The Mastery of The Fifth Semester Students of English Department of FKIP UKI Toraja In Translating English Idioms In A Sentence Context

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ABSTRACT

The objectives of the research are to find out The Mastery of the Fifth Semester Students of English Department of FKIP UKI Toraja and also find out the factors influence the Mastery of fifth semester students of English Department of FKIP UKI Toraja in translating English idioms in a sentence context

The design of the research is descriptive method. The Population of this research is The Fifth Semester Students of English Department of FKIP UKI Toraja which three classes the total number of them is seventy five (75), The writer was choose a part of them as sample by using cluster sampling technique, in that class number of the students is twenty three (23). The instruments used to gather the data obtained from the test are analyzed by using the mean score analysis and the data obtained from questionnaires are analyzed by frequency and percentage technique and some factors influence as mention above. The result of the analysis collected through written test showed that the mean score is 3.5 and falls into very bad category. And the finding from questionnaires are caused by several factors, as follow : The students difficult in doing Translation's assigment, The students don't have much time read books about idioms, The students don't have more books about idioms, The students assume that the using idioms in learning english specially in conversation is sometimes. Based on the resulted above the writer concludes that the mastery of fifth semester student of English Department of FKIP UKI Toraja in Translating English idioms in a sentence context still low.

Key Words: Idioms, mastery, sentence context, translation.

INTRODUCTION

Background

The English language is the predominant of academic all over the world, with a large amount of research conducted, written and presented in English. The English language can be a very helpful tool for scholars to communicate their ideas and research findings with peers in their field.

Jeremy (1991: 21) states "Students all over the world try to take English as one of the main subject because now trends have changed and people have realized how important it is for us to learn English in order to communicate properly. Probably the greatest number of language students in the world do it because it is on the school curriculum, whether they like it or not. For many of these students English, in particular, something that both they and their parents want to have taught. For others, however, the study of languages is something they feel neutral or something negative about."

When we talk about language skills we normally refer to listening, speaking, reading and writing. However, there is another important skill in language that we seem to neglect, namely translation. One of the aspect that we are going to find in English Teaching Process namely translation, specially if study at university and chose English Department. Students are going to teach how to translate words or sentences from English to Indonesian. In learning to translate something, students some face issues, include in translating idioms in sentence context.

The main part in mastering the translation is focusing in translating idiom in a sentence context. Thus, students would be familiar and easer to master translating idiom. The other hand, the students face factors such as the way students learn, lecturer or teacher, motivation, etc.

Based on description above, the writer is interested to conduct a research with the Title

"THE MASTERY OF THE FIFTH SEMESTER STUDENTS OF ENGLISH

DEPARTMENT OF FKIP UKI TORAJA IN TRANSLATING ENGLISH IDIOMS IN A SENTENCE CONTEXT".

Problem Statement

Based on background above, the writer formulated the research questions as follows :

1. What extent is the mastery of the fifth semester students of English Department of FKIP UKI Toraja in translating English idioms in a sentence context?
2. What factors influence the mastery of the fifth semester students of English department of FKIP UKI Toraja in translating English idioms in a sentence context.

Objective of the Research

The Objective of the research is purposed to :

3. To find out the mastery of the fifth semester students of English department of FKIP UKI Toraja in translating English idioms in a sentence context.
4. To find out the factors influence the mastery the fifth semester students of English department of FKIP UKI Toraja in translating English idioms in a sentence context.

METHODOLOGY AND PROCEDURE

Variable and Research Design

1. Variable
   In this research the writer used dependent variable, that is the students mastery in translating English idioms in a sentence context.
2. Research Design
   This research applied descriptive method. It aims to give description of students mastery in translating English idioms in a sentence context.

Variable Measurement

In getting result of research the students mastery in translating English idiom in sentence context, basic the score obtain from the written test. The students score is classified into five (5) levels namely :

- "8.1 – 10 is classified as very good
- 6.5 – 8.0 is classified as good
- 5.5 – 6.4 is classified as fair
- 3.5 – 5.4 is classified as bad
- 0.0 - 3.4 is classified as very bad."
  (Muh. Arif 2000:132)

Population and Sample

1. Population
   The population of this research was the fifth semester students of English Department of FKIP UKI Toraja in academic 2009/2010 who learn Translation. The total number of them is seventy five (75) and divided by three classes.
2. Sample
   Because the population in this research relative large, the writer was choose a part of them as sample by using cluster sampling technique, in that class number of the students is twenty three (23).

Technique and Collecting Data

In collecting data, the writer used library research and field research.

1. Library research
   In library research the writer went to library and visited some websites to read books, articles, and the other information which connected with the title of this thesis.
2. Field research
   a. Written test
      It used to find out the mastery of the fifth semester students of English department of FKIP UKI Toraja in translating English idioms in a sentence context.
   b. Questionnaires
      It used to find out the factors that influence the mastery of the fifth semester students of English department of FKIP UKI Toraja in translating English idioms in a sentence context.

Technique of Data Analysis

The total score of written test are tabulated before being analyzed. The total mean score of each test would be conducted by applying the following formula.

$$\overline{X} = \frac{\sum X}{N}$$

Where :

$\overline{X}$ = The mean score

$\sum X$ = Total score

N = The number of the respondents " (Arikunto 2000:245)

DISCUSSION AND CONCLUSION

Discussion

      For this section, the writer presents the analysis of the data obtain written test and questionnaires.

1. The analysis of the data through written test. The analysis of the data through written test obtained through multiple choice and essay test.

Table 1
Students' score in written test

Number of the students	Multiple Choice			Essay Test			Total Score	Mean Score
	Number of Item	Correct Answer	Score	Number of Item	Correct Answer	Score		
1	20	4	2	10	5	5	7	3.5
2	20	6	3	10	5	5	8	4
3	20	9	4.5	10	6	6	10.5	5.25
4	20	4	2	10	5	5	7	3.5
5	20	7	3.5	10	5	5	8.5	4.25
6	20	5	2.5	10	5	5	7.5	3.75
7	20	6	3	10	3	3	6	3
8	20	5	2.5	10	1	1	3.5	1.75
9	20	4	2	10	3	3	5	2.5
10	20	7	3.5	10	4	4	7.5	3.75
11	20	5	2.5	10	6	6	8.5	4.25
12	20	5	2.5	10	2	2	4.5	2.25
13	20	2	1	10	3	3	4	2
14	20	6	3	10	4	4	7	3.5
15	20	7	3.5	10	6	6	9.5	4.75
16	20	4	2	10	4	4	6	3
17	20	6	3	10	2	2	5	2.5
18	20	5	2.5	10	2	2	4.5	2,25
19	20	7	3.5	10	3	3	6.5	3.25
20	20	6	3	10	6	6	9	4.5
21	20	6	3	10	5	5	8	4
22	20	3	1.5	10	5	5	6.5	3.25
23	20	9	4.5	10	7	7	11.5	5.75
Total			64			97	161	80.5

Tabel 2
The clasification frequency and percentage of students in translating English idioms in a sentence context obtained through written test (multiple choice and essay test).

No.	Classification	Score	Frequency	Percentage
1	Very Good	8.1 - 10	-	-
2	Good	6.5 – 8.0	-	-
3	Fair	5.5 – 6.4	-	-
4	Bad	3.5 – 5.4	13	56.52
5	Very Bad	0.0 – 3.4	10	43.48
	Total		23	100

Table 2 shows above that, out of 23 students, none student (0%) got very good score, none student (0%) got good score, none student (0%) got fair score, 13 students (56.52%) got bad score, and 10 students (43.48%) got very bad score. The writer can conclude that great number of students got very bad score in written test.

The writer found out students mean score by using the following formula :

$$\overline{X} = \frac{\sum X}{N} \quad \overline{X} = \frac{80.5}{23} = 3.5 \quad \overline{X} = 3.5$$

The resulted of the above computation shows the mean score of the fifth semester students of FKIP UKI Toraja in written test is 3.5 which falls into very bad category.

2. The analysis of the data through Questionnaires

The frequency and percentaqe of the fifth semester students of FKIP UKI Toraja responses in each item of the Questionnaires.

Table 4
The frequency and percentaqe of the Questionnaires.

Items	Frequency (option)					Percentage (%)				
	A	B	C	D	Total	A	B	C	D	Total
1	4	17	1	1	23	17.39	73.91	4.35	4.35	100
2	-	13	7	3	23	-	56.52	30.44	13.04	100
3	8	15	-	-	23	34.78	65.22	-	-	100
4	3	18	2	-	23	13.04	78.27	8.69	-	100
5	9	12	2	-	23	39.14	52.17	8.69	-	100
6	12	10	1	-	23	52.17	43.48	4.35	-	100
7	12	9	1	1	23	52.17	39.14	4.35	4.35	100
8	4	18	1	-	23	17.39	78.26	4.35	-	100
9	8	15	-	-	23	34.78	65.22	-	-	100
10	8	9	5	1	23	34.78	39.14	21.73	4.35	100
11	14	9	-	-	23	60.86	39.14	-	-	100
12	10	4	5	4	23	43.48	17.39	21.73	17.39	100
13	20	1	2	-	23	86.96	4.35	8.69	-	100
14	1	19	3	-	23	4.35	82.61	13.04	-	100
15	3	16	2	2	23	13.04	69.57	8.69	8.69	100
16	3	10	9	1	23	13.04	43.48	39.14	4.35	100
17	-	9	8	6	23	-	39.14	34.78	26.08	100
18	10	8	-	5	23	43.48	34.78	-	21.73	100
19	2	16	4	1	23	8.69	69.57	17.39	4.35	100
20	2	12	4	5	23	8.69	52.17	17.39	21.73	100

From the description above can be presented follow :

Item 1 : This item is about students' opinion about English subject. The data shows that out of 23 students: 4 of them (17.39%) stated very difficult, 17 of them (73.91%) stated difficult, 1 of them (4.35%) stated very easy, and 1 of them (4.35%) stated easy. It means that in students' opinion English subject is difficult.

Item 2 : This item is about the skill in English that students prefer. The data shows that out of 23 students: None of them (0%) stated writing, 13 of them (56.52%) stated speaking, 7 of them (30.44%) stated reading, 3 of them (13.04%) stated listening. It means that the students prefer speaking skill.

Item 3 : This item is about students' response with translation lecture. The data shows that out of 23 students: 8 of them (34.78%) stated very interested, 15 of them (65.22%) stated interested, none of them (0%) less interested, and none of them (0%) unterested. It means that students' response with translation lecture is interested.

Item 4 : This item is about students do exercise to translate specially idioms. The data shows that out of 23 students: 3 of them (13.04%) stated always, 18 of them (78.27%) stated sometimes, 2 of them (8.69%) stated seldom and none of them (0%) stated never. It means that students sometimes do exercise to translate specially idioms.

Item 5 : This item is about if students face difficulties in learning translation, students consulate to their lecturer. The data shows that out of 23 students: 9 of them (39.14%) stated always, 12 of them (52.17%) stated sometimes, 2 of them (8.69%) stated seldom, and none of them (0%) stated never. It means that students sometimes consulate to their lecturer if they face difficulties.

Item 6 : This item is about the lecturer guides students when give translation's assignment. The data shows that out of 23 students: 12 of them (52.7%) stated always, 10 of them (43.48%) stated sometimes, 1 of them (4.35%) stated seldom, and none of them

stated never. It means that the lecturer always guides students when give translation's assignment.

Item 7 : This item is about the lecturer gives enough oppurtunity for ask things if the material not clear in learning translation. The data shows that out of 23 students:12 of them (52.17%) stated always, 9 of them (39.13%) stated sometimes, 1 of them (4.35%) stated seldom, and none them (0%) stated never. It means that the lecturer always gives enough oppurtunity to ask thing if the material not clear in learning translation.

Item 8 : This item is about students' opinion about translation's assignment. The data shows that out of 23 students: 4 of them (17.39%) very difficult, 18 of them (78.26%) stated difficult, 1 of them (4.35%) stated very easy, and none of them stated esasy (0%). It means that students' opinion about translation's assigntment is difficult.

Item 9 : This item is about the lecturer speak english when teaches students specially translation's lecture. The data shows that out of 23 students: 8 of them (34.78%) stated always, 15 of them (65.22%) stated sometimes, none of them (0%) stated seldom, and none of them (0%) stated never. It means that the lecuter sometimes speak english when teaches students specially translation's lecture.

Item 10 : This item is about students have much time in learning translation at home. The data shows that out of 23 students: 8 of them (34.78%) stated always, 9 of them (39.14%) stated sometimes, 5 of them (21.73%) stated seldom, and 1 of them (4.35%) stated never. It means that students sometimes have much time in learning translation at home.

Item 11 : This item is about the library that students visit provide enough books about translation. The data shows that out of 23 students: 14 of them (60.86%) stated yes, and 9 of them (39.14%) stated no. It means that the library that students visit provide books about translation.

Item 12 : This item is about the students way do the exercise that the lecturer gives. The data shows that out of 23

students: 10 of them (43.48%) stated alone, 4 of them (17.39%) stated partner, 5 of them (21.73%) stated group, and 4 of them (17.39%) stated together. It means that the students way do the exercise that the lecturer gives is alone.

Item 13 : This item is about while students study translation lecture the response of the students to the material. The data shows that out of 23 students: 20 of them (86.96%) stated always give attention, 1 of them (4.35%) stated seldom attention, 2 of them (8.69%) stated careless, and none of them (0%) stated not careles. It means that while students study translation lecture, the respose of the students is always give attention.

Item 14 : This item is about when lecturer explain material, the students' response after the class is over. The data shows that out of 23 students: 1 of them (4.35%) very understand, 19 of them (82.61%) stated difficult, 3 of them (13.04%) stated confused and none of them (0%) stated very confused. It means that when lecturer explain material the students very understand.

Item 15 : This item is about students' opinion when learning idioms. The data shows that out of 23 students: 3 of them (13.04%) stated very interested, 16 of them (69.57%) stated interested, 2 of them (8.69%) stated less interested, and 2 of them (8.69%) stated uninterested. It means that students opinion in learning idioms is interesting.

Item 16 : This item is about students' opinion read books about idioms. The data shows that out of 23 students: 3 of them (13.04%) stated always, 10 of them stated (43.47%) stated sometimes, 9 of them (39.14%) stated seldom, and 1 of them (4.35%) stated never. It means that students' opinion about read books about idioms is sometimes.

Item 17 : This item is about students' opinion get in library to read books about idioms. The data shows that out of 23 students: none of them (0%) stated always, 9 of them (39.14%) stated sometimes, 8 of them (34.79%) stated

seldom, and 6 of them (26.08%) stated never. It means that students opinion get in library to read books about idiom is sometimes.

Item 18 : This item is about how many English books that students have disscused about idioms. The data shows that out of 23 students: 10 of them (43.48%) stated 1 book, 8 of them (34.78%) stated have 2 books, none of them (0%) stated 3 books, and 5 of them (21.73%) stated have more than 3 books. It means that students' opinion how many english books that students have disscused about idioms is 1 book.

Item 19 : This item is about students' opinion that students face difficulties in learning idioms. The data shows that out of 23 students: 2 of them (8.69%) stated always, 16 of them (69.56%) stated sometimes, 4 of them (17.39%) stated seldom, and 1 of them (4.35%) stated never. It means that students' opinion about face difficulties in learning idioms is sometimes.

Item 20 : This item is about students' opinion that the students use idioms in learning English specially in conversation. The data shows that out of 23 students: 2 of them (8.69%) stated always, 12 of them (52.17%) stated sometimes, 4 of them (17.39) stated seldom and 5 of them (21.73%) stated never. It means that students opinion use idioms in learning English specially in conversation is sometimes

CONCLUSION

According to the explanation in previous chapter, the writer would like to enclosure some conclusions such as :

1. The mastery of the fifth semester students of English Department o FKIP UKI Toraja in translating English idiom in a sentence context is still bad. It can be seen by the mean score 3.5 and falls into very bad category.

2. Some factors influence the fifth semester students of English Department of FKIP UKI Toraja in translating English Idioms in a sentence context, such as :

a. The students difficult in doing Translation's assigment.
b. The students don't have much time to read books about idioms.
c. The students don't have more books about idioms.
d. The students assume that the using of idioms in learning english specially in conversation is sometimes.

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