THE ABILITY OF TEXT TRANSLATION
(FROM INDONESIAN LANGUAGE TO JAPANESE LANGUANGE)
FOR JAPANESE STUDENTS
IN NORTH SUMATERA AND WEST SUMATERA

Yuddi Adrian Muliadi & Siti Muharami Malayu
Email: yuddiadrian@yahoo.co.jp
Japanese Literature Program Faculty of Cultural Sciences,
University of Sumatera Utara, Indonesia

Abstrak

Dalam mempelajari bahasa Jepang khususnya mata kuliah terjemahan, pembelajar mengalami kendala dalam penggunaan kosakata dan penggunaan pola kalimat yang sangat berbeda dengan bahasa Indonesia. Hal ini dikarenakan pembentukan kalimat dalam bahasa Indonesia berbeda dengan bahasa Jepang. Yaitu pemilihan kata, penggunaan partikel (kata bantu), struktur kalimat dan makna terjemahan kalimat tersebut. Penelitian ini mengukur kemampuan pembelajar bahasa Jepang dalam menerjemahkan teks bahasa Indonesia ke dalam bahasa Jepang di wilayah Sumatera Utara dan Sumatera Barat. Sumber data yang digunakan dalam penelitian ini adalah hasil teks terjemahan mahasiswa yang telah lulus ujian internasional Japanese Language Proficiency Test (JLPT) pada N3 tahun 2018. *Yaitu mahasiswa Sastra Jepang Fakultas Ilmu Budaya Universitas Sumatera Utara Medan (11 orang), mahasiswa Jurusan Sastra Jepang Universitas Andalas Padang (4 orang) dan mahasiswa Program Studi Pendidikan Bahasa Jepang Universitas Negeri Padang (2 orang). Penelitian ini menggunakan metode kualitatif dan kuantitatif. Metode kualitatif untuk mengungkapkan fenomena yang secara empiris hidup pada penuturnya, sehingga yang dihasilkan atau yang dicatat berupa paparan apa adanya. Metode kuantitatif merupakan kajian yang menggunakan analisis statistik untuk mendapatkan temuannya.*

Hasil penelitian menunjukkan bahwa nilai rata-rata hasil terjemahan mahasiswa di wilayah Sumatera Utara untuk jawaban yang Benar : 45%, Mendekati Benar : 38%, Salah : 10%, Tidak Diisi : 7%. Sedangkan di wilayah Sumatera Barat untuk jawaban yang Benar : 37%, Mendekati Benar : 43%, Salah : 14%, Tidak Diisi : 6%. Sehingga dapat disimpulkan bahwa kemampuan menterjemah teks bahasa Indonesia ke dalam bahasa Jepang mahasiswa di wilayah Sumatera masih rendah, yaitu di bawah 50%. Untuk itu perlu peninjauan kembali kurikulum pada mata kuliah terjemahan.

Kata kunci: *pembelajaran bahasa, kemampuan mahasiswa, terjemahan, kesulitan*

Abstract

In studying the Japanese language especially the translation courses, learners experience obstacles in the use of vocabulary and the use of sentence patterns that are very different from the Indonesian language. This is because the formation of sentences in Indonesian is different from Japanese. That is word selection, use of particles (auxiliary words), sentence structure and meaning of translation of the sentence. This study measures the ability of Japanese language learners in translating Indonesian texts into Japanese in the areas of North Sumatera and West Sumatera. Sources of data used in this study is the result of the text of

the translation of the students who have passed the international examination of Japanese Language Proficiency Test (JLPT) in N3 year 2018. Namely the students of Japanese Literature Faculty of Cultural Science University of North Sumatera (11 people), students of the Department of Japanese Literature University Andalas Padang (4 students) and students of Japanese Language Education Program Universitas Negeri Padang (2 students). This research uses qualitative and quantitative methods. Qualitative methods to express the phenomenon that empirically live on the speaker, so that the resulting or recorded in the form of exposure as it is. Quantitative method is a study that uses statistical analysis to get its findings.

The results showed that the average value of the results of the translation of students in North Sumatera for the correct answer: 45%, Approaching True: 38%, False: 10%, Unfilled: 7%. While in West Sumatera for the right answer: 37%, Approaching True: 43%, False: 14%, Unfilled: 6%. So it can be concluded that the ability to translate Indonesian text into Japanese language students in the region of Sumatera is still low, ie below 50%. For that reason it is necessary to review the curriculum in the course of translation.

Keywords: language learning, student skills, translation, difficulties

PRELIMINARY

Translation is a complex process, so it can cause problems that result in mistranslations and misunderstandings. Therefore, research on translation needs to be carried out.

Translation is the transfer of thoughts or ideas from a source language into another language. Translation is to convert the source language text into the text of the target language by considering the meaning of the two languages so as to attempt similar things and follow the rules applicable in the target language.

In addition, according to Hoed (2006: 23), the meaning of translation is the activity divert in writing messages from the text of a language (eg Indonesian) into other language texts (eg Japanese). But translation is not just an activity for translating a text and not just a substitution from one language to another, but interpreting words to a target language that follows the meaning contained in the source language text. Submission of the message is also one part of the translation that should not disappear. The conformity of meaning between source language text and target language text is a matter of note.

Target language text that is inconsistent with messages in the source language text may result in errors of information received by the target language text reader.

Tanji Nobuharu (Kimiko, 1990: 218) also mentions that:

> 「翻訳とはある言語の単語や文を、別の言語の中で同じ＜意味＞を持つ単語　や文に置き換えることだと言うことが出来るであろう。」
>
> *(Honyaku to wa aru gengo no tango ya bun o, bentsu no gengo no naka de onaji [imi] o motsu tango ya bun ni okikaeru koto da to iu koto ga dekiru de arou.)*
>
> "The so-called translation, is to convert a word or phrase in a language into a word or　sentence in another language with a similar 'meaning'."

Translation is divided into two parts:

a. The translation of writing　翻訳 (*honyaku*) is to improve the written manuscript of a language into another language (Tadao, 1990:1839)

b. The oral translation　通訳 (*tsuuyaku*) stands between two people each different in their language, then　translates each of the two men's languages (Tadao 1990: 1289).

The term language error means lapses, errors, or mistakes. (Corder, 1981: 1) whose explanation is as follows:

1. Lapses is a language error resulting from the speaker switching the way to declare something before the whole sentence is finished.

2. Error is a language error due to speakers violating rules or rules of grammar (branches of code).

3. Mistake is a language error due to an inappropriate speaker choosing a word or phrase for a particular situation.

Furthermore, Sakoda (2002: 29-32) also said that continuous language errors can occur because it has become a habit, resulting in fossilization or the habit of making mistakes that are difficult to fix. According to him this fossilization can be caused by five things, namely:

1. 言語転移

   Gengoten-i (*Language Transfer*), that is when there is a mother language influence on the second language learned so as to cause language errors.

2. 過剰一般化

   Kajouippanka (*Overgeneralization*), that is when there is an error caused by inability of the learner to master the rules of the second language (target language).

3. 訓連上の転移

   Kunrenjou no ten-i (*Transfer of Training*) that is when there are errors that occur due to the negative effects that arise when teachers convey the material using two different languages.

4. 学習ストラテジー

   Gakushuu Sutorateji (*Learning Strategy*), that is when there are errors associated with learning methods that are less precise.

5. コミュニケーション・ストラテジー*Komyunikeeshon Sutorateji* (*Communication Strategy*), that is an error based on a lack of knowledge and communication ability or caused by circumstances when the speaker can not utter a particular word or phrase and then replace it in other words.

Based on the opinions on the translation above it can be concluded that translating can not be separated from the translator. The good result of a translation depends on the translator. Can be interpreted that the position of a translator is very decisive in the process of translation. In translation, an interpreter is required to master the source language (to be translated) and the target language (which will be the translation).

For learners in this research, it is because the formation of sentences in Indonesian language is different from Japanese. Among them are word selection, use of particles, sentence structure and the meaning of translation of the sentence. Plus, that in Japanese, spoken language with written language is very different. So many cause problems.

According to Sudjianto & Dahidi (2004: 181) Particles is word class which includes *fuzokugo* (cannot stand alone as a single word) which is used after a word to indicate the relationship between the word in other words and to increase the meaning of the word more clearly.

Cultural differences cause each language to have uniqueness as well as differences between each other. Translating an utterance in a language is not easy, because a word can have many meanings.

Selection of words in Indonesian may vary according to the context in Japanese. For example, the use of the word 'wear' in Japanese sense varies according to the part of the body that is worn. Namely verbs: *kaburu, kakeru, tsukeru, shimeru, kiru, hameru, haku*. For learners, the error applies because they are not aware of the difference between the two languages. Besides this cause there are other causes that make the deviant form in learning.

RESEARCH METHOD

This research uses qualitative and quantitative methods. Qualitative method is a method of research which solely based on existing facts or phenomena that are empirically alive on the speaker, so that the resulting or recorded in the form of what it is (Sudaryanto, 1993:62). According to Moleong (2008:24) that qualitative method as a research procedure that produces descriptive data in the form of written or oral words from people who can be observed. To obtain the findings, used quantitative research. Muijis (in Suharsaputra, 2012: 49) defines that quantitative research is a research method intended to explain phenomena by using numerical data, then analyzed using statistics generally. Similar opinion was expressed by Marczy et. Al (in Suharsaputra, 2012: 49) that quantitative research is a study that uses statistical analysis to obtain its findings. Its main features include measurement. The stages in this research are data collection, selection/ classification of data, data analysis and data deduction.

RESEARCH DATA

1. Data Source

The data of this research is the result of translation test of Indonesian text into Japanese about tourist object which is in Bali. Sources of data in this study are students who have taken the international examination of 日本語能力試験 *Nihongo Nouryoku Shiken -Japanese Language Proficiency Test* (JLPT) N3 in the Year 2017 and the results are known to have graduated in March 2018. Namely the students of the Department of Japanese Literature Faculty of Cultural Science University of Sumatera Utara, Indonesia amounted to 11 people, students of the Department of Japanese Literature Andalas University (Unand) Padang amounted to 4 people and students of Education Program of Japanese Language State University of Padang (UNP) amounted to 2 people. So the total number of students is 17 people. When conducting a translation test, students are advised to use Indonesian-Japanese Dictionary.

2. Location and Time of Research

a. The test location for North Sumatera Region, namely the Japanese Literature Study Program of FIB USU is performed at Language Center Building University of North Sumatera Medan, on Monday 2 April 2018, at: 13.30 - 15.00.

a. The test location for West Sumatera Region, namely University of Andalas (Unand) Padang Japanese Literature Department students and Japanese Language Education Study Program students were held in the classroom of Prodi Sastra Jepang Faculty of Cultural Sciences, University of Bung Hatta Padang (combined), on Thursday 12 April 2018, 9am - 10.30am.

3. Data Gathering

The data gathering is done by test in the form of Indonesian translation into Japanese students in North Sumatera and West Sumatera. Once collected, selected, classified and verified according to the level of ability the data is selected into 2 categories of research objects. Namely: 1) the use of particles, 2) the meaning of sentence translation as a whole. After the data gathering process is complete, then all data is analyzed.

4. Process of Analyzing Data

The process of analyzing is done by:

a. Specifies the category of translation error that appears.

b. Examine the cause of the translation error.

c. Comparing errors of translation by students in the region of North Sumatera and West Sumatera.

5. Measuring Instrument

To assess the ability of students of Japanese Literature and students of Japanese Literature Department Unand Padang and students of the Japanese Language Education Studies Program UNP will be presented in the form of score (the number of acquisition in the test) or assessment. The test is in the form of sentences. The students must translate a number of sentences from Indonesian language to Japanese language. The sentences are based on a stories about tourist objects in Bali. The reason of the chosen title is because this story is unknown to students. The difficulty level of the words is simplified and adjusted to the ability of students to translate.

6. Criterion of Scores in Test

The criteria in examining the test results are by reviewing the selection of words, the use of particles, the composition of sentences, and the overall meaning. After reviewing the translation, the result then was classified into "true", "close to right", "wrong" and "not filled".

RESULTS AND DISCUSSIONS

1. 'Particle' Test Results

To know how far the ability of students in translating Indonesian text into Japanese language can be known from the test results. The results of data analysis indicate the existence of categories of translation ability of particles へ、も、と、を、が、は、の、に、で (*e, mo, to, o, ga, wa, co, ni, de*). The results can be seen in the following graph 1.

In graph 1 shows that the ability of the use of particle へ(*e*) is good enough that is 72.7%. Next is the particle は (*wa*) 62.5% and と (*to*) 58.2%. While for particle で (*de*) its ability is very low that is only 18.2%. Error of particle use で (*de*) cause difference of meaning, that is:

- Student translation data:
  その中に、クタの海岸である。(誤用)

  *Sono naka **ni**, Kuta no kaigan de aru. (goyou)*

- Translation suggestions:
  その中で、クタの海岸である。(正用)

 *Sono naka **de**, Kuta no kaigan de aru. (seiyou)*

  Hereinafter is the use of particle に which creates different meaning, that is:

- Student translation data:
  ジャワ島とロンボク島の間がある。(誤用)

  *Jawa tou to Ronboku tou no aida **ga** aru. (goyou)*

Graph 1
Percentage of Student Ability Assessment Using 'Particles' In North Sumatera
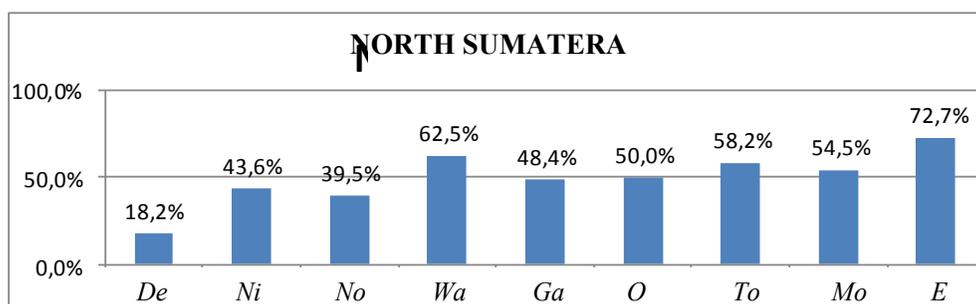
Graph 2 :

Persentage of Student Ability Assessment Using 'Particles' In West Sumatera

WEST SUMATERA
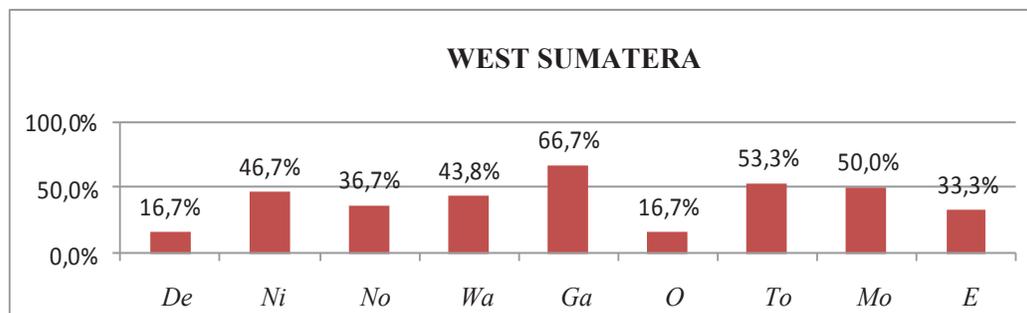
- Translation suggestions:
  ジャワ島とロンボク島の間にある。(正用）

  *Jawa tou to Ronboku tou no aida **ni** aru. (goyou)*

  This error is usually caused by 過剰一般化 *Kajouippanka* (*Overgeneralization*), the inability of translation in mastering the rules of the second language (Sakoda, 2000: 300).

  In graph 2 it can be seen that the capability of using particle が (*ga*) is good that is 66,7%. Next is the particle と(*to*) 53.3%. and も(*mo*) 50%. While for で (*de*) and を (*o*) particle the ability is very low which is only 16.7%. Error of using で (*de*) and part particles creates different meanings, namely:

- Student translation data:
  その中に、クタの海岸である。（誤用）

 *Sono naka **ni**, Kuta no kaigan de aru. (goyou)*

- Translation suggestions:
  その中で、クタの海岸である。（正用）

  *Sono naka **de**, Kuta no kaigan de aru. (seiyou)*

  Hereinafter is the use of particle *o* which creates different meaning, that is:

- Student translation data:
  バリの都市のきれいさを行ってみた方がいい。(誤用）

  *Bari no toshi no kirei sa **o itte mita** hou ga ii. (goyou)*

- Translation suggestions:
  バリの都市のきれいさを見に行ってみた方がいい。誤用）

  *Bari no toshi no kirei sa **o mi ni itte mita** hou ga ii.   (seiyou)*

  This is due to omission / addition of particles in the sentence.

Graph 3

Percentage Comparison of Student Ability Assessment Using 'Particles' In the areas of North Sumatera and West Sumatera
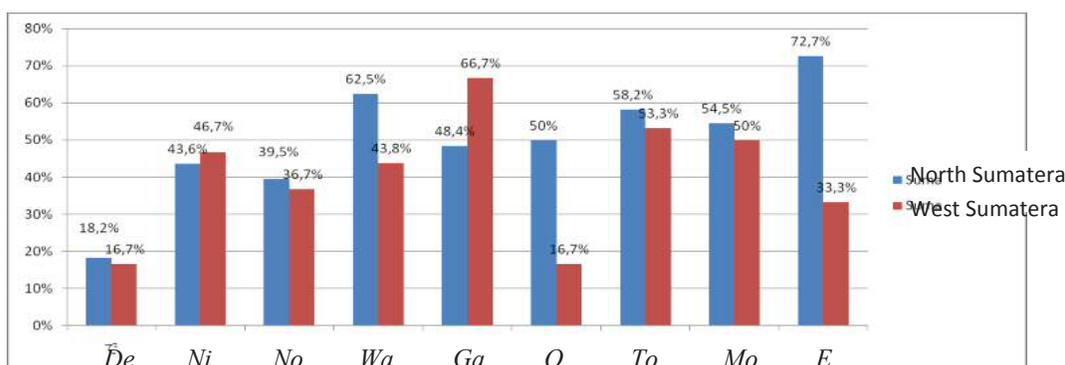
In graph 3 it can be seen by comparing the ability of students in using particles in the region of North Sumatera and West Sumatera. In general from both regions, the use of と(*to*) and part particles is quite good and evenly distributed. For tarticles と (*to*) is 58.2% and 53.3%. For も (*mo*) particles is 54.5% and 60%. While the で (*de*) particles are very low. That is 18.2% and 16.7% only. While the most striking difference between North Sumatera and West Sumatera is on the use of を(*o*) particles. North Sumatera region 50%, while the area of West Sumatera is 16.7%. This is usually caused by コミュニケーション・ストラテジー *Komyunikeeshon Sutorateji* (*Communication Strategy*), which is an error based on a lack of knowledge and communication ability or caused by circumstances when the speaker can not pronounce a particular word or phrase and then replace it in other words.

2. 'Sentence Meaning' Test Result

To know how far the ability of students in translating Indonesian text into Japanese language can be known from the test results. The results can be seen in the following graph 4.

In assessing the results of translation test students in North Sumatera using four options. That is: true, close to right, wrong and not filled. In graph 4 it appears that the ability to compose sentences, especially sentences of order number 4 is quite good, namely:

観光の町としてのバリは世界中に有名になった。

(*Kankou no machi toshite no Bari wa Sekaijyuu ni yuumei ni natta.*).

Next sentence sequence number 10 is also quite good, namely:

芸術と文化である。

(*Geijutsu to bunka de aru.*)

While the sentence number 5 is very low, namely:

特に日本とオーストラリアの観光客のためである。

(*Toku ni Nihon to Oousutoraria no kankoukyaku no tame de aru.*).

In addition there is still a sentence that is wrong and not filled. This is usually caused by 過剰一般化 *Kajouichihanka* (*Overgeneralization*), an error caused by the inability of the learner to master the rules of the second language (the target language).
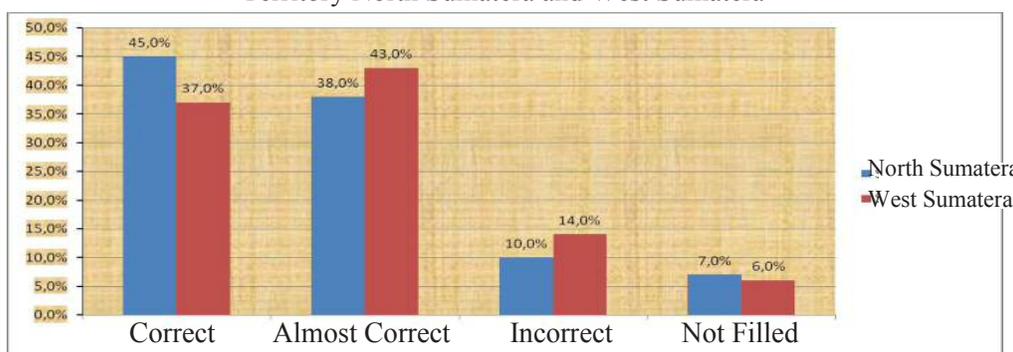
Graph 4
Percentage of 'Sentence Meaning' Assessment From 11 Students of North Sumatera Region
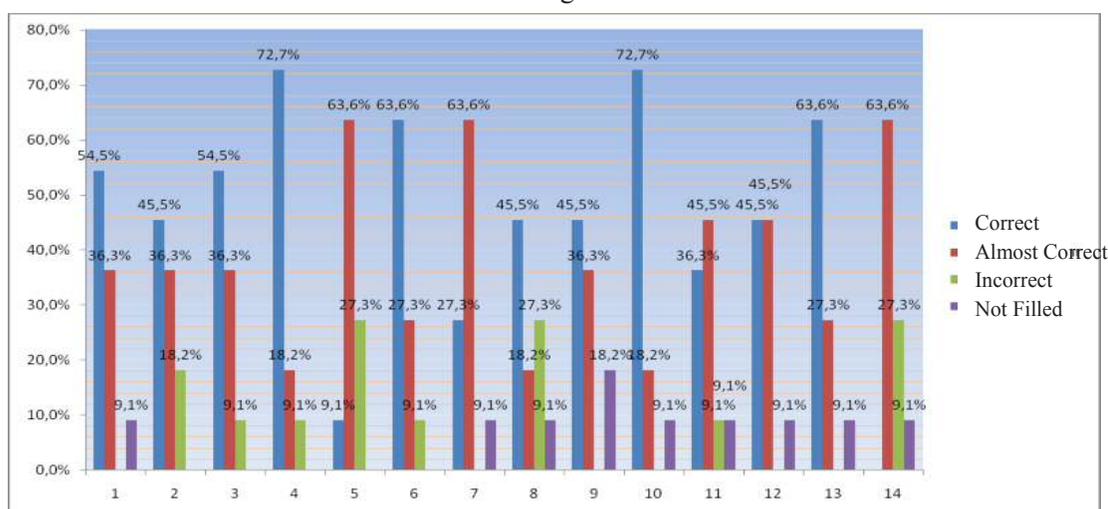
Graph 5
Percentage of 'Sentence Meaning' Rating From 6 West Sumatera Students
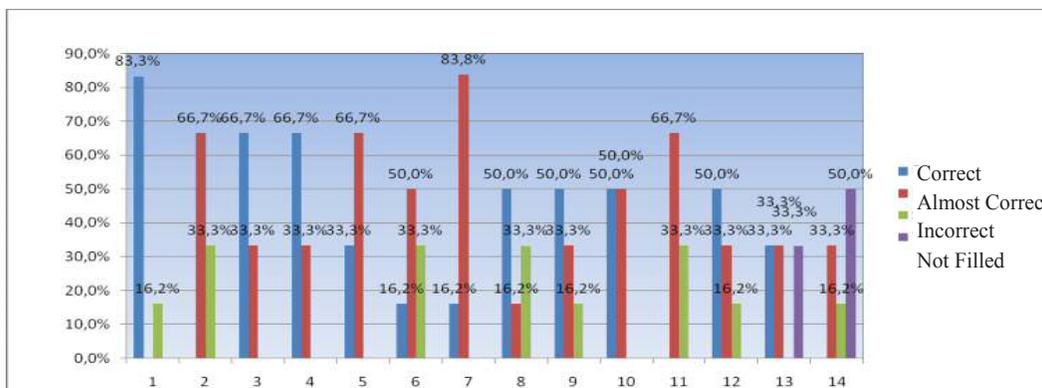
Graph 6
Comparison of Percentage of 'Sentence Meaning' Rating From Students in
Territory North Sumatera and West Sumatera

Four options can be used in assessing the results of the translation test students in the area of West Sumatera. That is: true, close to right, wrong and not filled. In graph 5 it appears that the ability to compose a sentence, especially the sentence of sequence number 1 is very good, that is:

バリはインドネシアにある州の一つである。

(*Bari wa Indoneshia ni aru shuu no hitotsu de aru*.).

Next sentence sequence number 3 and 4 is good enough, that is:

首都はデンパサルである。

(*Shuto wa Denpasaru de aru*.).
ジャワ島とロンボク島の間にある。

(*Jyawa tou to Ronboku tou no aida ni aru*) .

While the sentence number 6 is very low. In addition there are still sentences that are wrong and not filled. This is usually caused by 過剰一般化 *Kajouippanka* (*Overgeneralization*) which is an error caused by the inability of the learner to master the rules of the second language (target language).

The average value of student translation result in North Sumatera region is, True: 45%, Approaching True: 38%, False: 10%, Unfilled: 7%. While in the area of West Sumatera is, True: 37%, Approaching True: 43%, False: 14%, Unfilled: 6%.

RESULT OF QUESTIONNAIRE

1. Student Suggestions and Opinions

    a. It is somewhat difficult to translate because of the difficulty of sentence

patterns and vocabulary and auxiliary words and difficult to get a match word in Bahasa Indonesia to be translated. (29%)

b. Translating activities are interesting activities. So if there is a course translation, then it is a good thing for foreign language learners like me. (6%)

c. The translation course is great for training students' ability in Japanese language. But to translate takes time let alone for difficult words.So please add the learning time. (24%)

d. Knowing the ability of students is still lacking to translate well. (24%)

e. The translation material is very good because it tests the use of the correct pattern. It will better if translations like these continue to be applied in lectures to train students to be more accustomed. (18%)

f. The Native Speaker Needs the original Japanese so that students can use Japaneselanguage well, both orally and in writing. (6%)

g. We recommend that the course of translation not only divide the problem and translate. Because it will form a student interpreter for a moment, may be made more varied according to the wishes and abilities of students. (6%)

2. Other Opinions

a. Fun.

b. Forget in writing kanji and vocabulary.

c. There are still difficult vocabularies to be translated such as Provinces and Territories.

d. This translation is pretty much using katakana, so it's a bit difficult.

e. In translating text from Indonesian into Japanese more difficult rather than translating the text from Japanese into Indonesian.

f. It is simply a challenge to sharpen the capability of translating the topics of the Indonesian language to Japanese, let alone if we have to choose the right vocabulary in the translation.

CONCLUSION

The results of this study indicate that the ability of students in translating Indonesian texts into Japanese in the region of North Sumatera and West Sumatera can be said is still low, that is below 50%. So it is necessary to review the curriculum subjects of translation in both areas.

Translation errors that commonly occur in students from the results of this study are the composition of sentences that are less precise so that their meaning changes. Another thing that is of concern is the type of particle that is multi-functional so that students must understand each of these functions.

In the process of translation, the shift of form can occur as an effort to deliver the source language message into the target language. The correspondence of meaning between the meaning of the source language is very important in translation. In addition, the translator should take account of the language and cultural structure that is in line, so as to produce a good and acceptable translation.

Based on the results of this study, it should be considered to increase the hours of translation lessons. Translation learning should focus on the problems that students have (structure or arrangement). The instructor needs to provide a lot of translation exercises so that students get used to and reduce errors in translating.

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