Student's Translation Quality in Translating English Phrasal Verbs Into Indonesian
(A Study at Sixth Semester Students Class A of English Department of FKIP UNIB)

SKRIPSI

Presented as a Partial Requirement for a 'Sarjana' Degree

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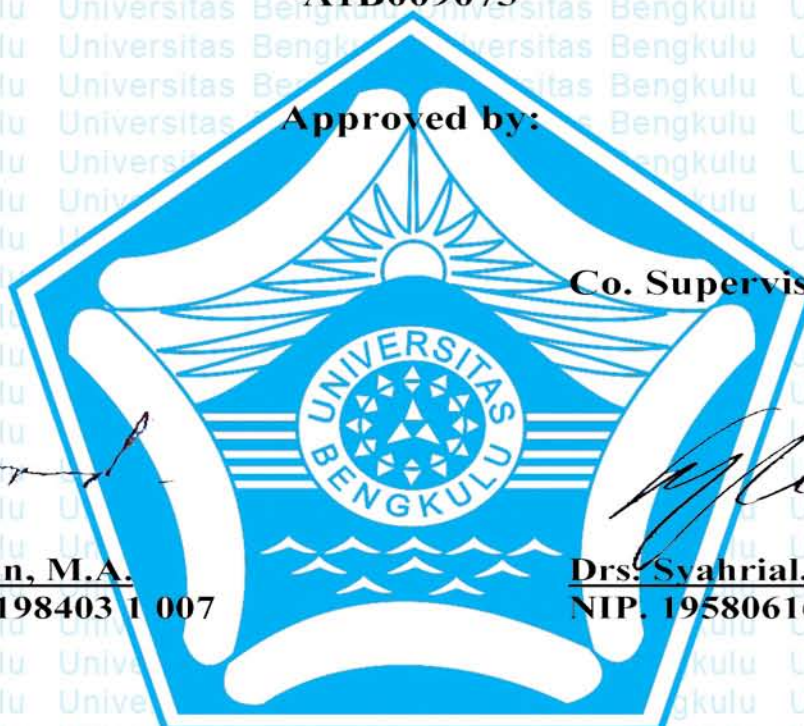
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MOTTO

Kita harus mensyukuri apa yang kita punya saat ini, karena mungkin orang lain belum tentu mempunyainya.
(Kayaba Akihiko - Sword Art Online)

Seorang manusia akan menjadi lebih kuat seiring halangan dan ombak yang menerpa.
(Roronoa Zorro - One Piece)

Yang penting bukanlah dari mana kamu dapat pengetahuan itu.
Tapi di mana kamu bisa menerapkannya.
(Ai Haibara - Detective Conan)

Pada akhirnya orang yang tertawa paling akhir adalah orang yang bekerja keras.
(Hayate Ayasaki)

<u>DEDICATION</u>

With gratitude and love, I dedicate this thesis to these amazing people.

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Bengkulu, June 2014

The researcher

ABSTRACT

Satria, Kurniadi Agus. (2014). *Student's Translation Quality in Translating English Phrasal Verbs Into Indonesian (A Study at Sixth Semester Students Class A of English Department of FKIP UNIB).* **Skripsi. English Education Study Program, Department of Language and Art, Faculty of Teacher Training and Education, Universitas Bengkulu. Supervisor (Drs. Imranuddin, M.A.) and Co-Supervisor (Drs.Syahrial, M.A, M.Phil).**

Key words: Student's translation quality,Translation, Phrasal verbs

This research aimed to describe the students' translation quality in translating English phrasal verbs into Indonesian. This research was designed in descriptive study which used translation test to collect the data. The data were taken purposively from sixth semester students class A of English department of FKIP UNIB. The result of this research showed that the most dominant quality from students' translation was excellent in three aspects of translation quality assessment namely, accuracy,clarity and naturalness (Larson,1998:529). From the accuracy aspect of student's translation was 43.9 % excellent, 30.5 % good, 12.1 % fair, 13.5% in bad quality. In clarity aspect of student's translation was found 40 % excellent, 31.6 % good, 14.2 % fair, and 14.2 % in bad quality. Meanwhile in naturalness aspect was found 38.6 % excellent, 31.3 % good, 15.9 % fair, 14.2 % in bad quality. It can be concluded that the translation quality in translating English phrasal verbs into Indonesian which had by sixth semester students class A of English department of FKIP UNIB is relatively excellent.

ABSTRAK

Satria, Kurniadi Agus. (2014). *Student's Translation Quality in Translating English Phrasal Verbs Into Indonesian (A Study at Sixth Semester Students Class A of English Department of FKIP UNIB).* **Skripsi. English Education Study Program, Department of Language and Art, Faculty of Teacher Training and Education, Universitas Bengkulu. Supervisor (Drs. Imranuddin, M.A.) and Co-Supervisor (Drs.Syahrial, M.A, M.Phil).**

Kata kunci: Kualitas terjemahan siswa, Terjemahan, Phrasal Verbs

Penelitian ini bertujuan untuk mendeskripsikan kualitas terjemahan siswa dalam menerjemahkan phrasal verbs bahasa Inggris ke dalam bahasa Indonesia. Penelitian yang dilakukan secara deskiptif ini menggunakan tes terjemahan dalam melakukan pengumpulan data. Data yang dipilih dari siswa kelas A semester enam program studi bahasa inggris FKIP UNIB. Hasil dari penelitian ini memperlihatkan bahwa kualitas yang paling dominan dari terjemahan siswa adalah sempurna dalam tiga aspek penilaian kulitas terjemahan yaitu accuracy,clarity dan naturalness (Larson,1998:529). Terjemahan siswa dari aspek accuracy adalah 43.9 % sempurna, 30.5 % bagus, 12.1 % biasa, 13.5% buruk. Terjemahan siswa dalam aspek clarity ditemukan 40 % sempurna, 31.6 % bagus, 14.2 % biasa, and 14.2 % buruk. Sedangkan dari aspek naturalness 38.6 % sempurna, 31.3 % bagus, 15.9 % biasa, 14.2 % buruk. Dari penelitian ini dapat disimpulkan bahwa kualitas menerjemahkan phrasal verbs bahasa Inggris ke dalam bahasa Indonesia yang dimiliki oleh siswa kelas A semester enam program studi bahasa Inggris FKIP UNIB relatif sempurna.

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CHAPTER 1

INTRODUCTION

1.1 Background

Translation is common thing which is useful in life. It is used in many activities such as transferring information, rendering other culture and many others. It also used for many printed media such as reports, papers, article, books, magazines, and novels. Actually, these media are served by using many languages. Because of that, there must be language barriers that impede reading process. Here, the role of translation is really important in order to transfer knowledge and gathering information. As English has become an international language. Still there are many people who are not fluent in using English. In order to overcome this, translation is needed to help people to understand English.

Translation is the act of transferring meaning from one language into their equivalence in other language. According to Newmark (1988:7) translation is a craft consisting an attempt to replace a written message and or statement in one language by the same message or statement in another language. The language that is going to be translated is called the source language (SL), whereas the language that has been translated is called the target language (TL). In line with Newmark, Nida and Taber (1982:6) state that translation is a process in reproducing receptor language which has the closest natural equivalent with the source language message, in terms of meaning as well as in terms of style.

There are three aspects of translation to measure the translation quality namely accuracy, clarity and naturalness (Larson,1998:529). Moreover,

translation is one of the subjects learned by the students in English Department of FKIP-UNIB. The objective of this course is to improve the students' comprehension in translating English into Indonesian and vice versa. In attempts to acquire the target language, the students of English Department will face many difficulties because of the different systems between source language (English) and target language (Indonesia). In this case, the researcher will try to analyze the translation of multiword verbs, or also commonly referred as phrasal verb.

Phrasal verb is one of the characteristics of most English verbs that can be combined with a preposition or an adverbial particle to generate a new meaning. According to Potter (2005:2) phrasal verbs are combination of a verb and a particle. A particle can be an adverb (such as "*out*" or "*away*") for instances: "*go out*", "*put away*", or it can be a preposition (such as "*with*" or "*from*") for example: "*deal with*", "*shrink from*". Some phrasal verbs have two particles; both an adverb and a preposition for example: "*get on with*", "*stand up for*". It means that phrasal verbs have one of semantic unity which cannot be separated from word for word translation. If phrasal verbs are translated word for word, they will produce new meanings, they have been included in a skill to convey the original material of one language to another one.

Phrasal verbs are varied in classification. There are some experts who have classified phrasal verb into several types or aspects. First, Gethin (1989:170) who classifies the phrasal verb into two types, there are adverbial phrasal verb and prepositional phrasal verb. Second, Azar (1989: 26) who has divided phrasal verbs based on its word order, namely separable phrasal verbs and inseparable phrasal

verbs. And the last, Olteanu (2012:27) who has classified phrasal verb into several types, there are syntax, semantic and pragmatic.

Here the researcher will focus to analyze the students' translation quality in translating phrasal verbs based on pragmatic aspects of phrasal verbs which are divided into literal and figurative. Literal means the meaning of phrasal verbs can be guessed based on the meaning of two morphemes (*sit down "duduk",pick up "mengambil/mengangkat", come back "datang kembali", take back "mengambil kembali"*), meanwhile figurative is the meaning of phrasal verbs is not the total meaning of its components, and it is usually very difficult to be guessed unless the context makes it clear (*count on "mengandalkan" , look after "menjaga/merawat", figure out "mengetahui", hang up "menutup"*) (Olteanu,2012:58).

Using phrasal verbs both in spoken and written language makes learners sound natural and native alike, because they are commonly used by natives both speech and writing. They are more expressive than single word verbs as well as considerably important for learners of English language. They can be used in both formal and informal situations.

The mastery of phrasal verbs is very important because they are frequently used in daily communication. Besides, there are many written media such as text books, novels, news papers, magazines, etc using phrasal verbs. Good mastery of phrasal verbs is very helpful for people to get the corresponding message of the media. They will not face any problem when they find a sentence that contains of phrasal verbs because They know the meaning of phrasal verbs and sometimes they can guess from the context, for instance in a sentence " Grandma will *look after* the baby while we go to the lecture"*,* The people who have a good mastery in

phrasal verbs will translate it into "Nenek akan *merawat* bayi sementara kami pergi kuliah". On the contrary, poor mastery of phrasal verbs can bring any obstacles to get the message of given media, because they don't understand what the actually meaning of the sentence that contains of phrasal verbs when they face it, and also decrease a quality in transferring message from the media, For instance from the sentence above, the people who have a poor mastery in phrasal verbs will translate " look after" word for word into " melihat setelah". So they will be lack to get the meaning from the sentence.

However, to learn phrasal verbs is not an easy task. The researcher have learned about phrasal verbs and faces difficulty on meaning and particles of phrasal verbs. According to Heaton (1965:4) that prepositions and adverbial particles cause more difficulty to many overseas students than any other aspect of the English language. The students' ability in choosing and determining the preposition or particle can be acquired well by practicing using it. An important aspect of the subject is illustrated by the phrasal verb in which an adverbial particle combines with a verb to form a new meaning.

The phrasal verbs also have certain area of difficulties like other language parts of English. Many English students find difficulties in understanding and using phrasal verbs. They sometimes do not know the meaning or synonym. For the instance, these two following sentences have the same meaning, but first one uses phrasal verb while other does not. (1) Mother asked me to put out the fire. (2) Mother asked me to extinguish the fire. From these two sentences, learners are usually more familiar with the second sentence than the first one because the first sentence contains a phrasal verb, which is considered to be difficult for them to

translate. Besides that, learners also find difficulties in doing exercises which are dealing with structure of phrasal verbs in sentences. Turton and Manser (1985:5) say that the structure of English language causes serious problems for non-native speakers particularly in the colloquial idiomatic use of verbs followed by prepositions or particles i.e.: the phrasal verbs. For example in this expression "The radio is a bit loud. Can you turn down it?" Instead of saying "The radio is a bit loud. Can you turn it down?".

One important thing to be put in mind is idiomatic expressions such as phrasal verbs depend on their context. Context helps learners grasp their meaning. Therefore, the context in which a phrasal verb used will determine the intended meaning of that phrasal verb. So translator must understand the context and does not immediately translate word for word or literally.

Some research had found that Indonesian learners have a problem about this. Fitrisia (2001), in "Translating English Verbal Idioms", found that most students of the sixth semester of English Department in Bengkulu University translated English verbal idiom/phrasal verb word for word or literally. She also found that most of them had poor ability in translating English verbal idiom/phrasal verb sentences into Indonesian. This finding implied that the translation done by the students is not yet in good quality. In Addition, Sayogie (2008:71) said "the difficulties in lexical transfer are caused by Indonesian translator who often diverts words, phrases, idiomatic expressions, figurative expressions, and proverbs without context."

In English department of FKIP UNIB, the phrasal verbs is taught in the structure subject. Unfortunately, phrasal verbs is learned only in the last material

of the structure subject. So, the researcher took sixth semester as a sample of this research, because they have been learned all material in structure subject including phrasal verbs. Another reason why the researcher took the sixth semester because translation subject have learned by them. So they understand the technique how to make a good translation.

Based on the background stated above, the researcher conducted a research entitled "Students' Translation Quality in Translating English Phrasal Verbs into Indonesian (A Study at Sixth Semester Student Class A of English Department of FKIP UNIB)." Especially in three aspects of translation namely, accuracy , clarity and naturalness.

Hopefully, this research will give contributions and advantages for teachers, students and further researchers about phrasal verbs.

1.2 Research Question

How is the sixth semester class A of English department of FKIP UNIB students' translation quality in translating English phrasal verbs into Indonesian?

1.3 Research Objective

To describe the students' translation quality in translating English phrasal verbs into Indonesian.

1.4 Limitation of the Research

This research was limited to the student of English department of UNIB which the population taken are students who have passed structure subject. So the students were the Sixth semester students of English Department. This research focused on analyzing students' translation quality in translating English phrasal verb into Indonesian.

1.5 Significance of the Research

The result of the study is expected to give some benefits. The benefits of this research can be stated as follows:

A. For lecturers of English Department.

The lecturers can find out the level of the students' ability of phrasal verbs, so they can prepare proper teaching material. Besides, they can find out specific difficulties faced by students in mastering phrasal verbs and give solution to overcome them.

B. For students of English Department.

The result of this study can be used as an additional knowledge to improve the students' knowledge about phrasal verbs. Students can implement their ability of phrasal verbs in daily conversation. They can also develop their mastery of phrasal verbs in speaking, listening, reading and writing. By using more than one expression, they can say any idea in various ways.

C. For further researchers

The result of the study can be used as stimulant information to conduct further research on phrasal verbs since this research will discuss phrasal verbs only.

1.6 Definition of Key Terms

A. **Students' Translation Quality** is the quality of students translation result, in this case is about accuracy, clarity and naturalness.

B. **Translation** is the process of changing one form of language to another form of language without changing its original meaning.

C. A **phrasal verb** is made up of a verb and one or two or three particles which have together function as a single verb. The particle may be an adverb, a preposition, or a word that can act as either an adverb or a preposition.

CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Definition Of Translation

There are many theories about translation that presented by many linguists or translators. According to Simatupang (2000:2) translation is shifting the meaning in the source language to the target language and demonstrate it to the target language naturally. It means the translator should focus on shifting the meaning do not the form. Therefore, the translator should give the sense of the original in such a way that the reader is unaware that he is reading a translation. In line with Simatupang, Newmark (1988:7) states that translation is rendering of a text into another language in the way that the author intended the text. In strenghten, According to Ghazala (1995),"translation is generally used to refer to all the processes and methods used to convey the meaning of the source language into the target language". Ghazala's definition focuses on the notion of meaning as an essential element in translation. That is, when translating, understanding the meaning of the source text is vital to have the appropriate equivalent in the target text.

Translation is a process and a product. According to Catford (1965:20),"translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)". This definition shows that translation is a process in the sense that is an activity performed by people through time, when expressions are translated into simpler ones in the same

language (rewording and paraphrasing).It can be done also from one language into another different language. Translation is, on the other hand, a product since it provides us with others different cultures, customs and traditions in addition to ancient societies and civilization life when translated texts reaches us (Yowell & Muftah, 1999). Furthermore, House in Djuharie (2004: 12) explained that translation is the process of changing the text of source language to the text of target language semantically and pragmatically. Here, the translator should have ability in differentiate both aspects semantic and pragmatic in order to get a good translation. Semantic is related to the denotative meaning, meanwhile pragmatic related to connotative meaning.

Based on the some definitions stated above, it can be concluded that translation is a process of changing textual material from the source language to the target language without change the meaning of the source language. And a good translation stressed on the meaning or message. The most important is the result of translation has the same meaning and purpose as the source does.

2.1.2 The Elements of Translation

A. Translation

- **Translation As Text Work**

Translation may be seen as text work, Translation may make the translator felt bored. To overcome it, the translator needs to avoid looking at the translation as a difficult task. The translator should be sure that his/her psychology is in good condition. A translator should work like water flowing, finishing the translation patiently, carefully, accurately and do some steps in order to get the optimal translation.

The translator's psychology should be calm and hi/she could view the target not as a difficult task. According to Burdah (2004:40-41) there are four ways which a translator should know concerning their psychology. These are (1) combination of hard work energy, and thought with the psychology without the target that must be achieved, (2) choice of text that is suitable to his/her mood, (3) patience, and (4) giving the deepest meaning to the activity.

- **Translation As Intellectual Work**

A good translator should have insight and knowledge about the material that needs to be translated. It is difficult for us to translate if we do not have an extensive idea about the material, which will influence the translation result.

- **Translation Is Skill**

A translator needs a skill when he/she translate the material. With skill, the translator doing translation will produce the optimal translation, and he/she will give the best translation.

- **Translating As Personal Work**

Translating work cannot make as represented. He/she cannot translate the material by parts and then continue the rest. Thus, a translator must finish the translation material.

B. Translator

A good translator is one who has commitment and strong will, and the best attitude in translation process. The translator may find problems in the areas of:

- Word

- Grammatical (Morphology and Syntax)

- Contexts (Linguistic or Non Linguistics)

Briefly, the translator should read overall the text for twice or three times clearly to comprehend the meaning generally. It is important to help the translator in expressing the message to the target language.

2.1.3 The Problems Of Translation

There are four problems in translation according to Soegeng and Eko susilo (1994:17), they are:

A. Dislike and boring

Many students dislike translating when they face English text, because their English is still low.

B. Face new word.

Many students say that new words are difficult word. To overcome this problem, everyone has his or her own way, which works effective and efficient for him/her.

C. The emergence of unnecessary word

The translators should translate the material naturally without ignoring the message that contains in the text.

D. Sentence Structure

The differences of English and Indonesian sentence structures makes it difficult for the translator to translate correctly. According to De Maar in Widyamartaya (1989: 14-15), there are three steps in translating:

a. Read and comprehend the text.

b. Take the meaning and make it yours.

c. Express the text in our language with a little changing in form.

2.1.4 Linguistics and Translation

In translation, a translator cannot ignore the linguistics aspect. Linguistics is a study of language. It is concentrated on describing how language is used, because language is a means of communication by the use of sign, sound, gestures, or marks that have understood meanings. According to Larson in Djuharie (2004:12), translation is changing the forms into another language. In this aspect, translators should have competence on linguistics aspects. These aspects include the sound system of the language (Phonology), the language structure (grammar) and the meanings that are related (semantic), the sounds sequenced to form words (morphology), and the combination of words into phrases and sentences (syntax).

However, knowing a language also means knowing the words of language. Thus, on the phonological level, the translators need to be well versed with the sound pattern of the language. It helps the translator to produce correct meaningful texts. Besides, as constructing the form is important to transfer the message, knowing the rule of syntax will produce coherence translation. On the other hand, semantics help the translator quickly in transferring the meaning from one language to another language. It includes the written and oral forms of communication, which is a process where the message is transmitted from a source, the sender to a goal, the receiver.

2.1.5 Grammar and Translation

Translation is a changing form. These forms are referred to as surface structure. In translation, the forms of the receptor's language replace the form of the source's language (Larson in Simatupang 2000:1). All languages have rules

and forms. There is a formal pattern in which words of language are arranged in order to convey the meaning of the language.

Basically, grammar supports all language skills. Grammar operates both within the sentences and beyond them; it is involved in text building and text interpretation in translations. Thus, translators need to work at least in two languages. They have to have a good command in the rules of both languages. If they do not, their translation would not be as a good quality.

2.1.6 Meaning and Translation

Translator works on a text. He/she concentrates on analyzing its meaning an amount of interpretation involved in his work increases. Here, meaning is expressed in context to build the translation. The most important things in the translation is to be make sure that the context is sufficient to mark the desired meaning. To avoid ambiguity the translator should choose the meaning on the context in which the words occur. From that, the concept of meaning is relative. It depends on the context itself.

2.1.7 Vocabulary and Translation

Having much vocabulary is essential in translation process, because if translators come to their work, they intend to play with word. It plays of word that is a kind of language art. Hatch in Safnil (2004: 1) remarks that vocabulary mastery is very important. When one's knowledge of the language is limited, he/ she cannot use it in communicating. This means that vocabulary mastery also has an important role in comprehending both spoken and written, as in translation. A word may have a lot of meanings, thus the best way to know the word is that by comprehending the context.

2.1.8 Translation Quality Assessment

The field of Translation Assessment is problematic, and it is often difficult to tell the difference between, e.g., translation evaluation, translation criticism, and translation quality assessment. In an attempt to answer the question of why to test the translation, Larson (1998:529) asserts three main reasons the translator wants to be sure his translation is *accurate*, *clear* and *natural*. So an important points in translation process are accuracy, clarity, and naturalness. Accuracy means correct of the source message, and transfer of the meaning of that message as exactly as possible into receptor language. Clarity means the translator choose the way which communicates most clearly, the way which ordinary people will understand. And naturalness means the translator use the natural form of the receptor language, if the translation is to be effective and acceptable. A translation should not sound foreign. These are three determining and widely accepted criteria in assessing the quality of any translation. Seeking objectivity in selecting the criteria for assessing the quality of the translations subject to this study, the researchers used Larson's criteria.

An inclusive and nearly exact indicator for the quality category of accuracy to be utilized in this investigation is adapted from Larson (1998). He conceives of four levels for accuracy of a translated text:

1. Bad : Semantically misleading and incomprehensible, unclear meaning, there are some grammatical errors, and deviation of meaning.

2. Fair : Correct meaning, with minimum redundancy and grammatical errors.

3.Good : Correct meaning, with no omission, addition or any changes of meaning.

4. Excellent : Accurate and clear meaning, without any omission or changes of meaning.

Larson (1998) argues that, a translation may be accurate but still not communicate to the people for whom it is prepared due to lack of clarity. The quality category of clarity can be evaluated on four levels:

1. Bad : Stylistically awkward, structurally burdensome and poorly structured, with diction and mechanical errors.

2. Fair : Complex syntax, but understandable meaning, with some diction or mechanical errors.

3. Good : Appropriate words, phrases and grammar and clear meaning.

4. Excellent : Easy to understand, correct words, phrase and grammar, nothing ambiguous.

Eventually, the purpose of naturalness tests is to see if the form of the translation is natural and the style appropriate. Larson's indicators (1998) for the quality category of naturalness are the following:

1. Bad : Unnatural form, with awkward language, linguistically unnatural and stylistically awkward.

2. Fair : Make sense with minimum unnatural words, grammar, phrase and idiom.

3. Good : Correct meaning, appropriate idioms and words but there are some syntactic structure errors.

4. Excellent   : Make sense, read naturally (written in ordinary language, common grammar, proper idioms and words)

Larson's (1998) indicators for assessing the accuracy, clarity and naturalness of translations were adopted by the researchers to assess the quality of Students' translation in translating English phrasal verbs into Indonesian.

2.1.9 General Concept of Phrasal Verbs

Placing prepositions and adverbs after some verbs in English, in order to obtain different and various meanings, is a very frequent trend in modern English. This linguistic phenomena is called Phrasal verb. Phrasal verbs are verbs comprised of two parts: a verb and a particle. The particle is also called a "helper." The particle is usually a preposition, but it can be an adverb or a combination of both. Frank (1972: 1730) says that, A preposition may combine with a verb to form a new vocabulary item. This verb-preposition combination goes by several names – two part verbs, composite verbs, and phrasal verbs. The prepositional form used with the verb may be referred to as an adverb, a prepositional adverb (or prepositional adverb) or by the more general term "particle". The verbs in such situations are mostly one syllable words; over the most common preposition are those denoting places – *in, of, out, off, over, up, down, away, through, etc.*

Phrasal verbs are difficult for non-native English writers because dictionaries do not always list them. Individual phrasal verbs can also have multiple meanings. In contrast, native writers are comfortable with their use but tend to overuse them. Phrasal verbs can richness and color to our writing, but some-times their meaning can be imprecise. Identifying them can also be

challenging. At times, the "helper" is separated from the verb. This makes the helper look like just another preposition. The bad news is there are no great tricks to mastering phrasal verbs. Knowing how they work, however, will help you better understand prepositions and add clarity to your writing.

2.1.10 Characteristic Features of Phrasal Verbs

This chapter attempts to sum up the characteristic features of phrasal verbs as outlined in the book *Phrasal Verbs and How to Use Them*. According to Povey (1990: 8–11), there are certain features that are common to all phrasal verbs.

A. *Replace ability by a one-word verb*

This criterion is used to include verbs in the category of phrasal verbs as not all phrasal verbs have their one-word synonym (e.g. *to make up – apply cosmetics*)

B. *Idiomaticity*

This criterion does not apply to all combinations   because not all phrasal verbs are idiomatic (e.g. *Increased transport costs will put up prices.)*

C. *Passivization*

The possibility of passive formation is characteristic of transitive phrasal verbs (e. g. *Rita looked after the children. - The children were looked after.)*

D. *Questions*

Questions formed from phrasal verbs have the pronominal form (who (m) or what and not an adverbial form (e.g. *where*). This fact distinguishes phrasal verbs from one-word verbs with prepositional phrases (e.g. *John called up the man. John called from the office, Who (m) did John call up? Where did John call from?*)

E. *Adverbial particle*

Unlike an ordinary adverb in phrasal verbs can usually stand before a noun object (e.g. *Call up the secretary. or Call the secretary up.)*

F. *Stress*

Stress is a criterion that differentiates between adverbial particles and prepositions. (The differences between adverbial particles and prepositions are explained in the following subchapter).

The criteria suggested by Povey show that it is very difficult to distinguish between phrasal verbs on the one hand and verbs with adverbs or prepositions on the other

2.1.11 Adverbial And Prepositional Phrasal Verbs

Gethin (1989:170) classifies phrasal verbs into two types, namely adverbial phrasal verbs and prepositional phrasal verbs.

A. Adverbial phrasal verbs

An adverbial phrasal verb is a verb, which combines with an adverbial particle to form a new vocabulary item. Followings are the rules of adverbial phrasal verbs:

1. The particle may come either before or after a noun object, although it precedes a noun object when it has a long modification such as a phrasal or a clause.

For example: Please *turn on* the lights OR Please *turn* the lights *on.* She *called up* the nurse who takes care of her sister NOT she *called* the nurse who takes care of her sister *up.*

2. The particles always come after the object when it is a personal pronoun such as *me, it, them* or indefinite pronoun *one*, standing for a noun used with *a/an.* For

example: Please *throw* it *away* NOT Please *throw away* it. There was 10,000 rupiah lying on the pavement, so I *pick* it *up*.

I subscribe a magazine. Every Monday the magazine boy *brings* one *round* for me.

3. Although it precedes nouns, all directly follows personal pronouns and so must also precede an adverbial particle. For example:

The government has started *bringing in* in a new regulation.

 I am glad it is not *bringing* them all *in* at once.

Unlike "all of" which can follow it; "I am glad it is not *bringing in* all of them at once.

B. Prepositional phrasal verbs

A prepositional phrasal verb is a verb with a preposition, or with an adverb and a preposition to form a phrase, which like man adverbial phrasal verbs, has a meaning of its own, distinct from that of the separate words (Gethin, 1989: 170). In prepositional verb, the preposition always comes before the object, whether or not this is a pronoun and whether or not is combined with an adverbial particle in three-word phrasal verb. For example: My friend *got over* his cold. He *caught up with* the others.

2.1.12 Word Order of Phrasal Verbs

There are another types classification of phrasal verbs. Azar (1989: 26) classifies phrasal verbs as follows:

A. Separable phrasal verbs

With a separable phrasal verb, a noun may come either between the verb and the preposition or after the preposition. For example:

I *handed* my paper *in* yesterday.

I *handed in* my paper yesterday.

A pronoun comes between the verb and the preposition if the phrasal verb is separable.

For example: I handed it in yesterday.

B. Non - Separable phrasal verbs

With a non - separable phrasal verb, a noun or pronouns must follow the preposition. For example:

I ran into an old friend yesterday.

I ran into her yesterday.

2.1.13 Grammar Of Phrasal Verbs

The another types classification of phrasal verbs is according to Olteanu (2012:27). She classified the phrasal verbs into several types as follow :

A. Syntactic

A phrasal verb complex contains one or more particle, and can enter into transitive and intransitive structures.

- **Intransitive phrasal verbs**

Some phrasal verbs are intransitive and some are transitive. Here is an example of an intransitive phrasal verb, (one not needing an object).

run out

*I went to see if there was any milk left in the fridge but found that we had **run out***

(there was no milk left in the fridge)

- **Transitive phrasal verbs**

Here is an example of a transitive phrasal verb (one needing an object).

run *sth* up

*Thomas **ran up** huge debts by borrowing money to try to keep the company going.*

(he spent so much that he had very large debts).

B. Semantic

- **Compositional Phrasal Verbs**

Compositionality refers to the fact that both the host verb and the particle retain their core meaning as is normally the case when directional particles are combined with motion verbs as in:

'she ran out' or 'he walked up'.

- **Non-Compositional Phrasal Verbs**

Non- compositional phrasal verbs are the only ones which can find their way into a traditional lexicon model as in the case of 'wash up':

'*he washed up the dishes* 'he did the dishes.

C. Pragmatic

A phrasal verb complex has its literal usage, where the meanings of both the verb and the prepositional phrase are clear, as well as figurative usages, extensions from the core meanings of the verb and prepositional phrase.

- **Literal Phrasal Verbs**

Literal means the meaning of phrasal verbs can be guessed based on the meaning of two morphemes, for instances :

Pick up your clothes.

Get down the box.

Take out the trash.

- **Figurative Phrasal Verbs**

The meaning of the phrasal verb is not the total meaning of its components, and it is usually very difficult to be guessed unless the context makes it clear, for instances :

He hung up the phone

I can count on my parents to help me in an emergency

How long did it take you to figure out the answer to the math problem?

In this research, the researcher focus in pragmatic types of phrasal verbs those are literal phrasal verbs and figurative phrasal verbs. The researcher focus to analyze this term because it is most related with translation activity .

2.1.14 Phrasal Verbs and Their Meanings

In her article *Metaphor and Phrasal Verbs* Moon claims that "many phrasal verbs are metaphorical" (2005: LS5). Metaphorical means "non-literal language use, in which one thing is described in terms normally associated with something else" (Anderson, Corbett 2009: 196). The fact that phrasal verbs are metaphorical can help translators understand a phrasal verb without knowing the exact translation into Indonesia.

The following list provides a simple overview of the most common particles and the meanings they have in phrasal verbs, including their metaphorical meanings based on *Macmillan Phrasal Verbs Pluss.* A more detailed review with examples is provided in the dictionary.

Particles and their meanings

A. AROUND

1. move (move in many directions) e.g : Spin around

2. spending time (spend time doing nothing, or without having a clear purpose) e.g: Hang around

3. turning (turn to face the opposite direction) e.g: Turn around

4. surrounding (surround someone or something) e.g: Stick around

5. avoiding (avoid a problem or subject) e.g:

6. treating badly (treat someone who has less authority in an unkind way) e.g: Knock around

B. AWAY

1. moving (move farther from a person, place, or thing) e.g: Move away, run away

2. making someone or something move (make someone or something move farther from a person, place, or thing) e.g: Moving away

3. continuous action (do something continuously or with a lot of effort, especially something boring or difficult) e.g: Roll away

C. BACK

1. returning (return to a place or position) e.g: come back

2. moving backwards (move away from the front) e.g: Move back

3. preventing (prevent someone from moving forwards) e.g:Hold back

D. DOWN

1. moving downwards to a lower position (move to a lower place or position) e.g: Move down

2. placing something on a surface (set something on a surface) e.g: Lay down

E. IN

1. entering a place or space (enter a room, a building etc, or let someone do this) e.g: come in,

2. putting something into a space (put something into a space, a container etc) e.g: Put in

3. inside, not outside (inside a building or other place, not outside it) e.g: Lurking in

4. keeping inside, preventing from leaving (prevent someone from leaving a room, a building etc) e.g: Keep in, left in

5. moving inwards (move inwards towards a certain point) e.g: move in

F. INTO

1. entering (enter a room, a building etc) e.g: move into

2. inserting (put someone inside a room or container, or through a surface)

3. hitting (hit someone or something that you are moving towards)

G. OFF

1. leaving (go away: leave a place or position) e.g: Take off

2. removing (remove or get rid of something) e.g:

3. starting (start happening, or start doing something) e.g: Kick off

4. finishing, stopping (finish or complete something)

5. preventing, keeping away (separate something from someone or something else, in order to keep it private, stop people entering it etc)

6. getting out (get out of a bus, train, plane etc, or let someone do this)

H. ON

1. touching (be supported by the surface of something, or move into this position

2. starting (start, or make something start or happen) e.g: turn on

3. continuing (continue to move forward) e.g: move on, go on

I. OUT

1. leaving (leave a place or space) e.g: left out

2. removing (remove something from a room, container etc, remove things, especially so that nothing is left) e.g: drop out,

3. preventing (prevent someone from entering) e.g: keep out,stay out

4. outside, not inside (not involving people from ininside an organization, away from your home, especially for pleasure, not inside your house or a building) eg: go out, sign out

5. moving outwards (move out from the centre in all directions, give or send things from a central point, distribute something)

J. OVER

1. moving across (move across an area from one side to the other) e.g: cross over

2. moving beyond (flow over the edge and out of a container) eg.: fly over

3. falling (fall, or make something fall) e.g:

4. changing (change to a different position, direction, activity etc) e.g: get over

K. THROUGH

1. passing from one side to the other (pass from one side or end of something to the other) e.g: break through

L. UP

1. moving upwards (move to a higher place, or make someone or something do this) e.g: move up, take up

2. doing something completely (finish something, or do something completely) e.g: finish up

3. fastening, preventing, or restricting (fasten, block, cover, or restrict someone or something) e.g: back up, block up,

4. beginning to happen, exist or appear (start happening or existing, appear unexpectedly) e.g: start up, sign up

5. moving closer to someone or something (move closer in time or space to someone or something) e.g: close up

2.2 Review of Related Study

Before the researcher will do this research, there are some researchers have done the other research which is relevant to the topic. First, Citra Amelia Sari (2010) with title ''An Analysis of Students' Errors in Translating English Verbal

Idioms into Bahasa Indonesia (A Study at the Sixth Semester Students of the English Study Program in the Academic Year 2009-2010)". This research found that there were three type of errors made by the sixth semester students of English Education Study Program in translating English verbal idioms into Bahasa Indonesia, namely: (1) Wrong Terminology 78.61% (2) Denotative Meaning 19.28% (3) Passive vs. Active 2.11%. And there were two strategies was students done in translating English verbal idioms into Bahasa Indonesia, namely (1) Literal Translation 64%, (2) Non Literal Translation 36 %. It means that the students had difficulties in find out the suitable term with the context of the sentences and most of them translating English verbal idioms without concerned the suitable meaning with the idioms of the target language.

The study has difference methodology with this research. It was focus to find out several types of errors happened in translating english phrasal verbs into indonesian. But in this research, the researcher was focus to measure the translation quality in translating english phrasal verbs into indonesian on three aspects, namely accuracy, clarity and naturalness. The other difference of this research is the subject. The previous research subject was sixth semester student of english department of FKIP UNIB academic year 2009-2010. Meanwhile, the subject of this research was sixth semester student class A of english department of FKIP UNIB academic year 2011-2012.

In addition, the study has similar instrument by using translation test that designed by a sentence which contains phrasal verbs which must be translated by the students. Although the focus of this research was different, but the researches

has similarity in calculating the data. The frekwensi formula was used in both of the researches to calculate the data.

Second, Rahmat Hidayat (2013) with title "Problems and Procedures in Translating "Manga" (A Typically Japanese Whimsical Comic Genre)". This research aimed to find out problems in translating "manga" (a typically Japanese whimsical comic genre) and to figure out procedures applied towards the problems. It also described how these problems existed and affected translation process and how these procedures worked in solving the problems. This research was designed in descriptive study which used documentation to collect the data. The data were taken purposively from 6 chapters of English version of *Naruto* (a Japanese whimsical comic written by Masashi Kishimoto). The result of this research showed that there were 132 cases of problem found in 9 categories. The most dominant problem was onomatopoeia (sound effects) with 41 cases or 31. 06% and typographical errors (typing errors) existed as the least one with 1 case or 0.76%. Moreover, there were 13 procedures of translation applied to solve the problems. Functional equivalence was the most used procedure which was applied 35 times or 26.51% and notes was the least one which was applied only once or 0.76%. It can be concluded that there were problems found and procedures applied while translating "manga".

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Research Design

The research was designed as a descriptive study and applied descriptive method. The descriptive method was used to describe how is the sixth semester class A of English department of FKIP UNIB students' translation quality in translating English phrasal verbs into Indonesian. Narbuko and Achmadi (2007:44) says that descriptive study has purpose to find solution about problem of phenomenon systematically and factually. There are processes of displaying, analyzing and interpreting data in descriptive study. It means that descriptive study is the way to investigate phenomenon based on the fact.

3.2 Subject Of The Research

Subject of this research was sixth semester class A students of English Department of FKIP UNIB. Here the researcher used purposive sampling to take the subject of this research that consist of 40 students. Sugiyono (2007:52) said that the purposive sampling is one technique to collect the data or purposively choosing the data source by considering several factors. The researcher took class A by several reasons. First, they have learned both structure and translation subject. So, they understand about phrasal verbs material and translation technique. Second is the preparedness of the sample. The researcher had observed class A students and they gave their preparedness to be a sample. Third, the researcher only took one class for time efficiency.

3.3 Technique of Collecting Data

3.3.1 Instrument

This research used test as an instrument to collect the data. According to Arikunto (2006:150) test is several questions or task and other material to measure ability, knowledge or skill on individual or group . The test in this research was in form of sentence translation test that consist of 25 items (see on appendix 1). The test was designed by a sentence which contains phrasal verbs which must be translated by the students. The purpose of the test to measure the quality of students' translation based on accuracy, clarity and naturalness. The test items were compilation from some books namely, "Essential Idioms in English" by Robert J. Dixson (2003), "Fundamental of English Grammar" by Betty Schrampfer Azar (2003), "English Grammar in Use" by Raymond Murphy (1998),"Ultimate Phrasal Verbs" by Carl W. Hart (2009). The researcher choose these books because these books are familiar and good.

To validate the phrasal verbs materials that were used in test, the researcher used expert. The expert judgement was also used to check a translation references that were used as a guide to check the students' translation result. The expert was one of a translation lecturer in English study program of FKIP UNIB.

3.4 Technique of Analyzing Data

This research was analized by using the steps proposed by Narbuko and Achmadi (2007:153) from which three steps in order to analize the data, namely editing, coding and tabulation. The steps are elaborated as follows :

3.4.1 Editing

The editing process has a purpose to choose and create the materials that used in test. There were two processes to make the test, such as compiling and creating the test. In compiling process, the researcher selected the phrasal verbs that used in translation test. Then the researcher moved to creating process. Here, the researcher made the test in sentence translation form that contains literal and figurative phrasal verbs.

3.4.2 Coding

The process of coding was conducted after the test was being done by the students and the data had been collected. This process aims to classify the quality of students' translation . Here, there are three aspects of translation quality which the researcher calculated their percentage namely accuracy, clarity and naturalness.

The formula can be seen as follow :

Percentage Formula:

$$P = \frac{F}{N} x 100\%$$

(Adapted from Sudijono (2009:43)

Notes :

P: Percentage

F: Frekwensi of each item

N: Total number of item

In this process, the researcher used co-researcher as a consideration to check the data collected. Here, the co-researcher was the researcher's friends from English department of FKIP UNIB.

3.4.3 Tabulation

Tabulation is a process to show the data in form of the table. It has purpose to simplify the process of calculating.

The form can be showed in the following table :

Table 1. Concept Of Student's Translation Quality

No	Name	Aspect											
		Accuracy (%)				Clarity (%)				Naturalness (%)			
		E	G	F	B	E	G	F	B	E	G	F	B

The Table above consists of five columns there are number, name, aspect (accuracy, clarity and naturalness). In aspect column showed the level of students' translation quality which were devided into three columns namely accuracy, clarity and naturalness. For each aspect, there are E,G,F,B columns which are stand for excellent, good, fair and bad translation quality.

After the data from the translation test had been collect. The data was input to the E,G,F,B table in form of percentage.

To show the percentages of the accuracy of the students' translation quality, the researcher will use the table below:

Table 2. Concept Of The Student's Translation Quality Percentage in

Aspect of Accuracy

Number Of Student's Translation	Translation Quality	Percentages
	Excellent	
	Good	
	Fair	
	Bad	
Total		

The table 2 was used to determine the translation quality of students based on their accuracy. There are four quality level which devide students' translation accuracy there are, excellent, good, fair, and bad.

The percentages of the students' translation quality in clarity aspect was showed in the following form:

Table 3. Concept Of The Student's Translation Quality Percentage in

Aspect of Clarity

Number Of Student's Translaton	Translation Quality	Percentages
	Excellent	
	Good	
	Fair	
	Bad	
Total		

The table 3 above was used to determine the translation quality of students based on their Clarity. There are four quality level which devide students' translation clarity there are, excellent, good, fair, and bad.

To show the percentages of the naturalness of the students' translation result, the following form was used:

Table 4. Concept Of The Student's Translation Quality Percentage in

Aspect of Naturalness

Number Of Student's Translation	Translation Quality	Percentages
	Excellent	
	Good	
	Fair	
	Bad	
Total		

The table 4 was used to determine the translation quality of students based on their naturalness. There are four quality level which devide students' translation naturalness there are, excellent, good, fair, and bad.

3.5 Procedures Of The Research

The procedure of this research will be conducted by using the steps below :

A. The researcher will construct a translation test.

B. Try out to the students:

- Distribute the test material and answer sheets to the students.

- Allow them to see the translation test.

- Give a sign that test is started.

- Do not allow them to open dictionary.

- Ask them to do alone.

- Monitore behavior of students when doing the test.

- Ask them to stop working immediately when the time is over.

- Give them intruction to put their test paper and answer sheet

- The researcher collect the answer sheet .

C. Calculate and analyze data.

D. Tabulate and display

E. Discribe and draw conclusion