

## Antonym Used in Translating by English Department Students of STKIP PGRI, Sumatera Barat

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**Abstract**—The research investigated the using of antonym used by English Department Students of STKIP PGRI West Sumatra on Basic Translation class Academic Year 2013/2014. The research was focused on types of antonym used on translation. The theories used were Hu (2001) which was about types of antonym and Hymes which was related to context. The method of the research used was descriptive. The researcher presented and explained the data based on the existing phenomenon on the translation class. Technique of data collection was non participant observation in which the researcher did not involve on data occurrence. The results show that student's translation on antonym have many mistakes whether on the type of gradable, complementary and converse antonymy. Many students uses the wrong opposite.

**Keywords**— Antonym; Translation; Student

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### I. INTRODUCTION

Semantics is a part of linguistics that studies about the linguistics sign of the signified objects. Mostly, it discusses about the meaning of the words, phrases, clauses and sentences. The meaning has a important role in delivering a message for a text.

There are many types of meaning discussed on semantics for example, conceptual meaning, connotative meaning, referential meaning, stylistics meaning, homonym, synonym and antonym. Each of the meaning has own meaning on a text.

Words are part of the sentence having two letters or even more. Words have meaning that gives significant impact for writers or readers both in delivering the message of a text and

understanding the goal of passage. It is important element in a text that is signifying what the writer's purpose or points in his or her words, phrases, sentences, or even a text.

In translation, every word must be translated in a correct and appropriate meaning. Misstranslating will give different message or meaning for the readers. A correct and appropriate word will make the quality of the translation becoming better and the readers understand the message of the text translated.

One of the English Education of STKIP PGRI West Sumatra profiles is translation. The students are prepared to master the theories and also practices or skill on translation. There are many subjects offered for improving student's skill on translation skill such as Translation, Basic Translation, English-Indonesia Translation,

Indonesia-English Translation and Interpreter. Each of the subject must be taken by students in order to master the translation skills.

During the translating process, the students had been taught about synonym and antonym as part of the meaning. Based on the researcher observation, it was found that some of them did inappropriate translation and others translated well. There were some phenomenon occurred where many students mistranslated about antonym. Actually, it can be acceptable as the meaning sometimes but in some cases it can't be tolerated. It is because it breaks the antonym rules.

Based on the phenomenon above, the writer is interested to analyze the antonym used by the English department students on Basic Translation class on Academic Year 2013/2014.

## II. REVIEW ON RELATED THEORIES

In linguistics, one of the most important fields is semantic relation, in particular lexical relation, which includes synonymy, hyponymy and antonymy. Lyons (1977) defines that antonym as the words which are opposite in meaning and antonym as the opposite between words. Meanwhile, Hu (2001) simply says that antonym is the name for opposite relation. It can be inferred that antonym concentrates on opposite of meaning.

Hu (2001) there are three types of antonym. They are: gradable antonymy, complementary antonymy and converse antonymy. Firstly is gradable antonymy. It is the commonest type of antonym. The antonym pairs like *hot/cold*, *big/small*, and *tall/short* all belong to the gradable antonyms. It has three characteristics. They are, first, the members of a pair differ in terms of degree. Second, antonyms of this kind are graded against different norms. Third is one member of a pair, usually the term for the higher degree, serves as the cover term.

Secondly is the complementary antonymy. Antonyms like *awake/sleep*, *married/single*, *pass/fail*, *alive/dead*, *male/female* are of this type. It also has characteristics; first they divide up the whole of a semantic field completely, second, the norm in this type is absolute, third, there is no cover term for the two members of a pair.

Third is converse antonymy. The examples are *husband/wife*, *doctor/patient*, *teacher/student*, *buy/sell*, *above/below*, and *employer/employee*. It

means that pair of words which include such a relationship that one of them can't be used without suggesting the other.

According to Hymes (in Rankema, 1993) the meaning of an utterance can be influenced by some factors, such as setting, scene, participants, ends, act sequences, keys, instrumentalities, norms, genres. He grouped it by the word **"SPEAKING"**. Meanwhile, Fromkin (1993) argued that the context of an utterance includes the speaker, hearer and any third parties present. It also includes what has been previously uttered; the physical environment, the topic, the time, and the appropriate circumstance of the utterance itself.

### III. RESEARCH DESIGN

Research design must be defined before conducting a research. It is useful to guide and help the researcher on collecting, analyzing and presenting the analysis. It will be an evidence that a researcher conducts the research scientifically and empirically.

This research was a descriptive qualitative research. Qualitative research means that a researcher analyzed the data as it was found on the phenomenon. The data were mostly discussed the written information.

The method of collecting the data was observation with non participant observation technique in which the researcher did not involve in producing the data. The researcher took the documents from the student's assignment. The assignments used were the documents were collected from the mid semester test. After collecting the documents, the writer conducted the document checklist.

The method of analyzing the data was referential method with referential technique. On this technique, the researcher found the similar word to be the opposite of the data. It was generally-influenced by the context of the text.

Source of data were all of the student's words found on translation and its data were all of the antonym were found on student's translation text. Meanwhile, the data of the research were all of the translated antonym found on the mid semester test documents of Basic Translation Class.

#### IV. DATA ANALYSIS OF ANTONYM

##### Datum 1

Saya *sangat suka* teh yang *panas*, tetapi saya *tidak suka* yang *dingin*.

I love a *hot* tea, but I don't like a *cool* tea  
(Translation)

##### Analysis:

The context shows that the sentence belongs to members of a pair differ in terms of degree of gradable antonym. It is because there is a grade or level of tea temperature on the tea. *Hot* means that the tea is on a high temperature and *cool* means that the tea is on low a temperature. The data is also included into the members of a pair differ in terms of degree. It is because it shows the comparison of tea temperature.

Talking about temperature, both pairs don't work at all. It should be *hot* and *cold*. The *cool* pair is *warm*. Based on the sample, it can be seen that there was a mistake on translating the antonym. Though it has the same words but it has different pairs of words.

##### Datum 2

Saya sedang mencari mobil yang *besar*, bukan mobil yang *kecil*.

I am looking for a *big* car, not a *small* car.  
(Translation)

##### Analysis

The context shows that the sentence still belongs to graded against different norms of gradable antonym. It is because the data explain about comparative level of a car. *Big* means the car has a wide room. Small means the car has a narrow room. Based on the answer, it can be seen that the usage of antonym is right whether the opposite of *big* is *small*.

##### Datum 3

Berapa *umurmu*?

How *old* are you?  
(Translation)

##### Analysis

The data belongs to cover term for the two members of a pair of gradable antonym based on the context. On this data, asking about the age, the social norm always uses *old* rather than *young*. There is no one and it even people never use *young* to ask about the someone's age. Based on the data shown, it shows that the translation is correct.

##### Datum 4

Laki-laki itu masih *hidup*, dia belum *meninggal*.

The man is still *alive*, and he is not *die*  
(translation)

##### Analysis

Based on the context, the data belongs to whole of a semantic field completely of complementary antonymy. It belongs to the type of semantic field. It is complementary each other. The data above is wrong because *alive's* antonym is *dead*. It is not die. Die is a verb, while dead is adjective. Alive is adjective, so that's why alive is accompanied by dead.

##### Datum 5

Ada 2 orang *laki-laki* tetapi ada 3 orang *perempuan*.

There are 2 *males* but there are 3 *females*  
(translation)

##### Analysis

The datum above is included as the complementary antonym. It is an absolute type based on the context. It is because the existence of males will not be complete with female and to understand female, the male must be on the sentence. On the data, it is shown that the translation is correct.

##### Datum 6

Berapa *umurnya*? Dan seberapa *muda* wanita itu?

How *old* and how *young* is she?  
(Translation)

### Analysis

The datum above is included as the complementary antonym on the type of no cover term for the members of two pairs. It is because in asking the age, someone will never ask “how age is she?” the opponent of old is young. The students’ translation on the data is correct.

### Datum 7

Toko itu melakukan proses **jual beli handphone**  
The store is doing **purchasing** and **selling**  
**handphone.**  
(translation)

### Analysis

The data above is included into converse antonymy. It is because they show a relational opposite based on the context. The translation above is incorrect. It is because it does not show a correct relation. The correct relation is buying and selling or purchasing and sale.

## V. CONCLUSION

Having analyzed the data, the writer makes some conclusion about the analysis. In generally, it can be concluded that students translation about antonym were inappropriate for a translation. It is because many of the translations put a wrong match or opposition on an antonym.

Second, translating antonym is greatly influenced by the contexts of the text. A good understanding of the text will have a correct and appropriate translation. Perhaps, the students do not consider the context of the text while translating the text. If they considered the context of the text, they would understand the meaning and the match of the antonym itself.

Third, it is also found that the students have limited vocabularies on translating a text. Their limited vocabularies influence on determining the words used on the translation. So that, it can be summarized that the students must have a lot of theories and practices on translation in order to master the translation skill as one of the profiles that they must possessed on English Education of STKIP PGRI West Sumatra.

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