

# An Analysis of Grammatical Equivalence Used by Students in Translating News Item Text

<sup>1</sup>Bambang Irawan, <sup>2</sup>Ridha Ikhva Erviana

<sup>1,2</sup>Universitas Pamulang, Indonesia

<sup>1</sup>dosen01218@unpam.ac.id \*, <sup>2</sup>dosen01219@unpam.ac.id

## Abstract

Spreading news in this era seems to be easier due to the rapid development of technology. However, some readers from different language background seem to have difficulties in understanding the news because of language barrier. Translation is needed to overcome this problem and to make news understandable for readers in greater community. This research examined the types of grammatical equivalence used by the students in translating news item text from Indonesian to English. Besides, this research also aimed to figure out the problems found in the students' grammatical equivalence. Descriptive qualitative approach was used in this research since the data were presented in the form of description instead of number. The primary data were taken from news item text translation works done by the seventh-semester students of English Department of Pamulang University in academic year of 2022/2023. The data were collected using Google Form and then analysed using the grammatical equivalence theory proposed by Baker (2001). There were five steps of data analysis used in this research: observing the data, identifying the data, classifying the data, and evaluating the data. The results showed that the students used five types of grammatical equivalence namely number, gender, person, tenses and aspects, and voice. The results also revealed that the students faced problems related to number and tenses & aspects. The results underscore the significance of language instruction, with implications for curriculum design and teaching methodologies to contribute to improve students' translation skills. Additionally, the results provide directions for future studies exploring the root causes of these hurdles and methods to refine translation precision, enriching comprehension of language acquisition and communication within a more interconnected world.

**Key words:** *Grammatical equivalence; news item text; translation*

## INTRODUCTION

Translation has been playing significant roles in inter-human communication throughout history such as providing access to important texts for many purposes including transferring information through news item text. Besides, translation also offers the solution to overcome language gap in communication as mentioned by Ismail & Hartono (2016) and Swarniti (2019). The concerns of the translation are not only transferring language or finding to their closest equivalence in TL but also understanding the grammatical forms including meaning in SL and TL. This complexity becomes apparent due to the fact that when two languages are being translated, their forms and meaning may vary. Therefore, it is necessary for a translator to comprehend

the structures of both languages to meet grammatical equivalence (Aryani *et al*, 2019; Slepovitch, 2011; Yuliasari, 2016).

In this digital era, news becomes crucial in daily life. Windari & Hafizh (2021) mention that the role of the text of news item is crucial in the development of technology and information. It can be seen today that a lot of events are reported in the format of news items which appear in newspapers, online articles, blogs, and so on. Due to the rapid development of technology, it seems that there is no boundary to spread the news (Junining & Kusuma, 2020). However, many readers still cannot understand the news due to language barrier. Thus, the news should be translated to make it understandable by readers worldwide. The information in news items should be factual so that translators have to work honestly and thoroughly for the sake of the availability of information to the people who used that information (Imam & Rosa, 2023).

Translating news item text provides challenges since it has its own writing style (Supatmiwati & Abdussamad, 2020). The translator must understand the generic structure and language features of news item text so that the function of news item text as the media to share information can be achieved although it is translated into another language. During the translation process, the translator usually finds the difficulties which is, one of them, grammatical equivalence. As mentioned before that translation is not only about transferring the meaning but also finding grammatical equivalence. This is really crucial since the purpose of translating news item text is to make it understandable for readers in broader community. One of the most important aspects to achieve the purpose is grammatical equivalence as Baker (2001) stated that the diversity of grammatical structure in source language and target language may result in the change of meaning.

There are several experts who have tried to define what translation is. Bassnett (2014) views that anyone who has attempted translation may realize that the inherent diversity among languages, indicating that no translation can perfectly reflect the original. Consequently, translators must not only interpret the source material but also reshape it in the target language. In recent times, the concept of translation has evolved to resemble more of a rewriting process, leading to a reevaluation of the translator's role. In line with Bassnett (2014), Rosa (2019) also simply mentions that translation is the process of rewriting a text in another different language. Drawing from the explanations provided above, it can be inferred that translation has evolved into a form of rewriting which involves more than just transferring words between language because it requires interpretation and restructuring to convey the essence of the original text.

Grammar embraces the rules that determine how units such as words and phrases can be arranged in a language and the types of information that needs to be consistently clarified in expressions. Grammatical equivalence can be defined as the diversity of grammatical categories across languages and the difficulty of determining an equivalent term in target language because of the variety of grammatical rules across language (Baker, 2001). Baker (2001) also stated that the diversity of grammatical structures of the source and target languages may result in some changes in the information content of the message during the translation process. Baker (2001) proposes five types of grammatical equivalence: number, gender, person, tense and aspect, and voice.

The first type of grammatical equivalence deals with number. Baker (2001) points out that the concept of countability seems to be readily accessible to all individuals and

reflected in the vocabulary of all languages. Nonetheless, the grammatical category of number is not possessed by all languages and even some of them do not interpret countability in the same terms. In English, there is a distinction between singular and plural forms, indicating one thing or more than one thing. This distinction is typically expressed morphologically, either by adding a suffix to a noun or changing its forms in some other manner to indicate whether it refers to a single entity or multiple entities such as *student/ students, fox/ foxes, man/men, child/children*. In Indonesian, plural nouns are commonly indicated by using repetition such as *teman-teman, buku-buku, hewan-hewan*, etc. Besides, plural nouns can also be indicated by using some words such as *banyak, para, semua*, etc.

The second type of grammatical equivalence is gender in which a noun or pronoun is designated as either masculine or feminine in certain languages such as in English, son vs daughter, bridegroom vs bride (Baker, 2001). In Indonesian, there is suffix *-wan* referring to masculine such as *karyawan*. There is also suffix *-wati* referring to feminine such as *karyawati*. There are also suffix *-in /-at* and *-a/-I* such as in *muslimin/muslimat* and *karyawan/karyawati*.

The third type of grammatical equivalence is person. Baker (2001) states that person can be describes as the grammatical category determining the selection of pronouns in a sentences based on such principles as whether the pronoun refers to or encompasses the individual(s) currently speaking or writing as the first person, e.g. “*I, we*”, or being addressed as the second person, e.g. *you*, or *someone* or *something* other than the speaker/writer or the listener/reader as the third person, e.g. *he, she, it, they*.

The fourth type of grammatical equivalence is tense and aspect. Baker (2001) describes that tense and aspect are grammatical classification found in languages which feature various forms of the verbs that convey two main types of information: time relation and aspectual differences. Time relations involve positioning an event in time, such as past, present and future. Aspectual differences pertain temporal distribution of an event, for instance its completion or non-completion, continuation, or momentariness. In Indonesian, there is no tense and verb agreement changes related to the time and aspectual differences. This situation requires translator’s carefulness to translate Indonesian to English and vice versa.

The fifth type of grammatical equivalence is voice. Voice is grammatical category that refers to the relationship between a verb and its subject. It has two forms: active and passive. Baker (2001) states that in active clauses, subject is the performer of an action. While in passive clauses, subject is the affected entity, and the performer may not be defined.

Handoyo (2015) states that the news employs a distinct writing style which is tailored to convey recent important events effectively in form of a piece of information. Windari&Hafidz (2021) mention that news holds significance in the advancement of technology and information. Today, a wide array of events is reported in the news item format across various media such newspaper, online article, blogs, etc. The aforementioned explanations infer that news item text is a piece of text that is important to inform the most current happening events. To achieve its purpose, news item text should be easily understood, unambiguous, avoid redundancy, and maintain the readers’ interest.

Examining grammatical equivalence in translation is so fascinating for some researchers that there were some researches discussed the same topic. The first research was done by Aryani, *et al* (2019). This research implemented qualitative method to find out types of grammatical equivalence used in translating animal science terms. The results of translation showed that most of the grammatical equivalence was found in numbers of nouns and noun phrases.

The second research was done by Oktaviani& Sutopo in 2018. In this research, they evaluated the realization of grammatical equivalence in English– Indonesian translation of compound-complex sentences in the manual and its relation to the translation quality. Qualitative method was also used to achieve the goal of the research. As the result, their investigation revealed that out of 106 English compound-complex sentences translated to Indonesian, 74 (69.8%) of them were deemed grammatically equivalent, while 32 (30.1%) of them were not. This study also determined that the grammatical equivalence significantly impacts the accuracy, the acceptability, and the readability of the translations for the target readers.

The third research was done by Afifah, *et al* in 2018. Qualitative method was employed in this study to uncover the translation techniques used by translators in rendering the sentences and to assess the achieved grammatical equivalence between the source text (ST) and the target text (TT). This research revealed that there were not certain techniques influenced the equivalence on tense and number category. However, non-equivalent on the category of voice is caused by modulation and transposition techniques.

The three related studies above have similarity to this research which lays on analysing grammatical equivalence. However, this research also had differences from those related studies. As mentioned before, the related studies above focused on analysing types of grammatical used in the translation, finding out whether grammatical equivalence influences accuracy, and finding out whether translation techniques influence grammatical equivalence or not. This research focused on analysing types of grammatical equivalence used by the students and the problems found in students' grammatical equivalence in translating news item text from Indonesian to English.

Based on the discussion above, there were two formulated questions to be discussed. The first question was related to what types of grammatical equivalence are used by the students in translating news item text from Indonesian to English. The second question was about the problems found in students' grammatical equivalence in translating news item text from Indonesian into English.

## **METHOD**

This study utilized descriptive qualitative approach because the researchers presented the data in form of description instead of number. Qualitative research analyzes written text like interview transcripts to understand experiences, to convey meaning in context using words and to accurately depict objects based on factual information (Grossoehme, 2014; Suryana, 2010; Hadiati, 2011). Descriptive qualitative approach was used to achieve the aim of this research which is examining students' grammatical equivalence in translating news item text from Indonesian into English.

The data of this research were taken from the news item translation works completed by the seventh-semester students majoring in English at Universitas Pamulang during academic year of 2022/2023. To obtain the data, the researchers administered a

translation test as the instrument of this research. In this written test, the students were assigned to translate an Indonesian news item into English without any translation tools to ensure that the data were taken based on the students' genuine abilities in translating text. The data collected in this research the students' answer sheets containing their translations works. Those data facilitated the researchers in identifying grammatical equivalence used by the students and the problems that they experienced in translating an Indonesian news item into English.

The researchers used purposive sample in this research. Irawan&Arisandi (2023) define purposive sampling as the decision of sampling which is based on the researcher subjective consideration. Ten students of 07SIGM002 were chosen to translate the text because they already learned English-Indonesian Translation subject and they were currently studying Indonesian-English Translation subject. Moreover, they were chosen because they have a good understanding of English grammar which is shown by the grades they got in the English grammar courses. The students were assigned to translate news item text entitled "*KetuaBanggar DPR: IniSaat yang TepatuntukPolriBerubah*" which is published online on Tempo.co on October 15<sup>th</sup>, 2022. This news item was chosen because it was still one of hot issues in Indonesia following several incidents involved Indonesian National Police such as Brigadier J assassination, Kanjuruhan tragedy, and the arrest of Inspector General Teddy Minahasa.

The researchers conducted a comprehensive analysis of collected data in several steps initially by observing various translation works to gather sample data, followed by identifying words, phrases, clauses, and sentences, comparing them to the original text based on grammatical equivalence categories such as number, gender, person, tense & aspect, and voice. After identifying and classifying the data into grammatical categories, the researchers evaluated the results to assess the grammatical equivalence of students' translations with Indonesian standards. Data which did not meet this criterion were further scrutinized to identify underlying issues hindering grammatical equivalence.

## RESULTS AND DISCUSSION

### Types of Grammatical Equivalence Used by the Students in Translating News Item

The following is the table of types of grammatical equivalence and the realization of them in news item translation from Bahasa Indonesia to English which were done by the students.

Table 1. Types of Grammatical Equivalence and the Realization of Them

No	Types of Grammatical Equivalence	Realization of Grammatical Equivalence	
		Form in Source Text	Form in Target Text
1	Number	Plural	Plural
		Singular	Plural
		Plural	Singular
2	Gender	General	Masculine
3	Person	Personal pronoun	Personal pronoun
4	Tense & Aspect	Past	Past
		Non-past	Non-past

5	Voice	Active	Active
		Passive	Passive
		Passive	Active

The explanation of each type of grammatical equivalence used by the students in translating news item text from Bahasa Indonesia to English along with the examples taken from the students' works were described below.

### **Number**

#### ***SL Plural – TL Plural***

The translation of plural noun in source language into plural noun in target language was also used by the students in translating news item. It can be seen from the following data:

SL: *Rentetan peristiwa* yang menimpa Polridinilaibisamenjadi momentum untukpembenahan di tubuhinstitusitersebut.

TL: *The series of events* that befell the National Police is considered to be a momentum for improvement within the institution.

The example above is taken from the translation carried out by the student with initials DFZ. It shows that “*rentetan*” in “*rentetanperistiwa*” phrase indicates plurality which means that there is more than one “*peristiwa*” happen. The phrase is also translated into plural form in English. It becomes “*the series of events*” which is grammatically equivalent.

SL: Dirinyameyakini**bilangangkah-langkah**tersebutdijalankansecaradisiplin, diniatkansungguhsungguh, sertamenjadikesadarankolektifbatiniahmaupunlahiriah para personelpolisi, kepercayaanmasyarakatterhadapkepolisianakankembalipilih.

TL: He believes that if *these steps* are carried out in a disciplined manner, they are intended truly, and become the inner and outer collective consciousness of the police personnel, public confidence in the police will be restored.

The example above is the translation done by the students with initials NA. In Bahasa Indonesia, the use of reduplication shows plurality. In the example above, “*langkah-langkah*” is reduplication. It means that “*langkah-langkah*” is plural. In the target language, “*langkah-langkah*” is also translated into plural form which is “*these steps*” which is grammatically equivalent.

#### ***SL Singular – TL Plural***

The findings also showed that singular noun in source language was translated into plural noun in target language. It can be seen from the following datum which is taken from the translation done by the student with initials MWA:

SL: Adapun**kejadian** yang dimaksudantara lain adalahkasuspembunuhan [Brigadir J, tragediKanjuruhan](#), hinggapenangkapanIrjen Teddy Minahasa.

TL: *The incidents* referred to include the case of the murder of Brigadier J, the Kanjuruhan tragedy, to the arrest of Inspector General Teddy Minahasa.

In Bahasa Indonesia, plural noun is commonly indicated using reduplication such as “*buku-buku*” which means more than one book. In the datum above, the word “*kejadian*” is not repeated and it is considered as singular form. However, in term of meaning, it has

plural meaning because it is followed by more than one event which refer to it. Thus, it is translated into plural form in English which is “*the incidents*” which is grammatically equivalent.

### ***SL Plural – TL Singular***

The findings showed that the students also translated plural noun into singular noun. It can be seen from the following datum which is taken from the translation carried by the student with initials RA:

SL: Dirinyameyakini bilangkah-langkah tersebut dijalankan secara disiplin, diniatkan sungguh-sungguh, serta menjadik kesadaran kolektif batiniyah maupun lahiriah *para personelpolisi*, kepercayaan masyarakat terhadap kepolisian akan kembali pulih.

TL: He believes that if these steps are carried out in a disciplined manner, they are intended truly, and become the inner and outer collective consciousness of *the police personnel*, public confidence in the police will be restored.

In Bahasa Indonesia, the quantifier “*para*” indicates the plurality. In the example above, the phrase “*para personelpolisi*” in source language is plural because it contains the quantifier “*para*” which indicates plurality. However, in the target language, it is translated into “*the police personnel*” which is still grammatically equivalent. In English, the word “*personnel*” is considered as collective noun which is generally singular. Thus, the datum above showed the translation of plural noun in source language into singular noun in target language.

### ***Gender***

#### ***SL: General – TL: Masculine***

The findings showed that the translation from general world in source language into masculine word in target language was done by the students. It can be seen from the following datum which is taken from the translation done by the student with initial SIP:

SL: *Ketua* Badan Anggaran DPR Said Abdullah mengatakan, inisaat yang tepat untuk berbenah.

TL: *Chairman* of the House of Representatives Budget Board Said Abdullah said, this is the right time to improve.

From the datum above, the word “*ketua*” in source language was translated into “*chairman*” in the target language. In Bahasa Indonesia, the word “*ketua*” is a general word which does not refer to gender. However, it is translated into “*chairman*” which indicates masculine person. In English, the word “*chairman*” was used for either man or woman but today it is often used to refer to man. The word “*chair*” or “*chairperson*” is now used to refer to either a man or a woman. The word “*chairwoman*” is now used to refer to a woman. Thus, the datum above that general word in source language is translated into masculine word in target language and the translation is still grammatically equivalent. It is because the leader of the House of Representatives Budget Board is a man.

### ***Person***

#### ***Personal Pronouns***

In English, there are two categories of personal pronouns: subject pronouns and object pronouns. Different pronouns are used based on the function such as “*I*” for subject and “*me*” for object. In Bahasa Indonesia, the same pronouns are used such as

“saya” for subject and “saya” also for object. The findings of this research showed that the translation of subject pronoun was done by the students. It can be seen from the following data which are taken from the translations done by the student with initials IF:

SL: Makadariitu, *ia* sangat mengharapkan arahan Presiden Joko Widodo atau Jokowi pada di Istana Negara terhadap seluruh komandan satuan untuk dipatuhi sebagai bagian dari pemimpin tertinggi Polri.

TL: Therefore, *he* really looks forward to President Joko Widodo or Jokowi's direction in the future at the State Palace against all unit commanders to be obeyed as part of supreme leader of the Polri.

In the datum above, it can be seen that there is pronoun “*ia*” which functions as subject in the source language. The pronoun “*ia*” refers to Said Abdullah and it was translated into “*he*” which is subject pronoun in English.

SL: Tidak ada yang mengharapkan Polri terpuruk, sebab *kita* yakin banyak personil polisi di semua jenjang kepangkatan yang berwatak baik, profesional, dan berintegritas.

TL: No one expects the Police to fall, because *we* believe that there are many police personnel in the area at all levels of good character, professional, and with integrity.

In the datum above, there is pronoun “*kita*” in source language which functions as subject. It was translated into “*we*” which also functions as subject in target language.

### ***Tense and Aspect***

#### ***Past Tenses***

Past tenses show that an action or circumstance began and finished at a certain point in the past. The usage of past verbs or second forms of verbs and adverbs of past time distinguishes the English past. Meanwhile, in Bahasa Indonesia, past tenses are solely indicated using adverbs of past time. Thus, the translators must be carefully in translating text from Bahasa Indonesia into English. They must pay attention into the structure and the usage of past tenses in English.

The students also used this type of grammatical equivalence in translating news item. It can be seen from the following datum which is taken from the translation done by the student with initials HY:

SL: Adapun kejadian yang dimaksud antara lain adalah kasus pembunuhan Brigadir J, tragedi Kanjuruhan, hingga penangkapan Irjen Teddy Minahasa.

TL: The incidents referred to the case of the murder of Brigadier, the Kanjuruhan tragedy, to the arrest of Inspector General Teddy Minahasa.

In the datum above, there is no time expression in source language to indicate past time. However, the students were able to understand to context that the events mentioned in source language happened in the past. Therefore, the students translated source text into past tense in target text.

#### ***Non-Past Tenses***

The non-past tense includes both present and future actions. The present tenses are used to describe ongoing events or situations that are constantly true. They utilize the base form of verbs, with the addition of the suffix “-s/-es” when the verb follows a singular subject. This type of grammatical equivalence was also used by the students in



translating news item text. It can be seen from the following datum which is taken from the translation done by the student with initials IS:

SL: *Dirinyameyakini* bilangkah-langkah tersebut dijalankan secara disiplin, diniatkan sungguh-sungguh, serta menjadi kesadaran kolektif batiniah maupun lahiriah para personel polisi, kepercayaan masyarakat terhadap kepolisian akan kembali pulih.

TL: *He believes* that if these steps are carried out in a disciplined manner, with serious intentions, and become the inner and outer collective consciousness of the police personnel, the public's trust in the police will be restored.

From the datum above, it can be seen that the source text contains non-past tenses. "*Dirinyameyakini*" which is considered as non-past tense was perfectly translated into "*he believes*" which is in target language also considered as non-past tenses. The suffix -s after the verb "*believe*" determines non-past tenses. The source text also contains future time in the phrase "*akan kembali pulih.*" The word "*akan*" in Bahasa Indonesia indicates future time. The phrase was translated into "*will be restored*" which is also considered as future time in target text.

### **Voice**

#### ***SL Active – TL Active***

SL active – TL active was also used by the students in translating news items text. It can be seen from the following datum which is taken from the translation carried out by the student identified by his initials MLM:

SL: Selain itu, ia *menyarankan* hendaknya Polri membangun strategi komunikasi publik yang responsif, santun, bertanggung jawab, serta mampu melihat berbagai sensitivitas publik terhadap berbagai isu dan persoalan yang menjadi *agensi* publik.

TL: In addition, he *suggested* POLRI should develop a public communication strategy which is responsive, polite, responsible, and able to see various public sensitivities against various issues and public attention regarding the issues.

The datum above shows that the source language is active voice since it consists of verb with prefix me- which is "*menyarankan.*" In Bahasa Indonesia, prefix me- indicates active voice. In the target language, "*menyarankan*" is translated into "*suggested*" which is also active voice.

#### ***SL Passive – TL Passive***

The students also used type of grammatical equivalence in which passive voice in source language is translated into passive voice in target language. It can be seen from the following datum which is extracted from the translation done by the student identified by her initials LT:

SL: Langkah tersebut *diharapkan* menghasilkan agenda transformasi kepolisian secara menyeluruh, baik transformasi struktural maupun kultural dari satuan wilayah terendah hingga Markas Besar (Mabes) Polri.

TL: This step *is expected* to result in a comprehensive police transformation agenda, both structural and cultural transformation from the lowest regional unit to the POLRI headquarter.

From the datum above, it can be seen that the source language is passive voice since it consists of the verb with prefix *di-* which is “*diharapkan*.” The passive voice in the source language is also translated into passive voice in the target language. The students translated “*diharapkan*” into “*is expected*” which is grammatically equivalent.

**SL Passive – TL Active**

The students also translated passive voice in source language into active voice in target language. It can be seen from the following datum which is also extracted from the translation done by LT:

SL: Adapun kejadian yang *dimaksud* antara lain adalah kasus pembunuhan Brigadir J, tragedy Kanjuruhan, hinggapenangkapan Irjen Teddy Minahasa.

TL: The incidents *referred* to the case of the murder of Brigadier, the Kanjuruhan tragedy, to the arrest of Inspector General Teddy Minahasa.

In Bahasa Indonesia, passive voice is characterized using prefix *di-* or *ter-* attached to the verb. In the datum above, source text consists of passive voice because there is verb with prefix *di-* which is “*dimaksud*.” In the target language, “*dimaksud*” is translated into “*referred*” which is considered as active voice but the translation is equivalent.

**Problems Faced by the Students in Translating News Item**

Table 2. Translation results carried out by the students

No	Types of Grammatical Equivalence	Number of Words or Phrases to be Translated	Number of Students	Number of Translation Results	Number of Grammatically Equivalent Translation Results	Number of Grammatically Inequivalent Translation Results
1	Number	7	10	70	62	8
2	Person	6	10	60	60	0
3	Gender Tense &	1	10	10	10	0
4	Aspect	11	10	110	92	18
5	Voice	9	10	90	90	0
	TOTAL	34	10	340	314	26

The table above shows that the number of words or phrases which must have been translated by 10 students was 34. It means that the number of translation results was 340. Out of 340 data, 314 were grammatically equivalent translated while 26 of them did not meet grammatical equivalence. It means that the students’ success rate in achieving grammatical equivalence in translating news item is 92,35%. Thus, it can be concluded that the students were relatively able to achieve grammatical equivalence. However, they still faced problems dealing with grammatical equivalence in translating news item. The table shows that some students were failed to achieve grammatical equivalence dealing with number and tense & aspect. The following were the examples of students’ translation results which did not meet grammatical equivalence.

**Number**

The first problem faced by the students in translating news item was related to number. The students were not able to translate a noun referring to plural noun. It can be seen from the following datum which is extracted from the translation done by the student identified by his initials RA.

SL: Adapun *kejadian* yang dimaksud antara lain adalah kasus pembunuhan [Brigadir J tragedi Kanjuruhan](#), hingga penangkapan Irjen Teddy Minahasa.

TL: *One of those incidents* was the case of Brigadier J's murder, the Kanjuruhan tragedy, and the arrest of Inspector General Teddy Minahasa.

From the datum above, it can be seen that "*kejadian*" in source text refers to three incidents which are the assassination of Brigadier J, Kanjuruhan tragedy, and the arrest of Inspector General Teddy Minahasa. Therefore, "*kejadian*" actually refers to plural nouns. However, the students failed to understand it. As the result, "*kejadian*" is translated into singular noun "*one of those incidents*" which is not grammatically equivalent.

### ***Tenses and Aspects***

The second problem faced by the students was related to tenses and aspect. The students failed to utilize subject-verb agreement in non-past tenses. It can be seen from the following datum which is taken from the translation done the student identified by his initials MWA.

SL: *Rentetan peristiwa* yang menimpa [Polri](#) dinilai bisa menjadi momentum untuk membenahan di tubuh institusi tersebut.

TL: *Several tragedies* that happened to the Indonesian National Police is considered to be a momentum for improvement in the part of the institution.

In the datum above, it can be seen that "*rentetan peristiwa*" in the source text is considered as plural noun. The students were able to translate it into plural noun in target language which is "several tragedies." However, the students were not able to use the correct verb. The students used "is" which is appropriate for singular noun. The students failed to implement subject-verb agreement. As the result, the translation was not grammatically equivalent.

### **CONCLUSION**

Based on the findings and discussion, there were 340 translation results done by the students. Those results were considered as the data of this research which were categorized as follows: 1) regarding number, grammatical equivalence was achieved by translating SL singular into TL plural, SL plural into TL plural, and SL plural into TL singular; 2) in relation to gender, grammatical equivalence was achieved by translating general SL into masculine TL; 3) referring to person, grammatical equivalence was achieved through translating personal pronouns; 4) concerning tense and aspects, grammatical equivalence was established through translating SL past tenses into TL past tenses and SL non-past tenses into TL non-past tenses; and 5) in term of voice, grammatical equivalence was achieved through translating SL active into TL active, SL passive into TL passive, and SL passive into TL active.

The results of the research also showed that some students faced two problems related to grammatical equivalence in translating news item text. The first problem was related to number in which the students failed to translate a noun referring to plural nouns. The second problem was related to tenses and aspects. Some students failed to

implement subject-verb agreement in non-past tenses. The results are expected to contribute to improve students' abilities in translation. The results also emphasize the importance of language education, with implications for curriculum design and teaching methodologies to address identified difficulties and enhance translation proficiency. Moreover, the findings offer insights for further research into underlying reasons for these challenges and strategies to improve translation accuracy, contributing to a deeper understanding of language learning and communication in an increasingly interconnected global context.

### **ACKNOWLEDGEMENT**

We would like to express our gratitude to Universitas through LPPM Unpam for facilitating this research activity, to the volunteers and the participants for assisting the researchers to accomplish this research.

### **REFERENCES**

- Afifah, N.I., Rudi, H., & Issy, Y. (2018). Translation Techniques and Grammatical Equivalence in Indonesian English Translation of "Central Java Visitor Guide." *English Education Journal*, 8 (2), 254-264.
- Aryani, I.G.A.I, et al. (2019). Grammatical Equivalence of Animal Science Terms. *English Language Teaching*, 2(6), 199-208.
- Baker, M. (2001). *In Other Words: A Coursebook on Translation*. New York: Routledge.
- Bassnett, S. (2014 a). *Translation*. New York: Routledge.
- Grossoehme, D.G. (2014). Overview of Qualitative Research. *Journal of Health Care Chaplaincy*, 20 (3), 109-122.
- Hadiati, C. (2011). A Morphological Analysis of English Compound Words in Tolstoy's God Sees the Truth, but Waits. *LENSA*, 1 (2), 112-122.
- Handoyo, P. R. (2015). Analysis on the Techniques and Quality of News Translation on BBC Indonesia Website. *Jurnal Lingua Idea*, 6 (1), 78-93.
- Imam, F. & Rosa, R.N. (2023). An Analysis of Accuracy in Translating News Item Text from Bahasa Indonesia to English Done by the Third Year English Department Students. *Journal of English Language Teaching*, 12(1), 78-89.
- Irawan, B., & Arisandi, B. (2023). Students' Perception of English Learning toward Their Current Professions. *Foremost Journal*, 4(1), 28-39.
- Ismail, A. & Hartono, R. (2016). Errors Made in Google Translate in the Indonesian to English Translations of News Item Texts. *Journal of English Language Teaching*, 5(2), 1-6.
- Junining, E. & Kusuma, V.A.M.C. (2020). Translation Strategies for Translating a News Article. *LiNGUA*, 15(1), 78-90.
- Oktaviani, S. & Sutopo, D. (2018). Grammatical Equivalence of English-Indonesian Translation of Compound-Complex Sentence in *IADC Workover Completion Manual*. *English Education Journal*, 8 (3), 279-289.
- Rosa, R.N. (2019). Thematic progression shift in the translation of student translators. *Education and Humanities Research*, 276, 241-247.

- Slepovitch, V. (2011). Grammatical Equivalence in Translating Russian Adjectives and dverbs into English. *VERTIMO STUDIJS*, 4, 118-124.
- Supatmiwati, D. & Abdussamad, Z. (2020). Equivalence in News Headlines Translation: English Headlines Rendered into Bahasa Indonesia in BBC Web News. *Humanities: Journal on Language and Literature*, 6(2), 251-272.
- Suryana. (2010). *Metodologi Penelitian: Model Praktis Penelitian Kuantitatif dan Kualitatif*. Bandung: Universitas Pendidikan Indonesia.
- Swarniti, N.W. (2019). The Translation Procedures of Bible Translation. *RETORIKA: Jurnal Ilmu Bahasa*, 5(2), 187-196.
- Windari, M., & Al Hafizh, M. (2021). Error Analysis on Students' Translation News Item Text from English to Indonesia. *Proceedings of the Tenth International Conference on Languages and Arts*, 128-133.
- Yuliasri, I. (2016). Students' Common Errors in Translation. *The 5th ELTLT International Conference* (pp. 325-329). Semarang: Faculty of Languages and Arts, State University of Semarang