TRANSLATION QUALITY OF ENGLISH PHRASAL VERB TRANSLATION IN ABOULELA'S SHORT STORY "MISSING OUT" INTO INDONESIAN WRITTEN BY UNIVERSITY STUDENTS

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Abstract: *This research aims to discover students' quality in translating phrasal verbs in the short story "Missing out" written by Leila Aboulela to Indonesian and categorize the students' translation of English Literature Department UIN Syarif Hidayatullah Jakarta work based on translation quality theory by Larson and equivalence theory proposed by Werner Koller. This research uses a qualitative approach with a descriptive method. Respondents in this research amount 10 participants of students' university of English Literature Department UIN Syarif Hidayatullah Jakarta. Then, the finding shows that regarding the students' translation quality from Larsons' theory shows that students' translation quality was found accurate, natural, and clear. The students' accurate translations are 55 data, students' clear translations are 44 data, and students' natural translations are 46 data. Furthermore, the types of Kollers' equivalent in students' translation apply denotative equivalence and pragmatic equivalence. The frequency of denotative equivalence is 71 of 100 and the frequency of pragmatic equivalence is 2 of 100 data.*

Keywords: *Equivalence, Students' Translation, Translation Test, Werner Koller*

Abstrak: Penelitian ini bertujuan untuk menemukan kualitas terjemahan mahasiswa dalam menerjemahkan phrasal verb di cerita pendek yang berjudul "Missing Out" karya Leila Aboulela ke dalam bahasa Indonesia dan mengkatagorikan terjemahan mahasiswa Sastra Inggris UIN Syarif Hidayatullah Jakarta berdasarkan teori *translation quality* oleh Larson dan *translation equivalence* oleh Werner Koller. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Responden di penelitian ini berjumlah 10 mahasiswa Sastra Inggris UIN Syarif Hidayatullah Jakarta. Kemudian, temuan dari penelitian ini berdasarkan teori dari Larson menunjukkan bahwa terjemahan kualitas terjemahan mahasiswa itu termasuk terjemahan akurat dengan frekuensi 55 data, terjemahan jelas dengan frekuensi 44 data, dan terjemahan natural dengan frekuensi 46 data. Sedangkan, terjemahan mahasiswa berdasarkan Koller ditemukan bahwa terjemahan mahasiswa menerapkan terjemahan kesepadanan denotatif dengan frekuensi 71 data, dan terjemahan kesepadanan pragmatic dengan frekuensi 2 data.

Kata kunci: *Equivalence, Students' Translation, Translation Test, Werner Koller*

Introduction

Language is a key to expressing what are people saying and thinking. Therefore, more precisely, language is a medium to communicate. Catford argues that language is a human's behaviour (Catford, 1965). In expressing human behaviour and communicating, speakers around the world have varieties language. For instance, Indonesian native speakers and English native speakers have different languages characteristic. Indonesian language and English are two languages that they have their unique ways of unit linguistics and syntax. Moreover, understanding English meaning (target language) needs a piece of knowledge.

That is a translation. The translation is a medium to reach out target language meaning from the source language. According to Catford, translation is replacing a textual material from one language as equivalent to another language as well (Catford, 1965). One language in translation is known as source language (SL). And the second language is known as the target language (TL). In addition, Larson said that the form of the SL is replaced by the form of the receptor/TL (Larson, 1984).

In the fact, each language is not the same as which language is used between SL and TL, so the skill of the translator is required to be able to negotiate differences in linguistic and cultural (Bassnett, 2013). Moreover, in the process of translation, a translator must be able to achieve the equivalence between SL and TL and a translator has unique styles and strategies to recreate the text into TL. Moreover, a translator must be able to have a strong sense of lexical units to analyze every word of the source language to the target language properly (Nadirah et al., 2019). Regarding the concept of the process changing of two different languages, Jeremy Munday (2016) in his book "Introducing Translation Studies" has said that, "the process of translation between two different written languages involves the changing of an original written text (source text) in the original verbal language (source language) into a written text (target text) in a different verbal language (target language)" (Munday, 2016). Moreover, the translator is required and must to have enough knowledge with a high linguistic sensitivity to transfer the author's goal, point of view, and thought in the translated version precisely (Das & Mazumder,2020). Especially in the English translation that contains a verb-preposition combination or referred to as a 'phrasal verb' such as get away, give up, and so on.

A phrasal verb is the combination of a simple verb and proposition which have a more or less idiosyncratic meaning, in some cases, the preposition brings normal meaning but the verbs take a non-central sense (Dixon, 1982). So, phrasal verb challenges a non-native speaker and are difficult for language learners due to their idiomatic nature (Sadiqovna, 2022). And, a phrasal verb is often semantically opaque (Birdsell, 2021). The meaning of many phrasal verbs is not literal meaning to the normal meaning of either verb or preposition (Dixon, 1982). Besides that, the students were confused to determine or understand the proper meaning of the phrasal verb. It could happen because the student have lack vocabulary or is not familiar with the form of a phrasal verb. It must be observed to find out and the students' translation must be evaluated.

In doing a translation, evaluating the translation has become a step in the quality of the translation itself. Evaluating the quality of translation work is kind of the main concerns of translation studies recently. Many previous studies are emphasizing the importance of Translation Quality Assessment. TQA is important because it's a serious concern to know the quality of translation work whether it's equivalent, acceptable, or not. There is some theorist discussing evaluating translation works in various kinds of objects. One of the theorists who are concerned about translation evaluation is concept by Mildred L. Larson. According to Larson, high-quality translation work is achieved when the translators can reach accurate, clear, and natural translation (Larson, 1984).

However, to know a piece of knowledge and theory regarding the process of translating a source language to the target language without misinterpretation. Especially for literature students must build and develop their skills in translation theory which they have got in the

class regarding translation study. This study will analyze English Department students' translation work. So, this study is important because the researcher wants to know how English Literature Department students' quality in translating phrasal verb found in the short story. First, the translation works will be tested by Mildred L. Larson theory for knowing its quality whether it is accurate, clear or natural. Secondly, the translator is supposed to be good translation quality besides reaching an equivalent in translation using one of the

Most popular translation theories about translation equivalence that was conceived by Werner Koller (1995). Giving a test to translation is concerned that a translation communicated the messages of ST effectively. So, testing the translation must do in the English Literature Department students' translation works.

Research Methodology

The participant in this research is a English Literature Departement of UIN Syarif Hidayatullah Jakarta. There are ten participants. In presenting the data, this research uses a qualitative approach with a descriptive method. This study uses qualitative descriptive research because the researcher wants to identify the students' translation results to be classified whether it is equivalent or not. That is such a phenomenon and describes the issue in the researcher around. As said by Creswell that qualitative research is needed when the researcher wants to get a detailed understanding of the issue (Creswell, 2007).

The main concept of this research is students' quality translation in translating phrasal verbs. Phrasal verbs as SL are translated into TL after that the TL is measured by using equivalence instruments by Koller. The equivalence instruments there are Denotative, Connotative, Pragmatic, Text-Normative, and Formal Equivalence. So, the first data analysis and finding will discuss students' translations that will be viewed by Kollers' equivalence. After that, the second analysis and finding will discuss students' quality translation that will be tested by Larsons' theory regarding translation quality features. Those are accurate, clear, and natural.

Here are the following procedures to carry out the analysis of quality and equivalence in translation used in translating from English text into Indonesian text:
   a.   Read a short story and look for a sentence that contains a phrasal verb;
   b.   Giving a test to the students;
   c.   After the data was collect, the researcher categorizes the tranaslation to its elements of translation quality test and equivalence translation;
   d.   Lastly, the researcher will present the data.

Finding dan Discussing

After the test was completed, the students were interviewed to strengthen the data. Then, the researcher analyzes the data from 10 students' answers by classifying them into 5 types of equivalence based on Kollers' theory. They are Denotative Equivalence, Connotative Equivalence, Text-Normative Equivalence, Pragmatic Equivalence, and Formal Equivalence.
   Students' Translation Quality Test

Table 1. Source Language I

SL	Get away from my self
TL 1	menjauhlah dari hadapanku
TL 2	Menjauhlah dariku
TL 3	Enyahlah dari hadapanku.

TL 4	Pergilah dari hadapanku.
TL 5	Menyingkir dari hadapanku
TL 6	Pergi jauh dariku
TL 7	Pergi dariku
TL 8	Menjauh dariku
TL 9	Pergi sana
TL 10	menjauhlah dari hadapanku

Translation accuracy: table 1 showed that translation is categorized accurate. The meaning of the TL fully transferred the message and information of SL such as menjauhlah, enyahlah, pergilah.

Tranlation clearness: table 1 showed that translation is categorized clear. The meaning of the TL readability and the translated text is easy to understand.

Translation naturalness: table 1 showed that translation is successful natural. In naturalness aspect is the TL meaning can be read like a piece originally language.

Table 2 Source Language II

SL	**Iam not making this up**
TL 1	Aku tidak mengada-ada
TL 2	Aku belum membuatnya.
TL 3	Aku tidak mengada-ada.
TL 4	Aku tidak membuat-buat hal ini
TL 5	Aku tidak bercanda
TL 6	Aku tidak boong
TL 7	Saya tidak mengada-ngada
TL 8	Saya tidak mengada ngada
TL 9	aku tidak mengada-ngada
TL 10	aku tidak mengarang

Translation accuracy: based on the context of the SL 2, the proper meaning of phrasal verb making up is mengada-ngada. The accurate meaning regarded to TL number 1, 3, 7, 8, 9. Those transferred the messages of SL. The other meaning of SL chose other lexical item such as as membuat-buat, mengarang but those are acceptable because closest meaning of SL.

Translation clearness: there are some TL meaning that categorized clear, such as mengada-ngada, boong, mengarang. Those translated language support readility of the whole context of TL.

Translation naturalness: the students' translation aku tidak mengada- ngada, aku tidak membuat-buat hal ini, aku tidak boong, aku tidak mengarang are success making the sentences sound natural. Therefore, the students shoul translated this into hal ini to complete the context of SL.

Table 3. Source Language III

SL	**Iam fed up of waiting of transport**
TL 1	Aku lelah menunggu transportasi
TL 2	Aku bosan menunggu kedatangan kendaraan itu
TL 3	Aku sudah lelah menunggu angkutan datang
TL 4	Aku kenyang sekali menunggu kendaraan.
TL 5	Aku muak menunggu jemputanku
TL 6	Aku capek menunggu angkutan
TL 7	Saya kesal / muak menunggu kendaraan
TL 8	Saya muak menunggu kendaraan

TL 9	ku kesal saat menunggu kendaraan
TL 10	aku sangat kesal menunggu kendaraan

Translation accuracy: the accuracy meaning of the phrasal verb in the context can be Lelah, muak, capek. Eventhough those have different lexical choice but still have same meaning in real context to show tiredness of waiting transport in crisis of petrol. The TL completely transfer the information of SL.

Translation clearness: the context of TL number 1, 3, 6 can be clearly understood. Those are apropiate with the context of TL.

Translation Naturalness: natural meanings on the table are 1, 3, 6. Those TL can reach the rules naturalness of the reader, so it can be acceptable.

Table 4. Source Language IV

SL	**Take this thought of giving up out of your mind**
TL 1	Buanglah pikiranmu untuk menyerah dari pikiranmu
TL 2	Jauhkanlah kata "menyerah" dalam pikiranmu
TL 3	Buanglah perasaan untuk menyerah dari pikiranmu
TL 4	jauhkan pikiran untuk menyerah ini dari pikiranmu
TL 5	Hilangkan pikiran untuk menyerah dari pikiranmu
TL 6	Keluar kan pikiran untuk menyerah
TL 7	Anggep aja ini pilihanmu
TL 8	Hilangkan pikiran menyerah dari pikiranmu
TL 9	buang pikiran buat nyerah di pikiran lo
TL 10	sudah, tidak usah dipikirin lagi

Translation accuracy: accurate translations of phrasal verb giving up are menyerah. Based on the table above, mostly students' translation can convey the meaning of the SL.

Translation clearness: the TL number 1, 2, 8, 9 considered have lever of readability. The translated clearly communicate the context of the SL.

Translation naturalness: The TL number 1, 2, 4, 5, 8, 9 are classified into natural translation because the translation texts consist like a piece originally written. Its aspect makes sense of non-translation product.

Table 5. Source Language V

SL	**And when she put the phone down**
TL 1	Dan saat dia meletakkan ponselnya
TL 2	Saat dia (pr) meletakkan ponselnya
TL 3	Dan ketika dia menutup teleponnya
TL 4	dan ketika ia meletakkan ponselnya
TL 5	Dan saat dia menutup teleponnya
TL 6	Dan saat dia menaruh ponselnya
TL 7	And ketika dia menaruh hp dibawah
TL 8	dan ketika dia meletakkan telfonnya
TL 9	dan saat dia naro hp nya
TL 10	saat ia mematikan telfonnya

Translation accuracy: in this phrasal verb, it refers to putting the phone after a call. The students' translation which translated apropiate meaning with the SL is TL number 1, 2, 4, 6,

9. There are differences lexical choice in the TL such as meletakkan, menaruh, naroh. Those translated text accurately conveys the same meaning from the SL.

Translation clearness: the indicator of clear translation must be readibilty. TL number 1, 2, 4, 6, 9 are clear because shows the translated text can be understood easily.

Translation naturalness: in the TL number 1, 2, 4, 6, 9 can be categorized natural translation because the translated text fully followed the grammatical rules of the TL, such as dan Ketika dia meletakkan telfonnya.

Table 6. Source Language VI

SL	**He could not make out the exact word**
TL 1	Dia tidak dapat mengungkapkan dengan kata-kata
TL 2	Dia tak bisa berkata-kata
TL 3	Dia tidak bisa mendengar kata-katanya dengan jelas
TL 4	dia tidak dapat merangkaikan kata-kata yang tepat
TL 5	Dia tidak bisa berkata-kata/dia termangu
TL 6	Dia tidak bisa melihat kata-kata yang tepat
TL 7	Dia tidak bisa memahami kata-kata yg tepat
TL 8	Dia tidak bisa melihat kata-kata yang tepat
TL 9	dia nggak bisa mengungkapkan kata yang tepat
TL 10	dia tidak bisa berkata apapun

Translation accuracy: the context above talked about the crisis situation, scream demonstration but he couldn't catch everything what demonstrator talk. The students translation is almost completely transferred the information of SL stated in the TL 3 dia tidak bisa mendengar kata-katanya dengan jelas.

Translation clearness: The TL number 3 is readability because it clearly undertstood and appropriate with the meaning of the SL

Translation naturalness: natural translated text of this context is the TL number 3 because the meaning is not like translation product and it is acceptable

Table 7. Source Language VII

SL	**the name Samra cropped up**
TL 1	tidak ada nama Samra disitu
TL 2	muncullah nama samra
TL 3	Nama Samra tiba-tiba muncul
TL 4	nama samra dimunculkan tiba-tiba
TL 5	Nama Samra muncul
TL 6	nama Samra terpotong
TL 7	Nama Samra muncul
TL 8	nama samra terpotong
TL 9	Nama Samra tiba-tiba muncul
TL 10	nama samra muncul

Translation accuracy: the phrasal cropped up means appears. The translation are closest meaning is the TL number 2, 3, 4, 5, 9, 10. Those translation convey the message of the SL

Translation clearness: the TL which consist the best structure of readability of the context in the SL is the TL number 2, 3, 4, 5, 9, 10

Translation Naturalness: the TL number 2, 3, 4, 5, 9, 10 reach the category of natural translation because the meaning conveys the context of the TL and can read easily.

Table 8. Source Language VIII

SL	The sleeves of her blouse rolled up
TL 1	Lengan blusnya digulung
TL 2	Lengan bajunya tergulung
TL 3	Lengan baju blusnya terangkat
TL 4	dengan lengan baju blusnya yang tergulung
TL 5	Lengan blusnya tergulung
TL 6	lengan blusnya digulung
TL 7	Lengan bajunya terlipat
TL 8	lengan blusnya digulung
TL 9	lengan blusnya tergulung
TL 10	lengan blusnya tergulung

Translation accuracy: the TL above are classified as accurate translation mentioned in the TL number 1 and 6. The appropriate meaning of phrasal verb rolled up based on the context is digulung.

Translation clearness: the translation context number 1 and 6 categorized as clear translation because those are appropriate choice of diction the phrasal verb rolled up.

Translation naturalness: the TL number 1 and 6 are categorized as natural translation because those are well transferred of the SL so sound natural and acceptable

Table 9. Source Language XI

SL	She held the day up with pegs
TL 1	dia berpegang teguh pada agama
TL 2	dia menjaga hari-harinya dengan doa-doa
TL 3	Dia melanjutkan hari dengan kewajiban
TL 4	dia menjalankan hari dengan batasan-batasan
TL 5	Dia menjalani hari dengan kuat
TL 6	Dia menahan hari itu dengan pasak
TL 7	Dia sepanjang hari memegang gantungan baju
TL 8	Dia menahan hari itu dengan pasak
TL 9	dia bertahan seharian dengan tegar
TL 10	-

Translation accuracy: the context above expresses the strength. So, the closest meaning of the SL is in the TL number 1, 3, 6, 9 because conveys the messages of the SL

Translation clearness: the TL number 1, 2, 3, 5 are classified as clear translation because the meaning can be recognized and has similar meaning of the SL context

Translation Naturalness: natural translation in this context can be seen in the TL number 1, 2, 3, 5 because the content can be represented well that is not like translation product

Table 10. Source Language X

SL	she would wash them and dry them and not be able to throw them away.
TL 1	dia ingin mencuci dan mengeringkannya, dan tidak tega untuk membuangnya
TL 2	Dia (pr) akan mencuci dan mengeringkan itu semua namun tak akan membuangnya
TL 3	Dia akan mencuci dan mengeringkannya, serta tidak dapat membuangnya.
TL 4	dia akan mencuci dan mengeringkannya dan tidak bisa membuangnya begitu saja
TL 5	dia akan mencuci, mengeringkan, dan menyimpannya baik-baik

TL 6   dia akan mencuci dan mengeringkannya dan tidak bisa membuangnya.
TL 7   Dia akan mencuci dan mengeringkan mereka dan tidak bisa membuang mereka
TL 8   dia akan mencuci dan mengeringkannya dan tidak bisa membuangnya
TL 9   dia bisa saja mencucinya dan mengeringkannya namun tidak bisa untuk membuangnya
TL 10 alih-alih dibuang, toples-toples itu ia cuci, dan keringkan

Translation accuracy: the accuracy meaning of the phrasal verb throw away is membuang. The TL number 1, 2, 3, 4, 6, 9, 10 have conveyed the context of SL

Translation clearness: the TL number 1, 2, 3, 4, 6, 9, 10 are categorized clear translation can be understood the meaning of the SL context.

Translation Naturalness: the TL number 1, 2, 3, 4, 6, 9, 10 are natural because mostly understandable and received well.

Students' Translation Equivalence

Table 11. Source Language I

SL	Get away from my self
TL 1	menjauhlah dari hadapanku
TL 2	Menjauhlah dariku
TL 3	Enyahlah dari hadapanku.
TL 4	Pergilah dari hadapanku.
TL 5	Menyingkir dari hadapanku
TL 6	Pergi jauh dariku
TL 7	Pergi dariku
TL 8	Menjauh dariku
TL 9	Pergi sana
TL 10	menjauhlah dari hadapanku

The students' translations above are categorized as denotative equivalence at all. The Target Language meanings like menjauhlah, enyahlah, pergilah, menyingkir, and pergi, consist extralinguistic in SL's context. In the context shows that is clear, the emotion and feeling of a narrator is full of anger because of someone almost lean on her lap.

Table 12. Source Language XI

SL	She held the day up with pegs
TL 1	dia berpegang teguh pada agama
TL 2	dia menjaga hari-harinya dengan doa-doa
TL 3	Dia melanjutkan hari dengan kewajiban
TL 4	dia menjalankan hari dengan batasan-batasan
TL 5	Dia menjalani hari dengan kuat
TL 6	Dia menahan hari itu dengan pasak
TL 7	Dia sepanjang hari memegang gantungan baju
TL 8	Dia menahan hari itu dengan pasak
TL 9	dia bertahan seharian dengan tegar
TL 10	-

In TL number 1, and 2 students' translation can be categorized as pragmatic equivalence. Because the translation is oriented toward a text receiver. The students in TL number 1, and 2 analysed the situation of the of context, so translation of berpegang teguh pada agama, menjaga hari-harinya dengan doa,are acceptable.

In TL number 5 and 9 are categorized as denotative equivalence because it remains to the literal meaning of the SL's context.

Conclusion

. The first result of data analysis regarding the students' translation quality from Larsons' theory shows that students' translation quality was found mostly accurate with 55 data. The accuracy of students' translation of phrasal verb were influenced by their word choice in order to communicate information and message the context of SL. Then, the students' translation quality was found clear with 44 data. The clarity of students' translation of phrasal verb were influenced by their creativity using the word choice to make the context of SL understandable. Lastly, the students' translation was found natural with 46 data. The naturalness of students' translation of phrasal verb were influenced by the ability of students to make the translation work flow, sound familiar that appropriate of the TL rules.

The second conclusion regarding equivalence translation proposed by Kollers' equivalent in students' translation of phrasal verb found mostly apply denotative equivalence and pragmatic equivalence. The frequency of denotative equivalence is 71 data. The students' translation of phrasal verb able to reach denotative equivalence, it means that the students' ability for knowing and understanding the meaning of phrasal verb can be categorized success. Moreover, pragmatic equivalence is the second type used in students' translation. The frequency of pragmatic equivalence is 2 data. The word choice in order to communicate toward the situation in the text was the alternative to convey meaning of phrasal verb. So, few students apply pragmatic equivalence.

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