The Ability of Compound Sentences Translation of the English Department Students of UNP Kediri

Pamadya Vitasmoro

Health Sciences Faculty, Kadiri University, Kediri, Indonesia

Email: pamadyavitasmoro@unik-kediri.ac.id

Jatmiko

Health Sciences Faculty, Kadiri University, Kediri, Indonesia

Agung Wicaksono

Teacher Training and Education Faculty, PGRI Nusantara University, Kediri,Indonesia

ABSTRACT

This study builds on to find out the ability of compound sentences' translation of the English Department student of UNP PGRI Kediri. The research design is descriptive qualitative. The subject of the study was the student of the seventh semester who has taken translation subject, They were 28 students. The researcher gives the predicate for each translation, and for each predicate, the researcher gives the criteria as follows: 1. Almost perfect, 2. Good, 3.Satisfactory, 4.Poor, 5. Very Poor. The result of the research the ability to translate compound sentence with the conjunction "and" are 10% is almost perfect, 79% is good, 4% is enough, and 7% is poor. Compound sentence with the conjunction "but" are 50% is almost perfect 25% is good, 25% is poor. Compound sentences with the conjunction "for" are 14% are almost perfect, 14% is good 65% is enough, 7% is very poor. Compound sentence with the conjunction "so" is 54% is almost perfect, 36% is good and 10% enough. A compound sentence with the conjunction "or" is 28% is almost perfect 54% is good 4% is enough, and 10% is poor and 4% is very poor. So, it can be concluded that the ability of compound sentences translation is good.

INTRODUCTION

Background of the Study

When we learn a language, there are four skills that we need for complete communication. When we learn our native language, we usually learn to listen, to speak, then to read, and finally to write. These are called the four language skills. So macro skills are most commonly referred to as listening, speaking, reading, and writing in English.

Besides the macro skills of English, there are also micro-skills of English such as vocabulary, translation, and others [1][2]. Translation enables effective communication between people around the

world. It is a courier for the transmission of knowledge, a protector of cultural heritage, and essential to the development of a global world. The translation is needed in our country, it is caused by 2 reasons, first, as a developing country, it is important to increase our knowledge about science and technology. [3] Second, most of the books are written in English, so that we need to translate from English to Indonesian and the last our student's achievement is limited [4][3].

The skills of translation are becoming ever more important and desirable. Today's multicultural and multilingual society demands effective, efficient, and emphatic communication between language and cultures. That is important for various reasons, which we will now explore. (literature a, b). The purpose of translation is to convey the original tone and intent of a message, taking into account cultural and regional differences between source and target language. Translation has been used by humans for centuries, beginning after the appearance of writing. Translation theory recognized that different Language encodes meaning in differing forms yet guides translate or to find appropriate ways of preserving meaning while using the most appropriate forms of each language and the target of language.

In translation, we will meet so many fields in grammar [5] This meaning has specialized to mean an utterance that expresses the feeling or opinion, but a more technical definition would be a grammatically self- contained speech unit consisting of a word, or syntactically related groups of words that expresses an ascertain, a question, a command, a wish, or an exclamation [6][7]. It is generally presumed that grammar only helps ESL(English as a second language) learners to write correct English and native speakers do not need the grammar to write without mistake. However, a native speaker of English will find the website she/ he wants to understand how his/her mother tongue works. The condition is vice versa with the ESL students. There are hundreds of grammar rules but the basics refer to sentence structure and part of speech, including nouns, pronouns, verbs, adjectives, adverbs, prepositions, and conjunctions.

So many grammatical phenomena, which often create difficulties in the translation process.[8], one of them is how to translate compound [9]. A compound sentence is a sentence that consists of two or more main clauses; both clauses are independent and may stand on their own [10].

LITERATURE REVIEW

Definition

Translating compound sentences is more difficult than translating simple sentence. A simple sentences has only one ides while a compound has at least two or more ideas. In translating compound sentences, first, a translator has to be able to identify the independent clauses of compound sentences. Based on [11] a compound sentences is made up of two independent clauses joined by a coordinating conjunction (for, and, nor,but,or, yet, or so) and comma or by a semicolon alone. Translations are carried out by native speakers who translate into their mother tongue, the background knowledge of the specific topics may be insufficient and knowledge of the specialist language may be incomplete [12]. Many theorist have been developed on how to translate as state in [13] According [14] ability is an individual's capacity to perform the various tasks in a job. Several measures of the speed of information processing were related to ability factor [15].

The ability of compound sentences translation means the individual capacity to identify the independent clauses of compound sentences. The previous research by J Rushidi about contrastive analysis

of English Nominal Compound also discussing about compound sentences, but little bit different with this research [16]. The result of the study is expected to be useful for both students and the teacher. For the student, it will help them to translate further, especially to translate compound. So, they can translate better than before [17][18] For the teacher, it will help them to know the ability of the student to translate compound sentences. This research will be more useful for translation teachers because they will the source for their teaching [19]. They will know parts of the difficulty that face down by the students.

RESEARCH METHOD

This research is using a descriptive qualitative case study because there is no administration or control of treatment as it is found in experimental research [20] [21]. The descriptive study is designed to obtain the current status of phenomena and is directed toward determining the nature of the situation as it exists at the time of the study. Location of the research in Universitas Nusantara PGRI Kediri. It is at Jl. KH. Ahmad Dahlan No.76, Mojoroto, Kec. Mojoroto, Kota Kediri. Universitas Nusantara PGRI Kediri is one of the biggest universities in Kediri. It can be seen from the number of students which is around 21645 students and the English Department learn about some material, for example, reading, writing, grammar, vocabulary, etc. The subject of the study is the student of the seventh semester who has taken translation theory in English Departments student. The total number of the subject are 28 students. When a member of the whole subject is less than 100, it is better to take the entire subject. The researcher used the test as an instrument. A test is a means of measuring the knowledge, skill, feeling, intelligence, or attitude of an individual or group. Test procedure numerical scores that can be used to identify, classify, or evaluate test-takers. One of the purposes of the test is to know the ability to which the individual has mastered the special skill or body of information acquired a formal learning situation [22]. The test was designed to check the ability of the respondent mastery to translate compound sentence the test consists of five sentences, that contain 5 coordinate conjunctions, they are and, but, or, for, and so [23][24].

Data Collection

In this study, the data are taken by the test translation, the process of data collection are:

1. Meeting the students as the subject of the research.

2. Give the test to them, and explain what they have to do the test takes 30 minutes.

3. After the time is finished, the data is collected to the researcher directly.

After collecting the data, the researcher analysis them. To make it systematic, the researcher arranges some steps as follows:

1. Classify the data based on the number.

2. Describing students ability based on the criteria of scoring

For analyzing the data, the researcher uses technique qualitative data, which will be analyzed statistically by the following formula to get the percentage.

$P = F \times 100\%$

P= Percentage

F= Frequency of the answer

N= Number of subject

The researcher gives the predicate for each translation, and for each predicate, the researcher gives the criteria.

FINDINGS

The Student's Ability to Translate Compound Sentences

In this research, the researcher takes 5 coordinate conjunctions as representative of compound sentences [25]. They are: and, for, so, or, but.

The Student's Ability to Translate Compound Sentence with "and" as Coordinate Conjunction

"And" is one of the coordinate conjunction in a compound sentence. "And" means additional ideas. This table below is the result of the test

Table 1

Predicate	Frequency	Percentage
Almost Perfect	3	10%
Good	22	79%
Enough	1	4%
Poor	2	7%
Very poor	-	-
Total	28	100%

Based on the data above, the student's ability to translate compound sentence with "and" as coordinate conjunction 10% almost perfect, 79% is good, 4% is enough, and 7% is poor.

The Student's Ability to Translate Compound Sentence with "But" as Coordinate Conjunction

"But" is one of the coordinate conjunctions. "But" means contrast idea. The table below is the result of the test.

Table 2

Predicate	Frequency	Percentage
Almost perfect	14	50%
Good	7	25%
Enough	-	-
Poor	7	25%
Very poor	-	-
Total	**28**	**100%**

Based on the data above, the student's ability to translate compound sentences with "but" as coordinate conjunction 50% is almost perfect, 25% is good, and 25% is poor.

The Student's Ability to Translate Compound Sentence with "For" as Coordinate Conjunction

For" is one of the coordinate conjunction of the compound sentence. "For" means reason the table below is the result of the test.

Table 3

Predicate	Frequency	Percentage
Almost perfect	4	14%
Good	4	14%
Enough	18	65%
Poor	-	-
Very poor	2	7%
Total	**28**	**100%**

Based on the data above the student's ability to translate compound sentences with "for" as coordinate conjunction 14% is almost perfect, 14% is good, 65% is enough, and 7% is very poor.

"So" is one of the coordinate conjunction in a compound sentence "So" means the result. The table below is the result of the test.

The Student's Ability to Translate Compound Sentence with "So" as Coordinate Conjunction

Table 4

Predicate	Frequency	Percentage
Almost perfect	15	54%
Good	10	36%
Enough	3	10%
Poor	-	-
Very poor	-	-
Total	**28**	**100%**

Based on the data above, the student's ability to translate compound sentences with "So" as coordinate conjunction 54% is almost perfect, 36% is good, 10% is enough.

The Student's Ability to Translate Compound Sentence with "Or" as Coordinate Conjunction

"Or" is one of the coordinate conjunction in a compound sentence. "Or" means a choice of two possibilities. The table below is the result of the test.

Table 5

Predicate	Frequency	Percentage
Almost perfect	8	28%
Good	15	54%
Enough	1	4%
Poor	3	10%
Very poor	1	4%
Total	**29**	**100%**

Based on the data above, the student's ability to translate compound sentence with "Or" as coordinate conjunction 28% is almost perfect, 54% is good, 4% is enough, 10% is poor, 4% is very poor.

CONCLUSION

Based on the result of the research, the researcher can conclude that the ability to translate compound sentences of English department students of UNP Kediri is different. The ability to translate compound sentences with the conjunction "and" are 10% is almost perfect, 79% is good, 4% is enough, and 7% is poor. Compound sentence with the conjunction "but" are 50% is almost perfect 25% is good, 25% is poor. Compound sentences with the conjunction "for" are 14% are almost perfect, 14% is good 65% is enough, 7% is very poor. Compound sentence with the conjunction "so" is 54% is almost perfect, 36% is

good and 10% enough. A compound sentence with the conjunction "or" is 28% is almost perfect 54% is good 4% is enough, and 10% is poor and 4% is very poor.

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