

## **Analisa Akurasi Terjemahan Siswa dan Metode yang Digunakan dalam Menerjemahkan Frasa Kata Kerja Bahasa Inggris kedalam Bahasa Indonesia**

### **An Analysis of Students' Translation Accuracy and Methods in Translating English Phrasal Verbs into Indonesian**

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**Abstrak** Tujuan dari penelitian ini adalah untuk mengetahui keakuratan terjemahan siswa dalam menerjemahkan frasa kata kerja Bahasa Inggris kedalam Bahasa Indonesia dan untuk mengidentifikasi jenis-jenis metode yang mereka aplikasikan dalam proses penerjemahan. Penulis mengaplikasikan metode penelitian campuran kuantitatif-kualitatif dan menggunakan tes dalam pengambilan data yang berupa hasil terjemahan siswa. Metode yang digunakan siswa dalam proses penerjemahan dianalisa menggunakan kategori terjemahan yang diadaptasi dari Newmark. Sedangkan tingkat akurasi terjemahan siswa dinilai dengan menggunakan instrumen tingkat akurasi terjemahan yang diadaptasi dari Nababan. Hasilnya, sebagian besar terjemahan siswa 65,5% akurat. Sementara itu, terjemahan yang kurang akurat yaitu 20,5% dan sisanya 13,5% tergolong sebagai terjemahan yang tidak akurat. Hasil penelitian menunjukkan bahwa siswa menggunakan metode penerjemahan setia, harfiah, semantik, kata demi kata dan bebas untuk menerjemahkan frasa kata kerja dan yang paling dominan digunakan oleh siswa adalah metode penerjemahan setia dengan persentase 61,5%. Metode terjemahan semantik berada diposisi kedua dengan persentase 17,5%, sedangkan penerapan metode penerjemahan harfiah hanya 14%. Metode penerjemahan kata demi kata sebanyak 1% dan metode penerjemahan bebas sebanyak 5,5%. Dari total 200 hasil terjemahan, ada sebanyak 0,5% yang tidak diterjemahkan. Nilai individu tertinggi adalah 97 dan dikategorikan sangat baik, sedangkan yang terendah yaitu 57 dan dikategorikan baik. Nilai rata-rata yaitu 83,3 dan tergolong dalam kategori sangat baik. Kesimpulannya, hasil terjemahan siswa sebagian besar akurat ketika menerjemahkan frasa kata kerja bahasa Inggris kedalam bahasa Indonesia dan metode yang paling banyak digunakan oleh siswa adalah metode penerjemahan setia.

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**Keyword** akurasi terjemahan, frasa kata kerja, metode penerjemahan

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**Abstract** The objective of this research is to find out the accuracy of students' translation in translating English phrasal verbs into Indonesian and to identify kinds of method they use in translating them. The researcher applied mixed method research design and conducted a test to collect data of students' translation. The students' translation methods were analyzed using the adaptation of Newmark's translation categorization. Meanwhile, the accuracy was assessed using Nababan's translation accuracy rating instrument. As for the accuracy, majority of students' translations works are accurate with 65.5% of percentage. Inaccurate translation is 20.5% and less accurate is 13.5%. The result of this study reveals that students use faithful, literal, semantic, word-for-word and free translation methods to translate phrasal verbs and the most dominant one used by the students is faithful translation method with 61.5% of the percentage. The second most used one is semantic translation method with 17.5% of percentage. Meanwhile, the application of literal translation method is only 14%, word-for-word translation method is 1% and free translation method is 5.5%. From total of 200 translation works, 0.5% is not translated. The highest individual score is 97 which are categorized as excellent, the lowest is 57 which are classified as good and the mean score is 83.3 which are excellent. In conclusion, the students' translations are mostly

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accurate when translating English phrasal verbs into Indonesian and the most used method applied by the students is faithful translation method.

**Kata kunci** translation accuracy, phrasal verbs, translation method

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Received 06/07/2025; Revised 09/08/2025; available Online 31/12/2025

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## 1. Introduction

Communication between cultures can be achieved through translation. It is important to understand the relation between language and culture in order to train translators and interpreters. According to Simatupang (2000:2), “Translation is shifting the meaning in the source language to the target language and demonstrates it to the target language naturally”. It means the translator should focus on shifting the meaning do not the form. Therefore, the translator should give the sense of the original in such a way that the reader is unaware that he is reading a translation and tries to transfer the meaning in Source Language to Target Language in the form that best fit with the rules of target language. Translation is a necessary process in this changing world as it helps in transferring meanings, ideas, opinions of people in the world from one language into another one. Through translation, people are introduced to different languages and ways of thought. Tian (2005) states that translation is very important because in today’s international activity, it is facilitating mutual understanding among conflicting racial, ethnic, religious and cultural group. Moreover, specific translation institutions as well as individuals translate such important fields of knowledge from one language into other different languages. Through the act of translation, barrier between different languages that blocks the information transfer can be eliminated. Despite its importance in our life, some problems could be encountered when translating from one language into other languages.

In order to achieve a good quality translation, certain translation methods are inevitably needed by the translator during the process of transferring message from the source language to the target language. Translation method is basically any method a translator employs in order to solve the problems of linguistic and cultural untranslatability the translator finds in the translation process. According to Newmark (1988) there are eight translation methods. The methods can be classified into two: four of them are oriented in source language (SL Emphasis) and the other four are oriented in target language (TL Emphasis). The eight methods of translation are:

- **Word-for-Word Translation:** In this method, the words in the source text are translated directly into the target text or translated word by word.
- **Literal Translation:** In this method, the translator changes the structure in the source text to the structure in the target text. In the translation process, the translator looks for grammatical constructions that are close with the target language.

- **Faithful Translation:** The faithful translation is a method of translation which translates the meaning of the source language into the target language with limitations of grammatical structure in the target text.
- **Semantic Translation:** This method is considered in the aesthetic value of translation results. The source text can be translated based on the flexibility of the translator, without changing the whole meaning.
- **Adaptation Translation:** Adaptation is a free and closest method to the target language. This method changes the culture element from the source text into the acceptable culture in the target text. It is used mainly for plays (comedies) and poetry; the themes, characters, plots are usually preserved, the SL culture is converted to the TL culture and the text is rewritten.
- **Free Translation:** This method focuses on content of the text than the form of the source text. Sometimes, the translation results are delivered by paraphrase. It reproduces the matter without the manner, or the content with the form of the original.
- **Idiomatic Translation:** This method is based on the structure and the equivalence meaning in the target text. Idiomatic translation produces target language messages with more natural expressions.
- **Communicative Translation:** This method is used for translating the context of the meaning. This method concerns to be a communicative media between the reader and the purpose of the text. It attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.

One of the most important aspects in translation is accuracy. It becomes one of the factors which determine the quality of translation. According to Siregar (2016), accuracy means to check whether the meaning of the source text (ST) is similar with the target text (TT). According to Nababan (2012), the quality category of accuracy in translation consists of three levels:

- **Accurate:** The meaning of words, terms, phrases, clauses, sentences are conveyed accurately and there is no distortion of meaning.
- **Less Accurate:** Most of the meanings of the words, terms, phrases, clauses, and sentences have been translated accurately. However, there is still a distortion of meaning or there is a meaning which is omitted that disrupts the integrity of the message.
- **Inaccurate:** Meaning of the words, terms, phrases, clauses, sentences are transferred inaccurately into target language or even deleted.

Translating English is considered difficult because of the language system that is somewhat different from Bahasa Indonesia so it cannot simply be translated through the dictionary. Dictionaries only translate word for word while a sentence to be translated in that manner without seeing the context of the sentence is often inaccurate. Some of phrasal verbs seem to be the most complicated verbs and difficult for some students to translate. Phrasal verbs can be defined as a phrase consisting of regular verb that is combined with preposition or adverb which possibly construct a new and different

meaning from the constructing words. Rudzka and Ostyn (2003) state that phrasal verbs consist of a verb, an adverb, and/or a preposition. There are several possible combinations to construct a phrasal verb; verb followed by an adverb, verb followed by a preposition, and verb followed by adverb and preposition. For example:

Verb + adverb: look up, put off, turn down, get up

Verb + preposition: look after, believe in, talk about, wait for

Verb + adverb + preposition: look forward to, run out of, put up with

In addition, Gethin (1989) classifies phrasal verbs into two types, they are:

- Adverbial phrasal verbs: an adverbial phrasal verb is a verb, which combines with an adverbial particle to form a new vocabulary item.
- Prepositional phrasal verbs: a prepositional phrasal verb is a verb with a preposition or with an adverb and a preposition to form a phrase, which like many adverbial phrasal verbs, has a meaning of its own, distinct from that of the separate words. In prepositional verb, the preposition always comes before the object, whether or not this is a pronoun and whether or not is combined with an adverbial particle in three-word phrasal verb.

Moreover, there are other type's classifications of phrasal verbs. Azar (1989) classifies phrasal verbs as follows:

- Separable Phrasal Verbs: with a separable phrasal verb, a noun may come either between the verb and the preposition or after the preposition.
- Non-Separable Phrasal Verbs: with a non-separable phrasal verb, a noun or pronouns must follow the preposition.

Another type's classification of phrasal verbs is according to Olteanu (2012). She classified the phrasal verbs into several types as follows:

- Syntactic: A phrasal verb complex contains one or more particle, and can enter into transitive and intransitive structures.
- Semantic: Semantically, phrasal verb can be divided into compositional phrasal verbs and non-compositional phrasal verbs. Compositional phrasal verbs refers to the fact that both the host verb and the particle retain their core meaning as is normally the case when directional particles are combined with motion verbs, while non-compositional phrasal verbs are the only ones which can find their way into a traditional lexicon model.
- Pragmatic: It consists of literal phrasal verbs where the meaning of phrasal verbs can be guessed based on the meaning of two morphemes and figurative phrasal verbs where the meaning of the phrasal verb is not the total meaning of its components, and it is usually very difficult to be guessed unless the context makes it clear.

English phrasal verb is categorized idiomatic since it cannot be literally translated and students find difficulties in forming and using them. Since English is a foreign language, it is understandable why most students face difficulties in understanding words

meaning, especially dealing with phrasal verbs. One important to be put in mind is that idiomatic expression such as phrasal verbs depend on their context. The context in which a phrasal verb is used will determine the intended meaning of that phrasal verb. So, translator must understand the context and does not immediately translate word for word or literally. So, by conducting this research, the researcher tried to examine students' translation accuracy and identified types of method that they used in translating phrasal verbs.

The researcher chose to examine both translation accuracy and translation methods because they are related to each other. It means that the translation methods influence the translation accuracy. Asria (2017) explains that the students have to fulfill some criteria in translating. Firstly, they must have many words; understand in using language structure and grammar. Secondly, understand in using translation methods in translating. The use of precise methods will produce a high quality of translation. Accuracy is selected among three aspects in assessing the translation quality which are accuracy, naturalness and readability, because accuracy assessment aims to check the equivalence between source language text and target language text.

## **2. Method**

This study employed the mixed method design which is the combination of qualitative and quantitative approach to collect and to analyze data (Creswell & Tashakkori, 2007). In recent years, integrating qualitative and quantitative methods becomes common in research (Bryman, 2006) because mixed method design can provide detailed and comprehensive data in order to achieve the research objectives and answer the research questions. The mixed method research design was applied in this study to investigate: (1) The accuracy of students' translation in translating English phrasal verbs into Indonesian and (2) The translation methods which are used by the students to translate English phrasal verbs into Indonesian.

The researcher conducted her research on 1st until 30th of October 2020. The researcher shared the Google Forms link contains translation test to all the fifth semester students and only 20 of them were responding. These respondents finally become the sample of this research. The researcher applied accidental sampling technique on this research, because it depends on the percentage of possibility and the willingness of the subject to become the research sample.

### **a. Subject of the Research**

The subject of this research was the fifth semester students of English Education Study Program, Faculty of Teacher Training and Education, Tadulako University in academic year 2019/2020. The researcher chose fifth semester students because they had learned structure as a subject on the previous semester and now they have translation subject on this semester.

### **b. Instrument of the Research**

This research used translation test as an instrument to collect the data. The test in this research was in form of sentences which contain English phrasal verbs. The test consists of 10 items. The purpose of the test to measure the quality of students' translation based on accuracy.

c. Technique of Data Analysis

In analysing data, the researcher applied both qualitative and quantitative method. There are four steps of data analysis: (1) Translation Quality Assessment, (2) Calculating percentage of translation accuracy, (3) Calculating students' individual scores and (4) Calculating percentage of frequently used translation methods. TQA was in a form of scoring table that contains the category of accuracy of translation. Researcher analyzed and classified students' translation accuracy of phrasal verbs using Nababan's translation accuracy instrument (2012:50) in order to find out whether the students are aware that picking up the proper word choice in a translation need to consider its context, as seen on the table below.

**Table 1.** The Criteria of Accuracy Level

Score	Criteria	Accuracy
3	The meaning of words, terms, phrases, clauses, sentences are conveying accurately and there is no distortion of meaning.	Accurate
2	Most of the meaning of the words, terms, phrases, clauses, and sentences has been translated accurately. However, there is still a distortion of meaning or there is a meaning which is omitted that disrupt the integrity of the message.	Less Accurate
1	Meaning of the words, terms, phrases, clauses, sentences are transferred inaccurately into target language or even deleted.	Inaccurate

The process of coding was conducted after the test was being done by the students and the data had been collected. This process aims to classify the percentage of students' translation works into three categories. The formula can be seen as follow:

Percentage Formula:

$$P = F/N \times 100 \% \text{ (Adapted from Sudijono (2009:43))}$$

Note:

P: Percentage

F: Frequency of each item

N: Total number of item

Then, the results presented on form of table of percentage as can be seen below:

**Table 2.** Translation Accuracy Percentage

Number of Students' Phrasal Verb Translations	Translation Accuracy	Percentages (%)
	Accurate	
	Less Accurate	
	Inaccurate	
	Not Translated	
Total : 200		

There are 20 students participated in this research and each of them translated 10 sentences which contains phrasal verbs. So, the numbers of students' translations are 200 sentences in total.

After gathering data from the scoring table, the researcher calculated students' total score, then computed the individual score by using formula stated by Arikunto (2006:308) as follows:

$$\sum = \frac{x}{n} \times 100$$

Where:

$$\begin{array}{ll} \sum = & \text{Standard score} \\ x = & \text{Total score} \end{array} \qquad \begin{array}{ll} n = & \text{Maximum Score} \\ 100 = & \text{Constant Score} \end{array}$$

Second, the researcher calculated the students' mean score by using formula stated by Hatch and Farhady (1982:55):

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

Where:

$$\begin{array}{ll} \bar{X} & = \text{Mean score} \\ \sum X & = \text{The sum of the individual score} \\ N & = \text{Total of students} \end{array}$$

Then, the students' scores are classified into four categories and composed as follows:

- |              |            |         |           |
|--------------|------------|---------|-----------|
| 1) Excellent | = 76 – 100 | 3) Fair | = 26 – 50 |
| 2) Good      | = 51 – 75  | 4) Bad  | = 1 – 25  |

Finally, the researcher identified and classified the methods used by students by using translation methods classification proposed by Newmark (1988). They are word-for-word, literal, faithful, semantic, communicative, idiomatic, free, and adaptation.

### 3. Results and Discussion

#### Result

Based on the research conducted on 1st - 30th of October 2020, the researcher got the data which were collected from the translation test which consists of 10 phrasal verbs (separable and inseparable phrasal verbs). This assessment aims to find out the accuracy

level of students translation using scoring table proposed by Nababan (2012:50). There are 20 students participated in this research and each of them translated 10 sentences which contains phrasal verbs. So, the numbers of students' translations are 200 sentences in total. In order to show the percentages of the accuracy of the students' translation quality, the researcher provided the tabulation as can be seen below.

**Table 4.** Translation Accuracy Percentage

Number of Students' Phrasal Verb Translations	Translation Accuracy	Percentages (%)
131	Accurate	65.5 %
41	Less Accurate	20.5 %
27	Inaccurate	13.5 %
1	Not Translated	0.5 %
Total: 200	Total:	100 %

Based on the statistics, it can be concluded that majority of students' translation were done accurately.

After assessing students' translation accuracy of phrasal verbs using Nababan's translation accuracy instrument (2012:50), the researcher calculated the individual score. The presentation of students' scores can be seen in the following table:

**Table 5.** Students' Translation Individual Score

No.	Students	Scores										Total Score	Standard Score
		Test No. 1	Test No. 2	Test No. 3	Test No. 4	Test No. 5	Test No. 6	Test No. 7	Test No. 8	Test No. 9	Test No. 10		
1.	Student 1	3	2	3	2	3	3	3	3	3	3	28	93
2.	Student 2	3	1	1	2	3	3	3	1	3	3	23	77
3.	Student 3	3	2	3	1	3	3	2	3	3	3	26	87
4.	Student 4	3	2	3	2	3	3	3	3	3	3	28	93
5.	Student 5	3	2	3	1	3	3	3	2	3	3	26	87
6.	Student 6	3	1	3	3	3	3	3	1	3	3	26	87
7.	Student 7	3	2	3	3	3	3	1	2	3	3	23	77
8.	Student 8	1	1	1	1	2	3	1	1	3	3	17	57
9.	Student 9	3	2	3	2	3	3	3	3	3	3	28	93
10.	Student 10	3	1	3	1	2	3	2	2	3	3	23	77
11.	Student 11	2	2	3	1	2	3	1	3	3	1	21	70
12.	Student 12	3	1	2	3	3	1	1	2	3	3	22	73
13.	Student 13	3	1	3	3	3	3	3	3	3	3	28	93
14.	Student 14	3	2	3	3	3	3	3	3	3	3	29	97
15.	Student 15	3	2	3	2	3	3	3	3	3	3	28	93
16.	Student 16	3	2	1	2	2	3	3	3	3	3	25	83
17.	Student 17	3	2	3	2	3	3	2	3	3	3	27	90
18.	Student 18	3	2	3	2	3	3	2	3	3	3	27	90
19.	Student 19	3	1	0	2	3	3	2	3	3	3	23	77
20.	Student 20	2	1	3	1	2	3	2	2	2	3	22	72
<b>Total</b>													1666

After getting the results, the researcher calculated the mean score by using the formula below:

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

$$\bar{X} = \frac{1666}{20}$$

$$\bar{X} = 83.3$$

Finally, the students' scores are classified into four categories and composed as follows:

- |                         |                   |
|-------------------------|-------------------|
| 1) Excellent = 76 – 100 | 3) Fair = 26 – 50 |
| 2) Good = 51 – 75       | 4) Bad = 1 – 25   |

Based on the table 5, the highest score is 97 which is categorized as excellent and the lowest score is 57 which is categorized as good. The result of the students' mean score is 83.3 and it is categorized as excellent.

Furthermore, after classifying students' translations work based on the method they applied while translating English phrasal verbs into Indonesian, the researcher found out that the students used four methods; Literal translation, word-for-word translation, semantic translation and free translation. The percentage can be seen on the table below.

**Table 6.** Translation Method Percentage

Number of Cases	Translation Method	Percentages (%)
123	Faithful Translation	61.5 %
35	Semantic Translation	17.5 %
28	Literal Translation	14 %
2	Word-for-word Translation	1 %
11	Free Translation	5.5 %
1	Not Translated	0.5 %
Total : 200		Total: 100 %

According to table 4, researcher found out that the faithful translation has the highest frequency of occurrence in students' translation. There are 83.5% or 167 from the total of 200 sentences were translated using semantic translation. Meanwhile, 13.5% or 27 phrasal verbs translations were done literally by students, 1% or 2 phrasal verbs were translated using word-for-word translation, 1.5% or 3 phrasal verbs were translated using free translation method and the rest 0.5% or 1 phrasal verb was not translated.

## Discussion

This subtopic contains further explanation and elaboration about the accuracy of students' translations and method they used in translating English phrasal verbs. Based on the research finding, the researcher found out that among 200 of students' translation works, 65.5% translation is accurate. Less accurate translation is 20.5%, inaccurate translations are 13.5% and the rest 0.5% is not translated. The percentage of accurate translation on this research is quite high. Not only are the high accuracy percentages of students' translation, most of the students' individual scores also categorized as excellent. The research finding shows that the highest score is 97, the lowest is 57 and the mean

score is 83.3. So, one of the reasons why the percentage of students' translations accuracy is high is because most of the students get excellent scores. Each of students has good achievement, and there is no significant gap between one student's score and another.

Furthermore, the researcher also noticed that some of the students' translation works are exactly similar with the Google Translate translation. So, among the students' phrasal verb translations which are mostly accurate, some of them are not purely translated by the students themselves. It is one of the factors causes their individual scores are dominantly excellent and the accuracy percentage of their translations is quite high, since some of them used translation tool and were not completing the test independently. Still, another aspect is considered as the reason behind the high accuracy percentage of students' phrasal verb translations. Kartika (2016) discovers that when the students understand the phrasal verb well, their translation skill will increase. So, it can be considered that the good results of students' translations are probably influenced by their good mastery on phrasal verbs.

The first phrasal verb that was put in the translation test is "carry out". The most of the students applied faithful translation method and three students used free translation method. Here is the comparison between the sentence that applied faithful translation method and free translation method.

Source Language: Although in poor health, she continued to carry out her duties.

Target Language:

- Student 1: Meski dalam kondisi kesehatan yang buruk, ia tetap menjalankan tugasnya. (Faithful translation)
- Student 20: Walaupun dalam kesehatan yang buruk, dia melanjutkan kewajibannya. (Free translation)

Student 1's translation is categorized as faithful translation since phrasal verb "carry out" is precisely translated and there is no significant change in the structure of the sentence in the target language compared with the source language. It is coincided with Newmark's explanation about faithful translation method. He states that faithful translation method attempts to produce contextual meaning of the original within the constraints of the TL grammatical structures. Furthermore, Student 20 applied free translation method. Clause "she continued to carry out her duties" in the source language is translated into "dia melanjutkan tugasnya" in the target language. The translation indicates that Student 20 simplifies the sentence by not translating phrasal verb "carry out". Even though the sentence in the target language is meaningful and is still comprehensible, the main purpose of the translation test which is to translate phrasal verb is not achieved. According to Al Nasarat (2018) in his article entitled "The Dilemma of Learning Phrasal Verbs among EFL Learners", students tend to employ alternative strategies in their attempts to interpret phrasal verbs either by using more simplified form of meaning or ignoring interpretation totally. The similar case is found in Student 20's translation where he/she avoids translating phrasal verb "carry out" and applied free translation method instead.

The second phrasal verb is "think through". None of the students were able to translate it accurately. It indicates that the students encounter difficulties in translating this phrasal verb. Kurniadi (2018) proposes that dictions and distinctive features of phrasal verbs are the culprits why they ended up losing some variations in transferring the source text meanings. The changes that are attached to the meanings might incur if they paid a little more attention in their grammar and source of readings. Furthermore, in

order to overcome the problems and struggles when translating phrasal verbs, Yulianto, Ninsiana and Roza (2019) suggest that before translating source language into target language, the translator needs to grasp the meaning of the source language, and then correctly render the meaning based on the structure of the target language. Also, it is better to look at the context of the text to improve the accuracy of translation.

Literal, word-for-word, and free translation method were applied by the students in translating this phrasal verb and literal translation method is the dominant one. Here are examples of translations which were translated by using each of those methods.

Source Language: He was not emotionally stable enough to think through his decision.

Target Language:

- Student 1: Dia tidak cukup stabil secara emosional untuk memikirkan keputusannya. (Literal translation)
- Student 10: Dia tidak cukup stabil secara emosional untuk berpikir melalui keputusannya. (Word-for-word translation)
- Student 2: Emosinya sedang tidak stabil dalam mengambil keputusannya. (Free translation)

Student 1 applied literal translation method, while Student 10 translated phrasal verb “think through” by applying word-for-word translation method. According to Newmark (1988), literal translation is different from word-for-word translation only in considering TL grammatical structure in its result. But still, words are translated by their common meaning. In this translation method the sentence translate word by word, but the result follows the nearest grammatical structure of TL. The example shows that Student 10’s translation work sounds unnatural compared with Student 2’s translation. Moreover, Nurhanifah (2019) explains that if the structure of the original text the same with TL structure then it is categorized as word-for-word translation. The SL word translated one by one with the grammatical construction of TL exactly follows the SL. It is shown on Student 10’s translation work. He/she translated phrasal verb “think through” by translating “think” into “berpikir” and “through” into “melalui”. Another translation which was done by Student 2 who freely translated “...think through his decision” as “...mengambil keputusannya”. It shows that he/she does not know the exact meaning of phrasal verb “think through”. That is why he/she used his/her own interpretation and translated it into “mengambil” because it goes well with the sentence and sounds natural.

The third phrasal verb is “wore out”. This phrasal verb is used to define the condition when something is damaged or weakened from use and age and is rendered close to being useless. In translating phrasal verb “wore out”, the students applied semantic and faithful translation method. These two methods are quite hard to recognize since there is no significant difference between them. Newmark (1988) explains that faithful translation method attempts to produce the precise contextual meaning of the original within the constraints of the target language grammatical structures. Semantic translation method also applied to get the contextual meaning of the source language case. The only thing that differentiates it from faithful translation method is that it must take more account of the aesthetic value. For example:

Source Language: Parts of the motor wore out because of constant usage.

Target Language:

- Student 1: Bagian-bagian motor aus karena penggunaan yang konstan. (Faithful translation)

- Student 13: Beberapa bagian motor mengalami kerusakan karena pemakaian yang berlebihan. (Semantic Translation)

The word “aus” or “rusak” is the precise translation of phrasal verb wore out. Student 1 and Student 13 are able to produce precise contextual meaning in their translations. However, Student 13 translation is categorized as semantic one because he/she adds more suffix to word “rusak” so, it becomes “kerusakan” and also put word “mengalami” before it. Even so, it does not create distorted meaning in the target language and his/her translation sounds more aesthetic and natural.

The fourth phrasal verb is “put on”. There are two methods applied in translating this phrasal verb. The students use literal and faithful translation method, as can be seen on the examples below.

Source language: The king put a black shawl on his son as the failure.

Target language:

- Student 1: Raja memakaikan selendang hitam kepada anaknya sebagai simbol kegagalan. (Faithful translation)
- Student 3: Raja menaruh selendang hitam pada putranya sebagai simbol kegagalan. (Literal translation)

Phrasal verb “put on” is better be translated by using faithful or semantic translation method to match the context of the sentence.

Fifth phrasal verb is “come across”. Most of the students used faithful translation method, while one of them applied semantic method. Student 20 translated phrasal verb “come across” semantically as “menjumpai” where it supposed to be translated as “berjumpa” or “bertemu”. Next, the sixth phrasal verb is “let down”. Most of the students applied semantic and faithful translation, except one student who translated it by using free translation method. Student 12 did the same thing with Student 2 who translated phrasal verb “think through” into “mengambil”. Student 12 applied free translation method by translating phrasal verb “let down” into “mendiamkan”.

Seventh phrasal verb is “showing of”. The students used faithful and semantic translation method, and among the students’ translation, the researcher found some interesting parts to be discussed. First, translations of Student 1 and Student 10 would be compared below.

- Student 1: Dia tidak dapat menahan diri untuk tidak memamerkan mobil barunya. (Semantic translation)
- Student 10: Dia tidak dapat menahan diri untuk memamerkan mobil barunya. (Faithful translation)

As we have seen, one of the sentences uses “tidak memamerkan” and the other one uses “memamerkan”. So, which one of those sentences that is correctly translated? The correct one is the translation by Student 1, because contextually, it has equivalent meaning with the sentence in the source language. In the sentence: “Dia tidak dapat menahan diri untuk tidak memamerkan mobil barunya”, the underlined parts are in negative forms. So, the meaning becomes positive. It means that the subject wants to show off his new car. On the other hand, Student 10’s translation contains “tidak dapat menahan diri”, but he/she combined it with “memamerkan” in a positive form which changed the meaning into negative. It means that the subject cannot stand showing up his new car. In order to form correct translation, Student 10 should replace “tidak dapat menahan diri” into “sangat ingin”, so, the translation would be “Dia sangat ingin memamerkan mobil barunya.”

Eighth phrasal verb is “stand up for”. Faithful, literal and free translation methods were applied by the students in translating this phrasal verb. The ninth phrasal verb is “count on”. All students used faithful translation method and they were able to create mostly accurate translations. The last phrasal verb is “break away”. This phrasal verb was translated by using faithful, semantic and literal translation method. As for the literal translation method, the application is clearly can be seen on Student 11’s translation work who translated phrasal verb “break away” literally into “istirahat”. Therefore, literal translation is easier to be recognized. It is not like semantic and faithful translation which are way harder to be noticed since both of semantic and faithful translation method are actually have similarities in almost all aspects. Moreover, it has been mentioned previously that the only thing differentiates semantic from faithful translation method is that it must take more account of the aesthetic value.

#### **4. Conclusion**

Based on the data findings and data analysis which have been discussed previously, the students’ translations of English phrasal verbs into Indonesian are mostly accurate and there are five translation methods that the students applied in translating phrasal verbs. They are semantic, faithful, literal, word-for-word and free translation method. Among those, faithful translation method is the most dominant one.

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