



# Journal of Asian Studies: Culture, Language, Art and Communications

Journal Homepage:  
<https://journal.haqipub.com/index.php/jas/index>



## TRANSLATING LEXICAL EQUIVALENCE FROM INDONESIA INTO ENGLISH AT WEST INDONESIAN

### PENERJEMAHAN EKVIVALENSI LEKSIKAL DARI BAHASA INDONESIA KE BAHASA INGGRIS INDONESIA BAGIAN BARAT

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#### **Abstract**

*This study was to find out how the translation of an equivalent word from Indonesian into English. Source of this research was the answer sheet from the final exam for students in the Indonesian-English Translation class 2017/2018 STKIP PGRI Sumatera Barat. The design of the research was a qualitative approach. The instrument used by the researcher was a document. The document was used to see the translation of an equivalent word from Indonesian into English by students of the class Indonesia-English Translation STKIP PGRI Sumatera Barat. The data were collected through the document results by asking the student final examination answer sheet by asking permission from the lecturer teaching at the class. The data shows that some of the students translate an equivalent word that does not fit the context of a text. Students show several types of lexical equivalence such as total and partial equivalence. From the two types of equivalences, most students use the equivalent word that does not fit the context in translating lexical equivalence, especially in that partial equivalence is more dominant than total equivalence. From the data, it also shows that the equivalent word translated by students has a type that makes students use equivalent words that are not in accordance with the context, from the translated words in the final semester exams.*

**Keywords:** *Lexical Equivalence, Indonesia to English, West Indonesia*

### **Abstrak**

*Penelitian ini bertujuan untuk melihat bagaimana terjemahan sebuah kata yang sepadan dari Bahasa Indonesia ke dalam Bahasa Inggris. Sumber data penelitian ini adalah lembar jawaban ujian akhir mahasiswa kelas Indonesia-English Translation periode 2017/2018 STKIP PGRI Sumatera Barat. Desain dari penelitian adalah dengan menggunakan pendekatan qualitative. Instrument yang digunakan peneliti adalah dokumen. Dokumen digunakan untuk melihat terjemahan sebuah kata yang sepadan dari Bahasa Indonesia ke dalam Bahasa Inggris oleh siswa kelas Indonesia-English Translation STKIP PGRI Sumatera Barat. Data yang didapat melalui hasil dokumen dengan meminta lembar jawaban ujian akhir mahasiswa dengan meminta izin kepada dosen yang mengajar kelas tersebut. Data secara umum menunjukkan bahwa sebagian dari siswa menterjemahkan sebuah kata sepadan yang tidak sesuai konteks dari sebuah teks. siswa menunjukkan beberapa tipe dari lexical equivalence seperti, total equivalence dan partial equivalence. Dari kedua tipe tersebut, kebanyakan siswa memakai kata sepadan yang tidak sesuai konteks dalam menterjemah lexical equivalence khususnya pada partial equivalence lebih dominan dari total equivalence. Dari data yang didapatkan menunjukkan bahwa kata sepadan yang diterjemahkan oleh siswa terdapat tipe yang membuat siswa menggunakan kata sepadan yang tidak sesuai dengan konteks, dari teks yang diterjemah di ujian akhir semester.*

**Kata kunci:** Ekuivalensi Leksikal, Bahasa Inggris Ke Indonesia, Indonesia Bagian Barat

## **1. INTRODUCTION**

Translation is a term to transfer the meaning of one language to another language. Translation can be defined in many different ways. It is a common term in around the world. It is a process to translating one language that called source language to another language meaning that called target language. It is a process when the translator or someone change or interpretation the meaning of source language to the target language. The process of translation can be done by written translation or oral translation as long as the meaning of source language and target language is appropriate. It is also can be done by using sign or gesture, it is used for language of deaf community.

Equivalence is a term of similarity between source language with target language in translation. In translation, equivalence defined as equality, corresponds or agreement between source language with target language. Equivalence refers to cases where languages describe the same situation by different stylistic or structural means. It is a term when translate a source language to target language the meaning between both language are similar or equal.

Referring to Sudirman (2016:1688), he highlights that translation equivalence is influenced much by a variety of potentially conflicting source language/target language linguistic textual and extra-textual factors and circumstances on the one hand and by the role of the historical-cultural conditions on the other hand under which texts and their translations are produced, perceived and received.

Furthermore, lexical equivalence is a result of translating from source language into target language that have same or similar meaning but the meaning can be changed depend on the context. It is a term in translation when translating one word from source language into target language and the result from the target language shows different words but it has similar or same meaning and to select which word is appropriate from source language to source language as well as considering the context of text.

Referring to Knittlova (2003:34), lexical equivalence has two types of equivalences called total equivalence and partial equivalence. Total equivalence has a clear and unambiguous

meaning. The amount is equivalent to a percentage with a denotation meaning that almost certainly shows an equal or equivalent part to linguistic reality, for example parts of the body, everyday subjects, animals, time, etc. Partial Equivalence is also part of lexical equivalence. Partial equivalence is a result of translation where the meaning between source language and target language have different words but it needs to be selected the correct word that is appropriate with the context. The meaning should be appropriate with the context of source language.

Then, this is the example of lexical equivalence such as word of **besar** in source language (Indonesia) and in target language (English) are **big**, **large**, and **great**. Based on example above it shows that **besar** in source language has some lexical equivalence in target language and have to choose which is appropriate with the context in source language. Moreover, students' who take major translation are often translating lexical equivalence that is not appropriate with the context. Moreover, in STKIP PGRI Sumatera Barat, especially English Department there are several subjects related to translation such as Basic Translation, Indonesia-English translation, English-Indonesia Translation and Interpretation. Students can take those subject if the students choose major translation.

Basic translation is the first subject that student will learn in fourth semester, Indonesia-English translation and English-Indonesia translation in fifth semester and the last is interpreter subject in sixth semester. Each of semesters has different level of translation. Students can get benefit from translation subject because they will learn to translate orally and directly. Students can improve their ability in translation by taken those subjects.

Based on phenomenon above and discuss with translation lecturer in STKIP PGRI Sumatera Barat, especially in Indonesia-English Translation class, there are lexical equivalence in translation and it is not appropriate with the context. Pre observation is based on student's assignment on Indonesia-English Translation. It is the examples of the students' assignment as follow:

1. SL: Sebuah pesta **besar** diadakan

TL: A **large** party was held

Correction: a **big** party was held

2. SL: Hari besarpun **tiba**

TL: Big day **arrived**

Correction: the great day has **come**

SL: Source Language

TL: Target Language

The example above shows that *pesta besar* is translated into **large party**. The correct Translation *pesta besar* should be a **big party** because **large** is not appropriate with the context despite have same meaning. The second example shows that *hari besarpun tiba* is translated into a **big day arrived**. The correct translation is should be *the great day has come* because **arrived** is not appropriate with the context despite have same meaning. So, based on phenomenon above the writer is interesting to analyzing translating lexical equivalence found on students' answer sheets in Indonesia-English translation class at STKIP PGRI Sumatera Barat.

## 2. METHODS

In this research, the writer conducted this study into descriptive research. It is supported by Gay & Airasian (2000:275), descriptive research determines and describe the way of things are. Descriptive research is a research that reports phenomena as it appears in the process and collects the data. In order to answer the research questions, the researcher determined the Indonesia-English translation class of STKIP Sumatera Barat and then analysis of translating lexical equivalence that can be found in their final exam from Indonesia into English text.

Thus, that the appropriate design for this research was descriptive research and it is also based on the phenomena that commonly appear in translation. By conducting this descriptive research, the researcher analyzed and described information about lexical equivalence in Indonesia-English translation class in STKIP PGRI Sumatera Barat.

In this research, the writer used document as source of data. According to Gay & Airasian (2000:210), there are many sources of qualitative data, including observation, interview, document, recording, drawing and mails. The source of data in this research was documents answer sheets (final exam) written by students Indonesia-English Translation class and the researcher asked the documents from the lecturer of Indonesia-English Translation class in STKIP PGRI Sumatera Barat. Technique sampling used was total sampling where it means that researcher analyzed all of documents that had been collected.

The instrument of this research was authentic document of students' translation text (written document). Instrument is a tool for writer to collect data for the research. According to Gay & Airasian (2000:145), instrument is tool or something used to collect the data. In this research the instrument was document analysis. It is supported by Ary (2010:457), document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material. The researcher analyzed types of lexical equivalence made by students in translating lexical equivalence in document students' answer sheet (final exam) of students Indonesia-English translation class in STKIP PGRI Sumatera Barat.

**Table1. Indicator Analysis**

Indicator Lexical Equivalence	
Total	Partial
a) Part of body	Different in collocation, and the different can be :
b) Everyday subject	a) Formal
c) Animal	b) Pragmatic
d) Time expression	c) Denotative
	d) Connotative

**Source : Knittlova (2003)**

In gathering the data, the researcher used Cresswell (2012:9) where collecting data means identifying and selecting individuals for a study, getting their permission, and gathering information by asking people question or observing their behavior. The researcher would do some steps. After researcher collected the data, researcher analyzed the data. According to Gay & Airasian (2012:467) there are four steps of analyzing data, reading /memoing, describing, classifying, and interpreting.

## 2. FINDINGS AND DISCUSSION

The aim of this research was to find out the types of lexical equivalence on students' answer sheets (final exam) of Indonesia-English Translation class in translating texts from Indonesia into English to choose lexical equivalence that was appropriate with the meaning of the context. The researchers show several findings where there are found two types of lexical equivalence that are total equivalence and partial equivalence.

Referring to Knittlová (2003: 34), total equivalents as denomination with almost definite denotation meaning denoting the same or equivalent part of the extra linguistic reality, for instance part of a body, everyday subjects, animals, time expressions, etc.

### Datum 1

Source language : *Mereka duduk di samping seorang wanita*  
Student's translation result : 19. *Them sits a half a woman*  
Correction : *They sat next to a woman (Subject)*

From the datum above, the meaning "*mereka*" in source language is *they* and as subject, it belongs to Total Equivalence. The meaning of *mereka* in source language if it is translated into English the meaning will be *they, their, them*. The meaning of *they, their, them* in English are equivalence with *mereka* in Indonesia. Student's number 19 translated *mereka* be *them*. Student's should translate *mereka* be *they* because *them* is not appropriate because *them* is pronoun for *they*. For the example "*gedung ini milik mereka*" and the translation is "*this building is belong to them*". Therefore, *them* is not appropriate with context despite have same meaning with *they*. From student's translation result above there is lexical equivalence found on student's answer sheets that is not appropriate with the meaning of the context.

### Datum 2

Source Language : *setelah beberapamenit mengamati perilaku*  
Student's Translation result : 23. *After some minutes that unique attitude*  
Correction : *after several minutes observing the unique behaviour (time expression)*

From the datum above, the meaning of *beberapa* in source language if it is translated into English the meaning will be *several* and *some*. The meaning of *several* and *some* in English are equivalence with *beberapa* in Indonesia. Student's number 23 translated *beberapa* be *some*. Student should translate *beberapa* be *several*. *Some* is not appropriate with the context despite have same meaning with *several*. *Some* is for numeral (kata bilangan) and *several* is for adjective (kata sifat). For the example is "*beberapa siswa sedang mengunjungi museum*" and the translation is "*some students are visiting the museum*". From student's translation result above there is lexical equivalence found on students' answer sheets that is not appropriate with the meaning of the context.

Referring to Knittlova (2003:35), partial equivalence have differences in collocations as well as phraseology; the differences can be formal, pragmatic, denotative and connotative. It means that partial equivalence has difference at the collocation of source language and target language.



### Datum 3

Source language	: mengapa anda tidak <b>membawa</b> nya ke seorang dokter?
Students' translation result	: 1. Why don't you <b>bring</b> her to the doctor?
Students number	3,6,7,8,9,10,12,13,15,16,19, and 24 also translated <b>membawa</b> be <b>bring</b> in english.
	4. Why you do not <b>carry</b> on him to a doctor?
Correction	: why don't you <b>take</b> him to the doctor? ( <b>Connotative</b> )

From the datum above, the meaning of **membawa** in source language if it is translated into English the meaning will be **take**, **bring** and **carry**. It belongs to partial equivalence because has a different in collocation. The meaning of **membawa** in Indonesia are equivalence with **take**, **bring**, and **carry** in English. There are 13 students' translated **membawa** be **bring** and there is one student translated **membawa** be **carry**. Students should translate **membawa** be **take**. **Bring** used if you want to bring something to someone or place for example "the ship **bring** fish from the sea" and the translation is "perahu ini **membawa** ikan dari laut", **carry** is used if you want to carry something with the hand for example "i **carry** my own bag" and the translation is "saya **membawa** tas saya sendiri", and **take** is used to take someone or something from one place to another place for the example "why you are not **take** him to a doctor" and the translation is "kenapa kamu tidak **membawa** nya ke seorang dokter". Therefore, **Bring** and **carry** are not appropriate with the context despite have the same meaning with **take**. From students' translation result above there are lexical equivalence found on students' answer sheets that are not appropriate with the meaning of the context.

### Datum 4

Source language	: seorang <b>pelatih</b> mendekatinya
Students' translation result	: 1. There are a <b>coach</b> near be
Students number	4,5,6,7,8,10,11,13,15,21, and 23 are also translated <b>pelatih</b> be <b>coach</b> in English
Correction	: a <b>trainer</b> approached him ( <b>denotative</b> )

From the datum above, the meaning of **pelatih** in source language if it is translated into English the meaning will be **coach** and **trainer**. The meaning of **pelatih** in Indonesia are equivalence with **trainer** and **coach** in English. It belongs to partial equivalence because have different in collocation. There are twelve students translated **pelatih** becoming **coach** in English. Students' should translate **pelatih** becomes **trainer** in English, because **coach** is not appropriate with the context despite have same meaning with **trainer**. **Coach** means to train human whereas **trainer** means to train animal. For the example "**pelatih** real madrid adalah zinedine zidane" and the translation is "the **coach** of real madrid is zinedine zidane". From students' translation result above there are lexical equivalence found on students' answer sheets that is not appropriate with the meaning of the context. Furthermore, from the type that belongs to total equivalence there are found four datum of lexical equivalence that is not appropriate with the meaning of the context. This is the example of lexical equivalence that belongs to total equivalence: "**Setelah beberapa menit**" and student translated "after **some** minutes."

In this case there are lexical equivalence found on students' answer sheet that is not appropriate with the meaning of the context. Next, this is the example from the type of partial

equivalence ” *sebuah tali kecil* ” and students’ translated be “*the little tie*”. These case same incident with before, there are different in collocation in lexical equivalence, so that the meaning is not appropriate with the context.

Based on data analysis above, the researcher finds several findings that show lexical equivalence made by students in Indonesia-English Translation class at STKIP PGRI Sumatera Barat in translating lexical equivalence from Indonesia into English. Therefore, there are two types of lexical equivalence found i.e there are total equivalence and partial equivalence.

**Table 2. Data Analysis**

No	Datum	Lexical Equivalence	
		Total	Partial
1	<i>Mereka</i> duduk di sebelah seorang wanita	√	
2	<i>ia</i> perlu dirawat di rumah sakit	√	
3	Setelah <i>beberapa</i> menit mengamati perilaku	√	
4	Mereka duduk di sebelah seorang <i>wanita</i>	√	
5	Naik kereta bersama <i>ayah</i> nya		√
6	Mengapa anda tidak <i>membawa</i> nya ke seorang dokter		√
7	Setiap orang mempunyai alasan <i>tersendiri</i>		√
8	<i>Setiap</i> orang mempunyai alasan tersendiri		√
9	Setiap <i>orang</i> mempunyai alasan tersendiri		√
10	Hanya di ikat oleh sebuah <i>tali</i> yang sangat kecil		√
11	Sebuah tali <i>kecil</i>		√
12	Seorang <i>pelatih</i> mendekati nya		√
13	Hargai setiap <i>kekurangan</i> orang lain		√
14	Ayah <i>lihatlah</i> pohon-pohon berjalan		√

Based on this table the writer found lexical equivalence written by students’ from Indonesia into English especially in the type of partial equivalence more dominant then the type of total equivalence. From the type of partial equivalence writer found ten data from fourteen data in data analysis. Because partial equivalence have different in collocation. So, there are lexical equivalence found on students’ answer sheets that are not appropriate with the meaning of the context.

Then, after the researchers conducted the research, the researchers find that most of students’ do not pay attention on lexical equivalence such as total equivalence and partial equivalence. Therefore, lexical equivalence often found on students’ answer sheets that are not appropriate with the meaning of the context in translating texts from Indonesia into English in Indonesia-English translation class. It is supported by a research who was written by Ghuban (2016 ). The finding of this research is the researcher found lexical equivalence in the *Maleficent* movie script. The problems English verbs in Indonesian in *Maleficent* movie script, there are verb to verb and verb to noun, but the researcher does not find verb to adjective and so on.

The similarities of the studies above have relation with this study. It is same discussion about equivalence in translation process. Based on study above, the finding has similarities about to find the lexical equivalence. There are two type of lexical equivalence there are total equivalence and partial equivalence.

## 5. Conclusion

The conclusion based on the data analysis and discussion in the previous chapter. In conclusion, the result of data analysis shows that there are two types of lexical equivalence in translation. The analysis shows the types of lexical equivalence found in translating texts from Indonesia into English. Based on data analysis, the types of lexical equivalence found are total equivalence and partial equivalence. The researchers find that there are types of lexical equivalence that is not appropriate with the context. In this case, the type of partial equivalence is more dominant then type of total equivalence. The translation from students' answer sheets (final exam) shows that the students do not know the different in collocation, so that the translations from the students are not appropriate with the context.

## 6. ACKNOWLEDGMENTS

Thanks to the lecturer and students of Indonesia-English Translation Class in English Department at STKIP PGRI Sumatera Barat who gave the researchers source of data on this research and also big thanks to Lecturer of English Department for supporting this research.

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