English to Malay (Bahasa Melayu) Translation: Syntactical Issues Involving Time Reference

Nadiah Zainal Abidin[1], Wan Faizatul Azirah Ismayatim[2] Wai Lai Yee[3]

(Language Department, Universiti Teknikal Malaysia Melaka, Malaysia)

ABSTRACT: *For speakers of other languages who are interested in learning Bahasa Melayu, English has always been a useful tool to understand Bahasa Melayu easily as English is internationally well-know and widely used language and is also comparable with Bahasa Melayu. Unlike English, Bahasa Melayu does not have various types of tenses to indicate what happened in the past, in the present or in the future time. Bahasa Melayu however has its own unique way to show different aspects of time reference such as by adding the word 'telah' for past events and 'akan' for future events. This is actually one of the problems faced by Bahasa Melayu learners when constructing sentences to refer to various aspects of time reference. Thus, this study seeks to provide an insight to Bahasa Melayu learners and focuses on sentence construction involving time reference. This study used both qualitative and quantitative approach in achieving the objectives of the research. A short text taken form Readers' Digest article entitled 'Rebirth of the Feral Child' was chosen as a tool to examine the various types of tenses available in English. We found that Simple Past Tense, Past Continuous Tense, Past Perfect Tense and Present Perfect Tense caused problems when English sentences were translated to Malay sentences. This study is hoped to provide a brief and clear explanation to the foreign learners of Malay and Malay learners of English on how the sentence construction in both English and Malay are different to each other especially those that are related to the time reference.*
Keywords: Bahasa Melayu, English, Time Reference, Translation.

I. INTRODUCTION

The global use of English has made it the lingua franca connecting the world today. As a result, any learner seeking to acquire proficiency to a new language naturally uses English as the starting point of reference or tool because it acts as a bridge in easing the learning process. On the other hand, from the Malaysian Education system's perspectives, despite being taught as the second language in the Malaysian Education system (from primary to high school), the level in students' proficiency in the English language has always been an issue faced by their educators. It is apparent that the attributing factor to the problems is the different grammatical structures between Malay and English particularly in the aspects of morphology and syntax. (Nor Hashimah Jalaluddin, Norsimah Mat Awal, Kesumawati Abu Bakar, 2008) One of the main problems faced by Malaysian students in learning English is the construction of different tenses. They are unable to differentiate the tenses because in their own mother tongue, there is no tense element in the sentence construction. We believe that one of the ways to overcome this is through the comparison of both languages in the aspect of tenses. Thus, this study also investigated one of the many causes why students face difficulty in grasping the English language by comparing it with Malaysia national language, Bahasa Melayu.

Our main objectives of this study are to find out the types of tenses that bring problems in English to Bahasa Melayu translation, and to investigate the main problems that occurred in the English to Bahasa Melayu translation. To accomplish these objectives, an article taken from Readers' Digest was utilised and two research questions were developed:
i.   In this article, when translating English sentences to Bahasa Melayu, which tense causes the most problems?
ii. In the problematic tenses, what are the main problems faced when translating English sentences to Bahasa Melayu sentences?

II. LITERATURE REVIEW

Further discussion will look at problems faced by second language learners in translating English materials in general, syntactical structure of English and Malay languages, issues in the translation of English to Malay and models of translation.

2.1 Linguistic Problems in Translating English Materials for Non-native Speaker

Dweik and Shakra (2011) conducted a study on problems in translating collocations in religious text from Arabic into English. In their investigation they unveiled four main problems faced by the Arabic students in translating. Their findings revealed that students produced errors in semantic and lexical types in translating

collocations of religious materials. This is a result of the students' inadequate knowledge of collocations in their own language thus making the translation process inaccurate.

Dweil and Shakra (2011) also found that the students were unaware of certain restrictions in the collocation of the elements which also served to make the translation process difficult. Furthermore, the cultural diversity that existed in both culture made the translation an impossible task as the meaning was unattainable after translating the text. Dwei and Shakra (2011) also discovered that the lack of materials such as a dictionary whether monolingual or bilingual impede on the translation accuracy.

Meanwhile, Nord (as cited in Na, 2007) depicted that there are four main problems in translating. Nord revealed that the main problem would be the Pragmatic translation problems, cultural translation problems, linguistic translation problems and text specific translation problems.

Few problems have been detected as well in translating Topic-Comment structure of Vietnamese into English as studied by Na (2007). In his studies Na (2007) highlighted three main areas of mistakes made by 15 students in translating which was "(1) the identifying and rendering of dropped subjects from Vietnamese into English, (2) the handling of complex Topic-Comment structure of Vietnamese, (3) the translating of the verb phrase in general and the marginal passive construction in particular".

2.2 Issues in the Translation of English to Malay

According to Chiew (1999) language planning in Malay language started after independence when Malay language is used as medium of instruction in schools and higher education institution. Mainly the planning was made to ensure that science and technological information would be available in Malay. Chiew (1999) also added that Dewan Bahasa dan Pustaka (language and Literary Agency, DBP) is among the pioneer in modernising and standardising the language.

In translating, borrowing from English can occur from the absence of Malay terms in conveying the accurate information (Chiew, 1999). However, Chiew later added that sometimes they will encounter terms which may not be 'conducive to the derivation of other linguistically related terms'.

Furthermore, Translator faces difficulties in translating derivational forms of terms as few scientific and technical terms applied are root words and the derived forms were not borrowed in the Malay language. According to Asmah (as cited in Chiew, 1999) in ensuring that the borrowed English terms are acceptable, it needs to be governed by the rules of the Malay 'phonology, orthography, morphophonemics and grammar (morphology and syntax).

Preferably, the orthographic spellings of English loan words influence the resemblance of the scientific and technical terms as they are coined although the pronunciation vary from the spelling (Chiew, 1999). Chiew gave an example on the word 'psychology' which is spelled as 'psikologi' instead of 'saikologi'.

In his research, Chiew explained that Malay language does not have suffixes for marking adjective and translator would constitute to the usage of other word to indicate the adjectival function or maintaining the use of the root word and let the rest of the sentence convey the adjectival function. The examples given in his research are as followed;
Political scientist = ahli sains politik (science = sains ; politics = politik)
Cultural phenomena = fenomena budaya (culture = budaya)

2.3 Models of Translation

McElhonon (2005) did a thorough research entitled 'From Word to Scenario of Linguistic Theories Upon Models of Translation'. In his research he explained that by the late twentieth century most translation models are shaped by the code model communication and linguistics theories.

2.3.1 The Code Model of Communication (CMC)

The aim of this model is to ensure that the meaning of the translated message should be 'exactly reproduced' by the sender to be decoded by the receiver (McElhonon, 2005). Taber (as cited in McElhonon, 2005) stated "The translator must strive for equivalence [between the source and target languages] rather than identity" and translating must reproduce "the closest natural equivalent of the source-language message, first in terms of meaning and secondly in terms of style."

The CMC has been adapted and evolved from identity to equivalence then to the drop of the equivalence notion (McElhonon, 2005). Gentzler (as cited in McElhonon, 2005) elaborated that variety of theories existed with different approach however the basis of the foundation is similar in assuming the original presence and re-presentation of it in the receiving community and founded on the basis of CMC.

Table 1: Summary of the different appropriate level of "decompositional-augmentative"

Linguistic unit	Analytical method to identify the core	Method for augmentation in the TL
lexical units	componential analysis	add TL semantic features
Sentence	back transformations to expose the underlying "kernel sentences	carry out TL transformations
surface grammatical	rewrite text in propositions with THING, EVENT, ATTRIBUTE, RELATIONS explicit	recognize skewing and adjust the TL surface structure accordingly
Discourse	identify the deep structure semantic roles in various discourse genre	recognize skewing and adjust the TL surface structure components
figurative language	change to literal meaning and recognize a point of similarity	reconstitute in TL figurative language
cultural forms	recognize the function and role	select a TL functional substitute
Scenarios	Incomplete schemas	fully specify the assumptions from the cognitive environment

Adapted from "From Word to Scenario of Linguistic Theories Upon Models of Translation", by Kenneth A. McElhanon (2005) Journal of Translation, Volume 1, Number 3

2.3.2 Relevance Theory

The relevance theory was developed by Enrst-August Gutt (1991) to improve on the existing CMC theory (McElhonon, 2005). His argued that previous translation theories does not cover 'the question of interference, how much implicit materials should be made explicit and how figures of speech (irony) may be handled' as they failed to differentiate 'contextually conditioned' communication problems and 'linguistically conditioned' issue.

Table 2: 'Features of semantic and communicative translation Newmark 1991'

Semantic translation	Communicative translation
Author-centered	Reader-centered
Pursues author's thought process Related to thought.	Pursues author's intention. Related to speech
Concerned with author as individual.	Adapts and makes the thought and cultural content of original more accessible to reader
Semantic- and syntactic-oriented. Length of sentences, position and integrity of clauses, word position, etc. Preserved whenever possible.	Effect-oriented. Formal features of original sacrificed more readily
Faithful, more literal	Faithful, freer.
Informative	Effective
Usually more awkward, more detailed, more complex, but briefer	Easy reading, more natural, smoother, simpler, clearer, more direct, more conventional, conforming to particular register of language, but longer.
Personal	Social
Source language biased	Target language biased
Over-translated: more concentrated and more specific than origina	Under-translated: use of 'hold-all' terminology.
More powerful	Less powerful
Always inferior to the original because of loss of meaning	May be better than original because of gain in force and clarity, despite loss in semantic content
Out of time and local place—'eternal'	Ephemeral and rooted in its context, 'existential'
Wide and universal	'Tailor-made' or targeted for one category of readership; does one job, fulfils one particular function.
Inaccuracy is always wrong	A certain embroidering, a stylistic synonymy, a discreet modulation is condoned, provided the facts are straight and the reader is suitably impressed
The translator has no right to improve or to correct	The translator has the right to correct and improve the logic and style of the original, clarify ambiguities, jargons, normalize bizarre personal usage
Mistakes in the original should (and must) be pointed out only in footnote.	The translator can correct mistakes of facts in original
Target: a 'true' version, i.e. an exact statement	Target: a 'happy' version, i.e. a successful act.
Unit of translating: tends to be words, collocations and clauses	Unit of translating: tends to be sentences and paragraph
Applicable to all writings with original expressiveness	Applicable to impersonal texts
Basically the work of translating is an art.	Basically the work of translating is a craft
Usually the work of one translator	Sometimes the product of a translation team
Conforms to the 'relativist' position of cultural relativity.	Conforms to the 'universalist' position, assuming that exact translation may be possible
Meaning	Message

Adapted from "From Word to Scenario of Linguistic Theories Upon Models of Translation", by Kenneth A. McElhanon (2005) Journal of Translation, Volume 1, Number 3

2.4 Syntactical Structure of English and Malay

Young (2001) gave a detailed explanation on the similarities and dissimilarities of the syntactical structure of English and Malay languages. English language has the same basic structure with the Malay language which follows the Subject-verb-object (SVO) grammatical structure (Awal, Bakar, Hamid & Jalaluddin, 2006; Young, 2001).

According to Young (2001), foreign learners of the Malay language will find learning this language easier as compared to some of the other languages. It is due to the fact that the "phonological system is simple, and the grammar does not have inflexions and does not mark tense, case, gender or number. The prevalence of vowels and liquid in the words, the infrequency of harsh combinations of unvoiced consonant and word chimes in reduplications make Malay a smooth and sweet-sounding language".

However, Young (2001) also revealed that the differences between both languages create problems for the second language learners in acquiring the target language. Young (2001) highlighted the differences in terms of number, gender, personal pronouns, it and there, articles/determiners, verbs, time, tense and aspect, to be, modal auxiliaries verb, question forms and question tags, range and choice of vocabulary, culture and languages and etc.

Second language learners encounter problems in learning English due to its different grammatical structure with Malay language (Awal, Bakar & Jalaluddin, 2008). Malay language does not have morphological markers for adverbs, plurality, and superlative form for adjectives and others (Awal et al, 2008). Furthermore, they also discovered that the different structure in syntax also served to be a problem. Awal et al (2008) explained that the dissimilarity in relative pronouns, subject-verb agreement, copula and determiners challenged the students' ability in acquiring the language. In their study, social surrounding also played important roles in terms of attitude and environment towards the target language.

2.4.1 Copula 'be'

Copula 'be' is vital in the English grammatical system to connect the predicate with the subject of a sentence (Awal et al, 2006). They further elaborated on three forms of copula 'be' in present and past tense, where 'is', 'am', are used for third person singular and 'are' function for the plural ones. Awal et al (2006) also elaborated on the changes that occur when the tenses are in the past, where 'was' is used for singular subject and 'were' is for plural subject. This language and grammatical complexity does not apply in the Malay language as the syntactic structure does not exist in the Malay language (Awal et al, 2006).

Nik Safiah et al (as cited in Awal et al, 2006) asserted that Malay language have two forms of copula which is ialah and adalah that is seemingly similar to English copula. Nevertheless, the two Malay copulas are unnecessary and predetermined in Malay as in contrast with English copula forms which vary according to the subject and tenses. The uses of copula in Malay is mostly optional and have no relation with tense number or aspect feature, it is however related with the predicate of the subject of the main clause (Wong, 2012). The formation of copula be in Malay and English is a 'divergent phenomena' where one copula be in Malay is applicable in various forms of copula be in English in different complexity level (Hua, Maros & Salehuddin, 2007).

2.4.2 Time, Tense and Aspect

According to Young (2001), 'sudah', 'pernah', and 'telah' serve as an indicator of time of a completed action at the time of speaking in the Malay language. He later adds that Malay language did not correspond to the English language where it failed to distinguish between simple past tense and present perfect tense. Meanwhile, in signifying present tense Young (2001) stated that the use of temporal adverbs such as 'sekarang' to replace 'now and at this moment' implies unfinished action at the time of speaking. The temporal adverbs can be placed before or after the verb.

Aside from that, 'akan' has been widely used to indicate future time in Malay language (Young, 2001). For the progressive tense Malay language uses 'semasa, sedang, sewaktu, or sementara' to express durative aspect along with verb to express on-going action or event (Young, 2001). The aspect marker is visible in both Malay and English language to highlight progressive form (Wong, 2012).

2.4.3 Determiners/ Articles

The English language grammatical system consists of two different types of determiners to premodify the head noun in a noun phrase which is the indefinite and definite articles such as 'a, an and the' (Awal et al, 2008). Hua et al (2007) further explained that "structurally, a determiner precedes an adjective if there are adjectives in the noun phrase. In case where no adjectives are present, they are positioned directly in front of a

noun". Furthermore, number or countability of the head nouns play and important aspect in the usage of the English determiners (Hua et al, 2007).

According to Hassan (as cited in Hua et al, 2007) similar to the English determiners the Malay determiners forms part of a noun phrase as well although only 'ini'(this) and 'itu'(that) existed in the Malay language. Nik Safiah Karim (as cited in Hua et al, 2007) claimed that 'itu' and 'ini' function as demonstrative determiners and definite article. Hua et al (2007) later add that Malay Linguist mostly agreed on positioning 'itu' and 'ini' after the any Malay noun phrase. Meanwhile, According to Young (2001) Malay language does not have article and the demonstrative 'ini' or 'itu' can also function to replace 'the' and this is mostly optional.

Malay grammar does not have any rules on placing determiners to name specific locations or places unless it had been mentioned earlier or expressed deictically (Hua et al, 2007). This is in contrast with the English language where to name location or places enquires determiners (Hua et al, 2007). They later added that definite and indefinite articles will be added if the expression are not expressed deictically. In contrast with the Malay determiners some of the English determiners need to agree with the proceeding noun (Hua et al, 2007).

2.4.5 Subject Verb Agreement (SVA)

In the English grammar a subject needs to be in sync with the verb especially in present forms, if the verb is in a singular form the subject must follow and the same rule govern for plural forms (Hua et al, 2007). However in the Malay grammar SVA rule does not exist and the inflection based on the number of subject is unnecessary (Hua et al, 2007). According to Wong (2012) the Malay and Chinese language is similar in terms of not having overt tense or agreement morphology and they have similar thematic verbs form regardless of the different time references.

III. METHODOLOGY

By following The Code Model of Communication (CMC) proposed by McElhonon, this research will tried to translate all the sentences into the closest meaning of the source-language which is English in terms of both the meaning and the style. In addition, the relevance theory developed by Enrst-August Gutt (1991) is also being considered during the process of English-Malay translation so that the closest meaning of the English sentences will be achieved.
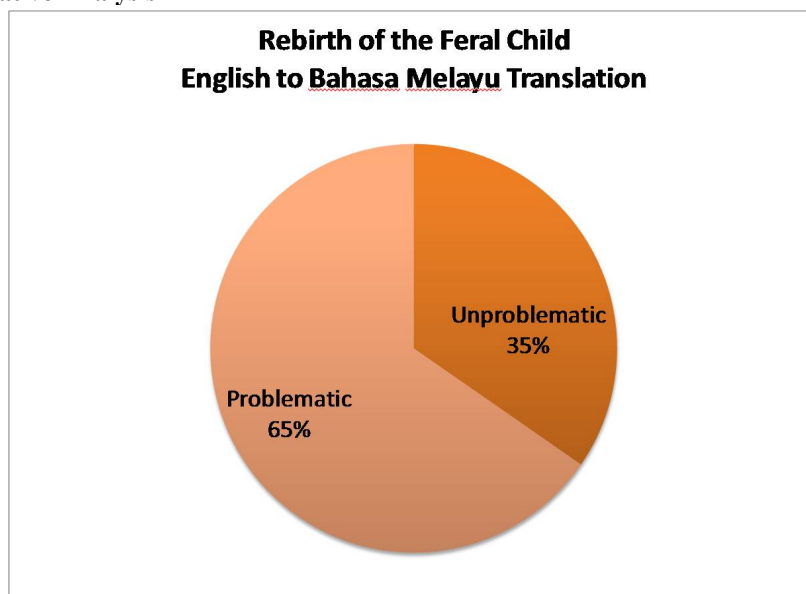
As stated by Young (2001), the differences between English and Malay language create problems to learners to acquire the target language. Some differences include the use of verbs, time, tense and aspect, to be, and modal auxiliaries verb which exist in English but not in Malay. Some other types of problems faced by learners were also mentioned by other researchers (as stated in the previous section) such as Awal et al (2008) and Hua et al (2007). To prove their claims, this research focuses on the problems that occurred when English sentences are compared with the Malay translated version sentences, especially those that are related to the aspect of time reference or tenses. This will then lead us to the conclusion on why tenses are one of the problematic aspect for foreign learners of Malay and Malay learners of English (as we argued in the introduction section). This study will then try to provide some suggestions on how to solve the problematic sentences through the addition of appropriate words as suggested by Young (2011). He claimed that words such as 'sudah', 'pernah', and 'telah' can be used to indicate the time of a completed action, words such as 'sekarang' to indicate unfinished action, the word 'akan' to indicate future action and words such as 'sedang' and 'sewaktu' to indicate progressive aspect. In this study, we are also interested to see whether or not we can achieve the exact meaning of the English sentences when these words were added, and also interested to find if there are any other possible words not mentioned by Young that can be added to solve the problematic sentences.

This study used both qualitative and quantitative approach in achieving the objectives of the research. A short text taken form Readers' Digest Edition article entitled 'Rebirth of the Feral Child' was chosen as a tool to examine the various types of tenses available in English. The text consisted of 45 paragraphs and 283 sentences. The types of tenses (for example, simple present tense, simple past tense, present continuous tense, simple future tense, etc) involved in each sentence were determined in order to see the distribution of different tenses available in the text. The sentences were then translated into Bahasa Melayu and the frequency of English sentences that were problematic when they were translated into Bahasa Melayu was recorded.

To answer research question number 1, the percentage of different type of tenses occurred in the problematic sentences were determined in order to see which type of tense brings the most and the least problems in English to Bahasa Melayu translation. On the other hand, to answer research question number 2, in the problematic tenses, the main problems faced when translating English sentences to Bahasa Melayu sentences were detected and were analyzed to find any solution to the problems (if possible).

IV. RESULT AND DISCUSSION

IV.1   Quantitative Analysis

Rebirth of the Feral Child
English to Bahasa Melayu Translation

Unproblematic
35%

Problematic
65%

Throughout the translation process, Figure 1 shows that 65% of the article was considered to be problematic. On the other hand, no problem occurred while translating the other 35% of the article.

Tenses	Simple Present	Simple Past	Present Perfect	Past Perfect	Present Continuous	Past Continuous	Simple Future
Problematic Occurrence (%)	0	90	100	100	0	20	0

Figure 2

Referring to Figure 2, a total of seven tenses were found in the article including three kinds of simple tenses, two kinds of continuous tense and two kinds of perfect tenses. The simple tenses were simple present tense, simple past tense and simple future tense. The prefect tenses were present perfect tense and past perfect tense. The continuous tenses were present continuous tense and past continuous tense.

Problems occurred while translating four kinds of tenses, which were simple past tense, present perfect tense, past perfect tense and past continuous tense. For simple past tense, its problematic occurrence was 90%. For present perfect tense, its problematic occurrence was 100%. Similar to present perfect tense, past perfect tense had 100% of problematic occurrence.

Three of the seven kinds of tenses had 0% problem in translation while the other four kinds of tenses brought problems to the translation. Out of the four kinds of problematic tenses, two shared the highest percentage, namely present perfect tense and past perfect tense, with 100% each. On the other hand, past continuous tense had the lowest problematic occurrence, which was 20%.

4.2 Qualitative Analysis
4.2.1   Problem 1: Simple Past Tense in Malay language
While translating the article from English to Malay language, problems occurred when the attempt to express the verbs in Simple Past Tense form in the Malay language was done. For Malay language, verbs do not exist in simple past form.

Example (1a)

Bernie   led   Danielle to   the   playground.
Bernie   membawa -PAST   Danielle ke   itu   taman permainan.
Bernie membawa Danielle ke taman permainan itu.

In Example (1a), the English sentence was expressed in Simple Past Tense. The verb 'led' was written in the form of Simple Past Tense, which had made the time frame when the particular event happened very vivid even without the presence of a clear time reference. However, when translated into Malay language, the exact form of verb could not be translated because verbs in Malay language do not exist in past tense form. The verb 'membawa' did not imply the time frame of this particular event. One who read the translated sentence without referring to the original sentence in English would not be able to know if the event happened in the past or present.

Example (2a)

Diane	walked		over	and	spoke		to	her	softly.

Diane walked over and spoke to her softly.
Diane berjalan-PAST lebih dan bercakap-PAST kepada dia dengan lembut.
Diane berjalan ke hadapan dan bercakap dengannya secara lembut.

In Example (2a), the verb 'walked' was written in simple past tense. When this sentence was translated into Malay language, confusion happened when there was no past form for the verb, 'berjalan'. Hence, the time frame of the event was not clear.
Solution: Adding the word 'telah' (already).
When the English verbs in past tense could not be expressed in Malay language, the word 'telah' can be added into the sentence to achieve the closest meaning in Malay.

Example (1b)

Bernie led Danielle to the playground.
Bernie membawa -PAST Danielle ke itu taman permainan.
Bernie telah membawa Danielle ke taman permainan itu.

In Example (1b), the word 'telah' was added before the verb, 'membawa'. It was then made clear that the event happened in the past when the word 'telah' was added into the translated sentence even though there was no time reference in the sentence.

Example (2b)

Diane walked over and spoke to her softly.
Diane berjalan-PAST lebih dan bercakap-PAST kepada dia dengan lembut.
Diane telah berjalan ke hadapan dan bercakap dengannya secara lembut.

Similar to Example (1b), the word 'telah' was added before the verb, 'berjalan'. One who read the sentence would understand that the event happened in the past.

4.2.2   Problem 2: Inability to Achieve the Exact Meaning

One of the problems occurred while translating sentences from English language to Malay language when the latter was unable to achieve the exact meaning as the former. The meaning of the translated sentence was not exactly the same as the original sentence after direct translation. The same meaning was unable to be delivered.

Example (3a)

Her name, her mother had said, was Danielle.
Dia nama, dia ibu telah-PAST berkata-PERFECT, ialah-PAST Danielle.
Namanya, ibunya telah berkata, ialah Danielle.

In Example (3a), the verb 'be' was expressed in simple past tense, 'was'. This indicated that the event happened in the past. After translating the sentence in English into Malay language, the verb 'was' was translated to 'ialah'. The same meaning could not be achieved in the translated sentence because the word 'ialah' does not function as a time indicator.

Example (4a)

"I guess she wanted to make sure the food was still there."
"Saya teka-PRESENT dia mahu-PAST untuk buat pasti itu makanan ada-PAST masih sana."
"Saya teka dia mahu pastikan makanan itu masih ada di sana."

In Example (4a), the verb 'wanted' was written in past form which indicated that the event described by the sentence happened in the past. The other verb in the sentence, 'was' was written in past form which also

indicated that the event took place in the past. However, the exact meaning could not be achieved after the sentence was translated from English to Malay. The verb 'wanted' was translated to 'mahu' while the verb 'was' was translated to 'ada'. Both of the verbs, 'mahu' and 'ada' do not give any time frame to the event.
Solution: Adding time reference
        The inability to achieve the exact meaning as the English language in Malay language can be overcome by adding time references into the translated sentences. The time references which can be added are 'tadi' (just now), 'pada masa itu' (at that time), 'semalam' (yesterday), 'pada minggu lepas' (in last week) and others equivalent.

Example (3b)

Her name, her mother had   said,   was   Danielle.
Dia nama, dia ibu   telah-PAST berkata-PERFECT, ialah-PAST   Danielle.
Namanya pada masa itu, ibunya telah berkata, ialah Danielle.

        In Example (3b), the phrase, 'pada masa itu' (at that time) which functioned as time reference, was added in the translated sentence. With the presence of the time reference, it was made clear to the readers that this event happened in the past.

Example (4b)

"I   guess   she wanted   to   make sure the food   was   still   there."
"Saya teka-PRESENT dia mahu-PAST untuk buat   pasti itu makanan ada-PAST masih sana."
"Saya teka pada masa itu dia mahu pastikan makanan itu masih ada di sana."

        In Example (4b), the phrase which indicated the time of the event, 'pada masa itu' (at that time) was added before the related verb, 'mahu' in order to imply the time of the event to avoid confusion. However, this phrase did not need to be added again near the second verb, 'ada' because it was not necessary as the addition of the same phrase at the earlier part of the sentence made it sufficient to represent the time frame of the event. Besides, adding in the phrase again would result repetition.

4.2.3   Problem 3: Has/Have Versus Had
        Problems occurred during the attempt to translate the sentences with Present Perfect Tense and Past Perfect Tense. When used together with a verb in perfect tense, 'has', 'have' and 'had' represent different meanings in terms of the time frame when certain events take place. However, when translated into Malay language, all of them could be replaced by the word 'telah' (already) which makes no difference in terms of the time of the events. It could be used as long as the event happened in the past while the time reference that indicated the length of time that had passed since the certain event was not taken into consideration.

Example (5a)

She had   never   been   to school   nor   seen   a   doctor.
Dia telah-PAST tidak pernah berada-PERFECT ke sekolah   mahupun jumpa-PERFECT seorang doktor.
Dia tidak pernah pergi ke sekolah mahupun berjumpa dengan seorang doktor.

        In Example (5a), Past Perfect Tense was used to talk about a girl who had never been to a school, as well as a doctor, until a specific point of time in the past. At the point of time when this sentence was written, the girl had clearly experienced going to school and seeing a doctor. Though, the same expression could not be delivered by Malay language through direct translation. By saying 'tidak pernah' (never), the sentence did not convey if the girl has gone to school and seen a doctor now.

Example (6a)

"I've   been   in rooms   with   bodies   rotting for   a   week
"Saya telah-PRESENT berada-PERFECT di bilik-bilik dengan badan-badan reput   untuk satu minggu
"Saya pernah berada di dalam bilik-bilik dengan mayat-mayat yang mereput untuk seminggu…"

        In Example (6a), Present Perfect Tense was used to convey the experience of a police officer in the article. The expression, 'I've been' in the original sentence was translated to 'Saya pernah berada'. However, confusion occurred when the readers could not identify the time frame of the expression given that 'Saya pernah berada' could be interpreted as 'I have been' as well as 'I had been'.
Solution: Adding the word 'dulu' (in the past)

The confusion on the time reference in the sentences with Past Perfect Tense could be amended by adding the word 'dulu' which means 'previously'. This time reference could give the sentences a more specific time frame compared to the direct translation.

Example (5b)

She had	never	been	to school nor	seen	a	doctor.

Dia telah-PAST tidak pernah berada-PERFECT ke sekolah mahupun jumpa-PERFECT seorang doktor.

Dia dulu tidak pernah pergi ke sekolah mahupun berjumpa dengan seorang doktor.

In Example (5b) the word 'dulu' added in front of the expression 'tidak pernah'. The addition of the particular time reference delivered a clearer time reference to the sentence. In this translated sentence, it conveyed the expression that in the past until certain point of time, the girl had never been to a school nor seen a doctor; however she had done those two things already when the sentence was being read. For Example (6a), there was no solution available as the confusion remained even after adding the word 'dulu' in the sentence.

4.2.4 Problem 4: Will Versus Would

It was problematic to express the meaning of future in past expression through Malay language. In English, even though both of the modals 'will' and 'would' carry the same meaning, there is a slight difference in terms of the time reference for both of the modals. In Malay language, one is unable to express the meaning of future in past expression, as 'will' and 'would' can both be translated into 'akan' with no obvious difference in Malay language.

Example (7)

My hope	was	that she would	be able to	sleep through the	night

Saya harapan ialah-PAST yang dia akan-PAST jadi dapat untuk tidur melalui itu malam

Harapan saya ialah dia akan dapat tidur sepanjang malam,

Example (8)

"She wouldn't	take	anything," Bernie	says.

"Dia akan-PAST tidak mengambil apa-apa," Bernie berkata-PRESENT.

"Dia tidak akan mengambil apa-apa," Bernie berkata.

In Example (7) and (8), the modal 'would' carried the meaning of future in the past expression. Nonetheless, after being translated into Malay language, the modal 'would' was replaced by the word 'akan'. Through direct translation, the exact meaning of 'would' here could not be delivered in Malay language because the same expression as English language is not available. This problem could not be solved by adding any time reference into the translated sentence.

4.2.5 Problem 5: Progressive Aspects in the Past

In English, an event that was going on continuously in the past could be expressed by using Past Continuous Tense. When the sentences that contained Past Continuous Tense were translated into Malay language, problems occurred when the same meaning of this tense could not be achieved through direct translation.

Example (9a)

and that her mother,who was being investigated on charges of criminal child abuse,

dan itu dia ibu,siapa ialah-PAST sedang-PROGRESSIVE disiasat-PAST atas tuduhan daripada jenayah kanak-kanak penderaan

…dan ibunya, yang sedang disiasat atas tuduhan melakukan jenayah penderaan kanak-kanak,

In Example (9a), Past Continuous Tense was used to indicate the on-going investigation that was being carried out on the mother in the case. The clause, 'who was being investigated' was translated to 'yang sedang disiasat'. Through the direct translation, the clause, 'yang sedang disiasat' was not sufficient to express the same meaning as the original sentence in English because there was no clear time reference to indicate that the on-going investigation happened in the past. By merely reading the direct translation in Malay, the readers would not be able to interpret that the on-going investigation actually happened in the past.

Example (10a)

While Holste looked around, a stout woman in a faded house coat demanded to know what was going on.

Semasa Holste melihat-PAST sekeliling, seorang gemuk perempuan dalam satu pudar haus kot meminta-PAST untuk tahu apa telah-PAST sedang berlaku-CONTINUOUS pada.
Semasa Holste melihat sekeliling, seorang perempuan gemuk   yang memakai sehelai haus kot pudar meminta untuk tahu apa yang sedang berlaku.

In Example (10a), the expression 'what was going on' in the English sentence was translated into 'apa yang sedang berlaku'. By merely translating the sentences directly, the clause, 'apa yang sedang berlaku' did not indicate the exact time frame of the event, which was in the past.

Solution: Adding time reference

The inability of Malay language to express the progressive aspects that happened in the past could be solved by adding time reference into the sentence. The suitable time references include 'tadi' (just now), 'pada masa itu' (at that time), 'semalam' (yesterday), 'pada minggu lepas' (in last week) and others which are equivalent. When the time frame was made clear, the uncertainty of the readers could be avoided.

Example (9b)

> and that her mother, who was being investigated on charges of criminal child abuse,
> dan itu dia ibu, siapa ialah-PAST sedang-PROGRESSIVE disiasat-PAST atas tuduhan daripada jenayah kanak-kanak penderaan
> dan ibunya, yang sedang disiasat pada waktu itu atas tuduhan melakukan jenayah penderaan kanak-kanak,

In Example (9b), the phrase, 'pada waktu itu' was added into the translated sentence in Malay after the clause, 'yang sedang disiasat'. The additional phrase served as the time reference of the sentence to make the meaning of the sentence closer to the original sentence in English.

Example (10b)

> While Holste looked around, a stout woman in a faded house coat demanded to know what was going on.
> Semasa Holste melihat-PAST sekeliling, seorang gemuk perempuan dalam satu pudar haus kot meminta-PAST untuk tahu apa telah-PAST sedang berlaku-CONTINUOUS pada.
> Semasa Holste melihat sekeliling, seorang perempuan gemuk yang memakai sehelai haus kot pudar meminta untuk tahu apa yang sedang berlaku pada waktu itu.

In Example (10b), the phrase 'pada waktu itu' was added after the clause 'what was going on'. After adding the time reference into the sentence, it was made clear that the on-going event happened in the past thus the closer meaning was able to be achieved.

V. CONCLUSION

Finally, we have successfully achieved the aims of the study and successfully answered both research questions developed. We found that Simple Past Tense, Past Continuous Tense, Past Perfect Tense and Present Perfect Tense caused problems when English sentences were translated to Malay sentences. However for research question number 1, we found that in this article, problems occur most frequently in Past Perfect Tense and Present Perfect Tense. For research question number 2, we conclude that in all the instances of the problematic tenses discovered, the main problems faced when translating English sentences to Malay sentences are:

(1) Inability to express actions that happened in the past (simple past tense form) in Malay sentences as the verbs that showed both the present and the past forms will have similar meaning when translating into Malay;
(2) Inability to achieve the exact meaning after translation;
(3) has/have versus had;
(4) will versus would; and
(5) Inability to express the progressive aspect that happened in the past.

Time reference is an issue in English-Malay translation as it resulted in unclear meaning after translation. Some problems can be resolved by adding time reference words such as 'telah', 'dulu', 'pada masa itu' etc, but some just can't be resolved at all. In the above problems, only problem number (4) cannot be resolved both 'will' and 'would' make no difference when translating.

However, there are some limitations of this study. It is worth reminding our readers that this article is unable to generalize the great number of English-Malay translation text available in the world as what we have here is just a sample. Imbalanced distribution of tenses in the text is also a limitation in finding more instances of translated sentences of different types of tenses available in English.

Different languages have different features. Thus, this study is hoped to provide a brief and clear explanation to the foreign learners of Malay and Malay learners of English on how the sentence construction in both English and Malay are different to each other especially those that are related to the time reference.

ACKNOWLEDGEMENTS

REFERENCES
Journal Papers:
[1]. Norasimah Mat awal, Nor HashimahJalaluddin, Nor Zakiah Abdul Hamid &Kesumawati Abu Bakar. (2007). The Second Biennial International Conference on Teaching and Learning of English in Asia: Exploring New Frontiers (TELiA2), (pp. 1-13. ISBN 978-983-42061-2-3)
[2]. Dweik, B. S. &Shakra M.M (2011). Problems in Translating Collocations in Religious Texts from Arabic into English**.** Linguistics Journal. Volume 5.
[3]. Na, P.P.Q. (2007). Translating Topic-Comment Structures of Vietnamese into English. The Linguistics Journal, Volume 3, Issue 3.
[4]. Quah, C.K. (1999) Issues in the Translation of English Affixes IntoMalay1. Meta:Translators' Journal,vol. 44.
[5]. McElhanon, K.A. (2005) From Word to Scenario: The Influence of Linguistic Theories Upon Models of Translation. *Journal of Translation, Volume 1, Number 3 (2005) 29.*
[6]. Norsimah Mat Awal,NorHashimah Jalaluddin & Kesumawati Abu Bakar (2008). The Mastery of English Language among Lower Secondary School Students in Malaysia: A Linguistic Analysis. *European Journal of Social Sciences – Volume 7, Number 2 (2008)*106.
[7]. Hua, T.K., Maros, M. &KhazruyatiSalehuddin. (2007) Interference in Learning English, Grammatical error in English essay writing among rural malay secondary school student in Malaysia. Jurnal e-BangiJilid 2 bil2-jan – dis 200, (pp. 1-15. ISSN 1823-884X)
[8]. Eng, W.B (2012). Acquisition of English Tense and Agreement Morphology by L1 Malay and L1 Chinese Speakers. 3L: The Southeast Asian Journal of English Language Studies, Vol 18(3): 5 – 14.
[9]. Young, J.Y. (2001). Malay/ Indonesian Speaker. In Swan, M & Smith, B. (Eds.) Learner English second edition a teacher's guide to interference and other problems (pp. 279-295). Cambridge University Press.