the students' difficulty in analyses of colloquial expression in students translation , including :

- 1) Student difficulties are related to colloquial expression difficulties, idiom expressions, slang and jargon.

All students (100%) have some problems. The students explained that they could not distinguish between everyday expressions and slang sentences. So must use spealized dictionary to learn the types of sentences in colloquial expression.

2) Students' Difficulties in understanding the contents of colloquial expression in setences

All of the students (100%) answer briefly about the contents of the colloquial expression. They did not explain in detail when asked about the content of the setences. It means that they are not able to understand and to explore the contents of the colloquial expression.

The are some solutions, which the writer can be offered. They can be seen from four viewpoints. Class Program or Activities They are :

a. Using group work maximally

These can increase the students translating time. In group work can students practice translating together, study a paragraph, research vocabulary or take in re-write the meaning. They can write dialogues, predeict the content of reading texts, or compare notes on what they have listened to or seen. On the other hand, group work increases the sheer amount of learner translation giving on a limited period of time and also lowers the inhibitions that are unwilling to translating paragraph.

b. Base the activity on easy paragraph

In general, the level of translation needed for a pair work and group work activity should be lower that that used in intensive language learning activities in

the same class; it should be easily recalled and produced by the participants, It is good idea to teach or review essential vocabulary before the activity starts.

c. Keep student translation the target language

Teacher can appoint one of the group as monitor, whose job that is to remind participants to use the target language, and perhaps report later to the teacher how well the group managed to keep to it. Even if there is no actual penalty attached, the very awareness that to be more careful.

2. The Factors That Cause The Students' Difficulties Of Colloquial Expression In Translation

To find out the factors that cause students 'difficulties in colloquial expression in students translation, the researcher used the instrument of interview with English teacher. Based on the result of interview, the researcher analyzed the factors that cause the students' difficulties in colloquial expression in students translation, including the following:

a. The students' difficulties in colloquial expression in students translation process are having low vocabulary, having low pronunciation mastery, having bad spelling, and learning intention. This was faced by many students not only when they were doing practice but they didn't have confidence meanwhile, memorizing word by word without knowing its usage in a sentence is not affective since the words are naturally easy to lose from the learners' mind if they are not practically

used. Especially on their translation because they think that very hard when they translating must to open the dictionary to check the right of sentences of the word.

b. Many students although not all, were actually serious in learning translation. However, the students lazy to practice and they didn't have the motivation to study hard. The cause of they lazy when they study in class. The second cause is feel shy to practice with his friend, so he fell not nice.

c. The students do not translating colloquial expression because they only translating what they need and what they understand.

3. The Solution to Overcome Difficulties of colloquial expression in students translation

To analyze the solution to overcome difficulties in colloquial expression in students translation, the researcher used interview with English Lecture. the researcher analyzed the solution to overcome difficulties in colloquial expression to encourage translation skill, including the following:

a. In overcoming students difficulties in colloquial expression in students translation process, the students use a dictionary and assisted by the lecture in the translation process;

b. In the use of colloquial expression for the translation process, the students can use dictionary Idiom expression because the language is the same. However, not all kinds of colloquial expression are there.

- c. The topic of colloquial expression translation material from printed as the student's assignment from the teacher must be included in the assignment book, so students can relearn what the teacher explained
- d. Suitable types of colloquial expression to improve scanning and skimming skills are subtitle film

C. Discussion

The research was conducted in third semester Education Study Program at IAIN Metro. The result of this research was definite and limited only on these participants in that place and time. In other words, the result might be different when it was conducted in the different place, time, and who were participant even though it had the same problems. Based on the data that has been analyzed in sixth semester Education Study Program at IAIN Metro, the writer was analysis of colloquial expression in students translation. Meanwhile, the result of the data analysis describes that The researcher has analyzed the student's translation of colloquial, which consists of 16 sentences. We can look from the table and the chart above that of 16 sentences translated by 10 students total of 28 (18%) translated high natural translation, 40 (25%) translated the sentence natural

translation, 47 (30%) translated the sentence less natural, and 45 (28%) translated the sentence unnatural. Therefore, many students translated the sentences less naturally.

From the data above, the researcher concluded that the naturalness level of the students translation in colloquial expression is less accurate. It can be seen from the figure below:

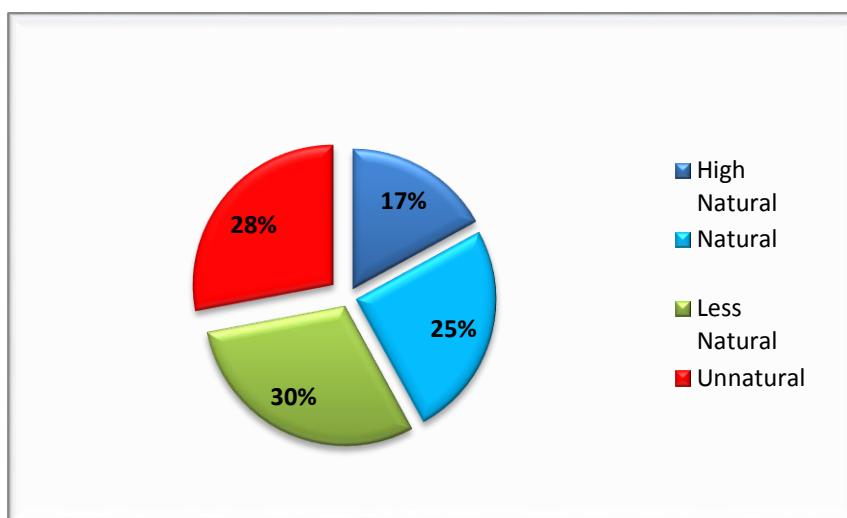


Figure 1. The Percentage of Naturalness Assessment

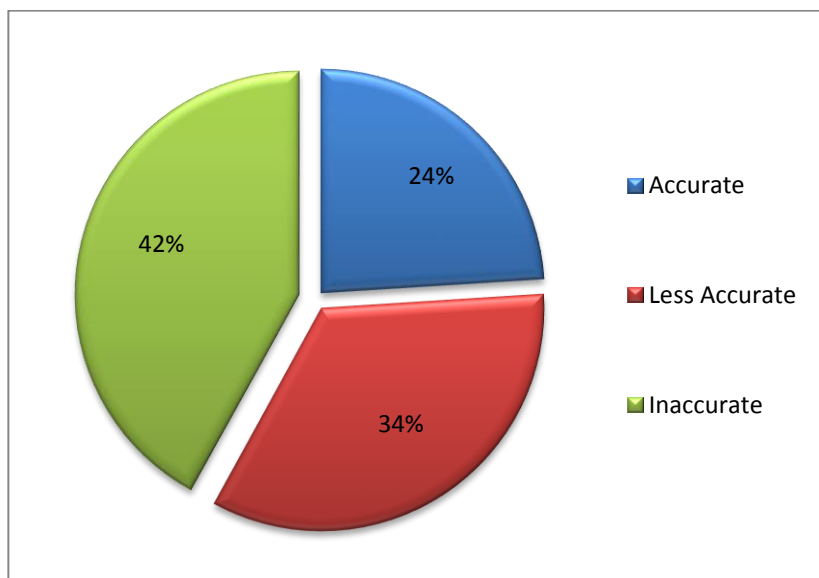


Figure 2. The Percentage of Accuracy Assessment

From the figure above, the percentage for accuracy level are 38 (24%) translated accurate translation, 54 (34%) translated the sentence less accurate translation, and 68 (42%) translated the sentence inaccurate, Therefore, many students translated the sentences inaccurate.

After analyzed the results of the student's translation of colloquial expression, the researcher concluded that students' errors in the level of naturalness were correct meaning, using appropriate idioms and words but there are some error structures, make sense with minimum unnatural words, grammar, phrase and idiom., unnatural form, with awkward language, ungrammatical structure and inappropriate word. In accuracy level, most of the meaning of the words, terms, phrases, clauses, and sentences have been translated accurately. However, there is still a distortion of meaning or there is a meaning which is omitted that disrupt the integrity of the message, and meaning of the words, terms, phrases, clauses, sentences are transferred inaccurately into target language or even delete.

The researcher advises students to be more careful in translating a text, while choosing the right words to translate the word, adjust the message in the sentence, note the grammar and structure of the language in the sentence.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of data analysis, researchers can summarize the conclusions of this research that an analysis of colloquial expression in translation mastery among the sixth semester of the IAIN Metro. In this study, researchers analyzed the naturalness and accuracy of students' translation results. From the results of the researchers' analysis, twenty students were sampled, ten for the level of naturalness and ten for the level of accuracy.

For the results of the level of naturalness, students translated more sentences make sense with minimum unnatural words, grammar, phrase and idiom, unnatural form, with awkward language, ungrammatical structure and inappropriate word. Therefore, many students translated the sentences less naturally. It can be concluded that the dominant levels of the students naturalness translation in colloquial expression in students translation mastery among the sixth semester of the IAIN Metro was less natural.

Then , for the results of the level of accuracy, most of the meaning of the words, terms, phrases, clauses, and sentences have been translated accurately. However, there is still a distortion of meaning or there is a meaning which is omitted that disrupt the integrity of the message, meaning of the words, terms, phrases, clauses, sentences are transferred inaccurately into target language or even delete. Therefore, many students translated the sentences inaccurate.

From the results above, to make the translations natural and accurate the students should be more careful in translating a text, while choosing the right words to translate the word, adjust the message in the sentence, note the grammar and structure of the language in the sentence. The students should be to deliver the meaning of a text, the students also may not add their own opinions or ideas into a translation, but the students should be to deliver the ideas the writer wants to convey.

B. Suggestion

After the researcher had done the research at sixth semester of the IAIN Metro, the researcher would like to give some suggestion as followed:

1. For the campus

This research in order to support the English learning process by preparing some facilities of teaching and learning.

2. For the lecturer

This research in order to the teacher to apply the effective technique to teach the material, not only focuses on students' handbook but also on students' interest. The material should be presented creatively, so the students can understand easily and remember the lesson. When the teacher explains the translation of a sentence, the teacher must translate the sentence correctly so that they can find out their mistakes and they understand better.

3. For the students

This research in order to the students improve their understanding of the translation of a text, so that it can translate the text naturally and accurately. And

students must pay more attention when the teacher explains the material to improve their understanding of English. The last is more active in class, asking everything about learning English.

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DOCUMENTATION



Learning Process in Translation Class





Learning Process in Translation Class



The last meeting with the Lecturer Mrs. Trifita Handayani

