

## UNDERSTANDING OF INTERLINGUAL TRANSLATION "DI ATAS" BY AGRIBUSINESS STUDENTS IN PROGRAM OF ENGLISH AS GENERAL COURSE STUDY

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### Abstract

Translation learning is one of the main focuses in language learning and teaching activities in the English class in the agribusiness study program at the University of Samudra so that consciously or unconsciously students have taken the action of translating between Indonesian and English. This study wants to see the ability of bilingual translation with respect to the word 'di atas' which is translated from Indonesian to English. The interlingual translation of the word 'di atas' results in several products of translating into English such as the preposition 'on', 'above' and 'over'. Starting from the same source language but after being translated into English, the three interlingual translation products have almost the same function and but not the same thing. This research method is a test method with a quantitative descriptive approach given through the Whatsapp application because the Covid-19 pandemic is still ongoing until this research is worked on. The research object was 32 students with a time limit given to answer the test is 15 minutes. With the dominance of the student's success in answering the test correctly and the success rate being above 50% or half of the total number of research objects, the student's ability to answer the test correctly to the interlingual translation problem in this study is good. Likewise, from the questionnaire data obtained as many as 59% of students who translate interlingually 'di atas' into over, it can be concluded that students are good at understanding the function of the prepositions given in the test questions.

**Keywords:** *above, on, over*

### Introduction

Learning about prepositions is often considered unimportant by students but this problem must be given serious attention considering that they still often make mistakes in the use of prepositions in sentences where the accuracy of sorting out the appropriate prepositions in the formation of a sentence greatly affects language products they produce (Anjayani and Suprpto, 2016: 2). The above statement is in accordance with Saravanan (2014: 161) which states that the use of prepositions is one of the biggest difficulties in writing, especially writing in English for students. An essay containing prepositions generally has a function as an adverbial marker in a sentence, this means that a constituent that is preceded by a preposition then the constituent occupies an adverbial function (Sumadi and Susilowati, 2016: 107). Darmadi (2011: 14-15) explains that prepositions are divided into two kinds,

namely single prepositions and compound prepositions. A single preposition consists of only one word which consists of two parts, namely a single preposition in the form of a root word (for example in Bahasa: *dari, di, ke*) and a single preposition with affix (for example in Bahasa: *menurut, selama, terhadap*). With regard to one other kind are compound prepositions, namely prepositions that come from a combination of several single prepositions, namely adjoining compound prepositions (for example in Bahasa: *sampai dengan, selain dari*) and correlated compound prepositions which are marked by a separation distance by other words or phrases. (example in Bahasa: *antara...dengan, dari...ke, sejak...hingga*). Then also, Yule in Herdi and Andriana (2017: 72) exemplifies the preposition in English, one of which is on. When the preposition 'on' is used with a noun in a phrase it provides information about place directions such as an example

on the table or the translation is " *di atas meja* ".

Prepositions are one of the basic elements of language learning grammar that English subject students must be able to master. Mastery of good prepositions will have a significant impact on the progress of the learning process of this course so that it becomes the basis for the ability to translate interlingually in everyday life for English subject students in the agribusiness study program as beginners in the realm of education between these study programs. Students are required to understand prepositions in the source language and also in the target language in translation activities. Lumiwu (2017: 3) describes that prepositions specifically function as connectors that provide a connection to a noun or pronoun to other words in a sentence that are interrelated. In connection with the description above, further Mardiah and Muta'ali (2019: 992) add that prepositions have a special category of core content where linguistically cognitive language problems involve not only the relation of words to other words in the sentence but more broadly, also related to reality. Herdi and Andriana (2017: 70) in relation to learning grammar in English state that one of the grammar topics that must be studied and has a strategic role is the subject of prepositions where the prepositions of the direction are included. From this explanation, it can be seen that the preposition of a signpost is something that should be given an in-depth observation of the students' language skills. Rather than that, students are required to be able to understand the function and differentiate between the use of directional prepositions. Among the examples is the phrase using the preposition '*di atas*' in Indonesian where the provision of information regarding the direction of an object that is on top of another object has a narrow explanation of its use or function because the meaning of the direction designation does not have a different meaning in the preposition as attached in the interlingual translation in

English, namely on, above and over. The three prepositions have information to indicate the direction of an object that is on top of another object, but the function contained therein is different among the three.

Translation learning is one of the main focuses in teaching and learning activities in the English language MKU class in the agribusiness study program at the University of Samudra so that, whether consciously or not, students have taken the action of translating between Indonesian and English. The results of language translation carried out by students on written texts between different languages are known as interlingual translations. According to Maheswari, Adnyani and Suwastini (2020: 122) it is stated that the term interlanguage was first introduced by Selinker in 1972, which is related to the linguistic system of students, namely differences in the mother tongue or first language with the target language. Setia (2007: 126) explains that interlingual translation is a traditional translation which is the main focus of the study in the study of translation itself. Then, Siregar (2017: 117) adds that interlingual translation is a replacement for messages that do not aim to separate code units but rather the entire message in other languages. This is consistent with Jakobson (1959/2000: 114) who explains that interlingual translation is the translation of verbal signs between two different languages where at least there must be two different languages and can even be more than two languages such as translation from Indonesian as the source language to English or Arabic and so on as the target language or vice versa. With an example, Frank (2014: 5) shows an interlingual translation of '*kul huwAllahu Ahad*' where Arabic is the source language which is then translated as '*Katakanlah bahwa Allah itu Esa*' in Indonesian and becomes '*Say: He is Allah, the One*' in English. The interlingual translation that occurs is Arabic as the source language

which is translated into two target languages, namely Indonesian and English.

With regard to understanding interlingual translation as part of language learning, this learning is the same as other learning that is studied by mankind where it is appropriate that what is called learning is always followed by failures and errors according to the statement by Tizazu (2014: 70). The previous explanation was echoed by Wedananta (2017: 73) that according to Keshavarz's taxonomy where interlingual errors are generated from the transfer of phonological, morphological, grammatical, lexiconintant and native language styles of students to the target language translation. In the interlingual translation the word '*di atas*' in bahasa produces several products of translation into English such as the preposition 'on', 'above' and 'over'. Starting from the same source language, but after being translated into English, the three interlingual translation products have almost the same functions and uses but are not the same. This is what often causes polemics in the form of confusion for translation students in choosing the right translation of the preposition between the three translation words above when they are faced with a sentence that requires translation action.

For the results of the interlingual translation of 'on' it can be explained that this preposition occurs on objects that are on top of each other or must be in contact with each other, for example 'banana is on the table' then the body part of banana (Indonesian: banana) must be in direct contact with body from table (Indonesian: table). Priyasudiarja (2006: 85) explains the difference between 'above' and 'over', that is, 'above' is used when an object is not exactly on top of another object while over is used when an object covers or rides on top of another. The analysis of the above statement is clear that the 'above' function is the reversal of the on function where two or more objects and one of them is in a higher position than the other, so the body of the object above does not touch the body of the

object below it at all, for example 'Lamp is above the table' which means that the lamp (Indonesian: *lampu*) is on the table but the lamp does not touch the table. Likewise, the study of the explanation 'over' has a similar function to the preposition 'above' where there is no contact of the high body of the object underneath but the higher object is in a passing or moving state, for example 'Helicopter flies over Samudra University' where the body part of the helicopter which has a higher position does not touch the Samudra University building but the helicopter crosses it. Therefore, this study will focus on examining the ability to understand the interlingual translation of 'above' by MKU English students of agribusiness study program at Samudra University in 2020.

### Methodology

This research method follows Bania and Imran (2020: 53), namely the test method with a quantitative descriptive approach given through the Whatspp application because the Covid-19 pandemic is still ongoing until this research is worked on. Hidayati and Khairulyadi (2017: 744) explain that the descriptive approach is an approach method in research that aims to describe current events related to research phenomena in a factual, systematic and accurate manner, therefore, the quantitative descriptive approach according to Sudjana in Margareta (2013) which aims to describe the present event in the form of meaningful numbers. Giving tests according to Arikunto in Bania, et al (2020: 2236), namely the tests given are questions or questions that aim to measure the level of knowledge, skills, intelligence, abilities and even talents of a person or group. The test is given as much as 1 question, namely the task of translating interlingually into English to Indonesian language sentences, namely '*Seekor burung terbang di atas hotel*' to the MKU English students of the 2020 agribusiness study program at Samudra University, totaling 32 students

with the time limit given is 15 minutes because these students have already learned about prepositions and are suitable to be used as objects of research. Along with the distribution of the tests, a questionnaire was also divided to ask the reasons for choosing the interlingual translation of the preposition 'di atas' in English, namely on, above or over which match the questions presented. Data analysis techniques used three lines of research activities, namely

data reduction, data display, and verification.

### Findings and Discussion

The results obtained based on the provision of tests using the WhatsApp application assistance to 32 MKU English students in the agribusiness study program during the Covid-19 pandemic era were as follows:

**Table 1. Interlingual Translation Products by Students**

Task: Translate into English! "Seekor burung terbang di atas hotel"	Bird flies over hotel	22 Students(Correct)
	Bird flies above hotel	8 Students (False)
	Bird flies on hotel	2 Students (False)

From the table above, information is obtained that as many as 22 students or 68.75% of the total number of research objects managed to answer correctly the selection of the right preposition from the interlingual translation 'di atas' becomes 'over' where it should be a bird that is located in the sky and in a position taller than the hotel building to fly by crossing the object underneath, namely the hotel, because if it does not pass, it is inappropriate for the bird to be called flying. Then, there were 8 students (25%) answered by changing the interlingual translation to 'above' by reasoning that the birds were in a position above the hotel without touching the occurrence of movement to change

position or cross. After that, 2 students (6.25%) answered the target language preposition to be 'on' with the reason that they still did not understand the difference between the three selected meanings of the translation 'di atas' in English, indeed this last answer should also be wrong because the flight of a bird does not occur with the contact of the bird's body to the hotel building, when contact between the bird and the hotel occurs then it is not 'flying' its name but 'dragging the body'.

The following are the results of the discussion of the questionnaire given to research subjects regarding their reasons for choosing the interlingual translation of 'di atas', namely on, above or over:

**Table 2. Questionnaire Result**

No	Interlingual Translation Prepositions 'di atas'	Total Students	Reasons
1	Over	22 Students	-13 Students answered correctly that the preposition over is used for objects that are on top of other objects where the above objects pass or move places -9 Students answer by guessing
2	Above	8 Students	-3 Students answer because the objects above do not touch the objects below -5 Students do not argue
3	On	2 Students	2 Students admitted that they did not understand

From the discussion of the questionnaire above, it is known that there were 22 students who answered correctly the test questions given where 13 students

out of a total of 22 students who answered correctly (59%) knew the exact reason why the over preposition is the correct interlingual translation preposition 'di atas'

Because from the question, information was obtained that flying birds must move places or cross objects underneath, namely the hotel, however 41% of students who chose the over preposition answered correctly without knowing the function of the over preposition in English. After that, 8 students chose to translate "di atas" to be above where 3 students had the reason that the above objects did not touch the objects below and 5 students translated without having concrete reasons. For research subjects who translate interlingually into the preposition above and have the reason that in the test questions where birds that are in a higher position than the hotel do not touch each other, the answer is wrong because the preposition function above is for objects that are high or above do not touch the object below. if the object above does not move or move position, while in question the flying bird performs activities to move places or crosses the hotel below. Then, it was obtained that 2 students who translated 'di atas' into on in English had arguments that they still did not understand the difference in the function of the three prepositions, namely on, above and over.

### Conclusions

The conclusion can be that MKU English students of agribusiness study program at Samudra University in 2020 have dominantly managed to answer correctly to interlingual translations related to prepositions. With the dominance of student success in answering the test correctly and the success rate being above 50% or half of the total number of research objects, the student's ability to answer the test correctly on interlingual translation problems in this study is good. Likewise, from the questionnaire data obtained as many as 59% of students who translate interlingually 'di atas' into over, it can be concluded that students are good at understanding the function of the prepositions given in the test questions.

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