ANALYZING TRANSLATION METHODS USED BY STUDENTS OF ENGLISH EDUCATION AT SRIWIJAYA UNIVERSITY IN TRANSLATING INDONESIAN TO ENGLISH TEXTS AND VICE VERSA

A THESIS

by

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DECLARATION

I, the undersigned,

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certify that the thesis entitled "**Analyzing Translation Methods Used by Students of English Education at Sriwijaya University in Translating Indonesian to English Texts and Vice Versa**" is my own work and I did not do any plagiarism or inappropriate quotation against the ethics and rules by Ministry of Education of Republic of Indonesia Number 17, 2010 regarding the plagiarism in higher education. Therefore, I deserve to face the court if it is found out plagiarism in this work.

Indralaya,   Juli 2020

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ANALYZING TRANSLATION METHODS USED BY STUDENTS OF ENGLISH EDUCATION AT SRIWIJAYA UNIVERSITY IN TRANSLATING INDONESIAN TO ENGLISH TEXTS AND VICE VERSA

ABSTRACT

Nowadays, literature is not only written in one language but also many languages. To gather all information, people need the method to replace the source language to the target language or vice versa, which named translation. This study focused on students' methods in translating texts according to Newmark's theory, and students' perception. Qualitative descriptive method that includes test and interview was used in this research. Translation test was pointed to 35 students of English Education Study Program of Faculty of Teacher Training and Education of Sriwijaya University in which the students were asked to translate two of four texts given. The interview was pointed to three students considered as higher achiever, three students considered as middle achiever, and three students considered as lower achiever. The translation result showed that there are different methods used in each text due to the various sentences. Adaptation is the only one inapplicable method in the texts given, since adaptation is directed to use in a play, drama, and etc. The result of interview showed that students had the same perception of translation, the same understanding of SL and TL, used their own strategy, and obviously had the problems in translating the texts although the texts given still considered to be easy for them to translate.

Keywords: *translation methods, students' methods used, Indonesian to English text and vice versa*

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CHAPTER I
INTRODUCTION

This chapter presents: (1) background of the study, (2) research questions, (3) research objective, (4) significance of the research, and (5) limitation of the research.

1.1   Background of The Study

Language is an essential thing that always becomes a basic need for all humans in order to get the meaning of the messages delivered in many aspects such as in communication, in reading both fiction and/or non-fiction literature, in translating the texts, and so forth. Humans also use language for several things, like giving instructions, asking questions, and expressing emotions, but particularly it is used to communicate information about the world (Parikh, 2001, p.1). In addition, to gather all information not only from one language but also from many languages, people nowadays need the method to replace the source language to the target language or vice versa, which named translation.

The translation is a literary process in replacing meaning or message from source language (SL) to the target language (TL). Moreover, Apriana et al., (2014) claim that translation is not only as simple as the process of translating words, but has developed into transformation of meaning and intention. In translation, either through formal correspondence or through textual equivalence achieved by translation shifts, it is not transferring meaning between languages, but replacing a source-language meaning by a target-language meaning that can function in an equal way in the situation being represented linguistically (Catford in Fawcett, 1997, p.54). Obviously, translation definitely plays an important role to convey and get the messages from one language to another language. Therefore, the approaches in the translation are required. There are, at least, two approaches in translating: (1) start translating sentence by sentence, can be started from the first paragraph or chapter, to get the feel and the delivered message of the texts, then review the position, and read the rest of the SL texts; (2) read the

whole texts two or three times, and find the intention, register, tone, highlight the difficult words and passages and start translating only when the meaning of the texts had been gotten. (Newmark, 1988, p.21).

Additionally, since English is used as an international language, many kinds of literature and references used are necessarily stated and written in the English language. Baker (1992) also states that apparently, in non-literary translation, English is the most widely translated language in the world. Therefore, translation is necessarily needed. Unfortunately, translating from *Bahasa Indonesia* as source language to the *English Language* as the target language or vice versa is not that easy work. In this case, translating from *Bahasa Indonesia* as source language to the *English Language* as the target language or vice versa also seems like a complicated work although for those who had ever learned those two languages before. Even those listening and speaking skills are considered as very well, it never defines the quality of the translation since the ability to translate is never possessed by the listening and speaking ability of someone. Fortunately, the quality of translation can be improved by using identified strategies or methods in order to cover the problems found in the process of translation. In line with this, Newmark (1988) states that the problem is normally how to make sense of a difficult sentence. Usually, the problem is pointed to a long complicated sentence with complex grammar, often weighed down by a series of word-groups depending on verb-nouns. It means that, in order to avoid error translation or the ambiguities of the words and to make a good translation, it requires equivalence at vocabulary, grammar, lexical, meaning, some approaches, and many more to make the translation to be meaningful and communicative. Somehow, regardless of the equivalence in a grammatical, pattern of a sentence, and so on which appear in translation, some methods of translation cannot be neglected.

Historically, as cited in Newmark (1988), the confusion of whether to translate literally or freely has always been a central problem of translating. The argument has been well-known since at least the first century BC up to the beginning of the nineteenth century. Then at the turn of the nineteenth century, it

is suggested by the study of cultural anthropology that the linguistic barriers were insuperable and that language was entirely the product of culture, the view that translation was impossible gained some currency, and with it that, if attempted in the least, it must be as literal as possible. This view culminated within the statements of the acute literalists' Walter Benjamin and Vladimir Nabokov. The argument was theoretical: the aim of the interpretation, the characteristic of the readership, the sort of text, was not discussed. Too often, writers, translators, and readers were implicitly identified with one another. Now the context has changed, but the essential problem remains. Furthermore, Newmark depicts the methods in a flattened V diagram:

SL Emphasis	**TL Emphasis**
Word-for-Word Translation	Adaptation Translation
Literal Translation	Free Translation
Faithful Translation	Idiomatic Translation
Semantic Translation	Communicative Translation

Commenting on those methods, Newmark says that only semantic and communicative translation fulfill the two main aims of translation, which are first, accuracy, and second, economy. In general, a semantic translation is written at the author's linguistic level, a communicative at the readerships. Semantic translation is used for 'expressive' texts, communicative for 'informative', and 'vocative' texts.

Accordingly, learning translation and investigating the methods of translation is necessarily needed since there are some difficulties and problems which probably appear in translated texts. In line with this, Larkosh (in Dollerup and Apple, 1996: 47) highlights that there can be no hesitation, however, that theories of literary translation cannot be reduced to translations of literary texts in order to judge their quality. It means that, due to the quality of translation, knowing theories of literary translation is a necessity in order to avoid and decrease the errors in translating the texts. Additionally, identifying the problems only is not enough to discover what missed in the process of translation. The use

of the method is necessarily needed in order to discover the awkward meaning of the translated text.

Besides, in correlation to what stated before, learning translation theories is not the only strategy to use the methods and discover the problems, since it is known that novice translators usually face some problems, in translating texts . Languages, in this case *Bahasa Indonesia* and English Language, also have some similarities, differences, and characteristics of each language. Finding out each characteristic of the source language and the target language is another method to solve the problems due to the lack of knowledge in translation. According to Apriyanti, Wulandari, Safitri, and Dewi (2016) that process of transferring equivalent meaning from source language to target language is considered as translation, in which the characteristics of SL and TL are essential to be discussed. There are several different characteristics. The first is the plural. In Indonesian, the plural refers to the form of a repeated word or double words with the dash, for example, *anak-anak, buku-buku, hati-hati, mencari-cari* (in Badan Pengembangan dan Pembinaan Bahasa, 2016). As a comparison, plural in English is pointed to the word with additional *s/es* in a regular form such as *pens* and *matches*, and another form of words in an irregular form such as *women* and *men*. Second is possessive pronoun. The 1st, 2nd, and 3rd singular pronoun in Indonesian is pointed to the end of a noun, for example, *celanaku, sepatunya, rumahmu* while the 3rd, 2nd plural is written separately after the noun, for example, *kelas kalian, rumah kami, meja kita*. For a matter of comparison, the English language puts all possessive pronouns separately before the noun such as *my book, your books, her pen, his box, its tail, their paper, our house.*

Meanwhile, Utami (2017) had been conducted a preliminary observation and interview at the second-year English department students of UIN Sultan Syarif Kasim Riau Pekanbaru. It shows that some problems were encountered by the students in doing Indonesian-English translation tasks. First, the pattern of the sentence(s) tends to be transferred literally when it is translated from the source language to the target language. Second, the structure of the target language tends to be simplified and generalized. Third, the word order stated wrongly in

translated sentences from Indonesian into English. It happens because the students use the Indonesian structure in translating an English sentence. Although it is accepted in Indonesian structure as a source language, when translating the source text into target text (English), the students should put more attention to the structure of the target text itself since it will cause the wrong information or meaning.

Some previously conducted studies also present the problems in translating texts from source language to the target language and/or vice versa. Basuki (2015) conducted investigating students' difficulties in translating Indonesian texts into English in the fifth-semester students of the English Education Program of Muhammadiyah University in the academic year of 2013 / 2014. The result of the study showed that in translating Indonesian to English texts, some errors made by students still can be found especially lexical and grammatical errors. The translated texts also still get influenced by their first language, *Bahasa Indonesia*. As a consequence, although they translated into English, their translation still sounds Indonesian. In constructing English translating, the students reflected the Indonesian grammatical system, so the translation is sometimes being unnatural even unacceptable.

Another finding that describes problems in translating texts is conducted by Sudrajat (2015). 24 difficulties in the lexical aspect, 25 difficulties in the grammatical aspect, and 11 difficulties in the stylistic aspect are the true evidence of problems faced by the sixth-semester students of English Education Department at State Islamic University of Sunan Gunung Djati Bandung in translating texts. It reveals that they tend to be not able to change and use the component from the source language into the target language. From those results, it can be concluded that there are still many problems faced by students in translating.

A preliminary study was conducted toward some fifth-semester students of English Education Study Program of Sriwijaya University through Whatsapp. They were asked to translate Indonesian to English texts and vice versa in order to

find out the way they translate the clause(s), phrase(s), and sentence. The following examples show their translated texts as a result of preliminary research.

Tetap tersenyum ya!.

Instead of translating into "keep smiling", the students translated into "keep smile".

Susan menikah dengan seorang dokter.

There are several translations toward that sentence: "Susan is married to a doctor", "Susan got married with a doctor", "Susan married to a doctor".

Aku telah bekerja selama 3 tahun.

As same as before, the students translated in many versions: "I've worked for three years", "I've been working for 3 years", "I've working for 3 years", I have worked for 3 years".

Pernahkah kamu pergi ke Jepang?

There are only two versions of their answers in translating this kind sentence. "Have you ever been to Japan?", "have you been to Japan?".

Saya ada janji

Some of them translated into some versions, those are, "I have a promise", "I got promised", "I have a promise", "I have an appointment".

Saya berdiri di antara 50 siswa

Some of them translated into: "I am standing among 50 students", "I stand between 50 students".

From all those results of the preliminary study, it shows that some students are still getting confused when translating collocation, grammatical structure, tenses, the use of words such as 'among' versus 'between', and 'promise' versus 'appointment'. In addition, the problem in word-for-word translation also found in the sentence "*Tetap tersenyum ya!."* Instead of translating into "keep smiling",

the students translated into "keep smile". It means that they still face the problems in translating texts even, in fact, they have been supported by other courses. fHowever, finding out the methods of the way they translate the text is another way that will figure out the mistakes found in translation.

In English Education Study Program of Sriwijaya University, translation has become a compulsory course in order to introduce the translation knowledge itself and practice students' ability in translating the texts from the source language to the target language and vice versa. The introduction of translation course, which definitely had been supported by other courses before such as structure I, structure II, and so forth, is expected to assist students in finding and using methods in order to avoid errors translation or to help them improving the quality of their translations and identifying the methods in translation based on some kinds of problems faced in translation.

Therefore, based on the descriptions above, due to the finding of several problems in translation, and unsure of the direction in the process of it, the writer is interested to find out and describe *"Analyzing Translation Methods Used by Students of English Education at Sriwijaya University in Translating Indonesian to English Texts and Vice Versa".*

1.2   Research Question

Based on the background of the research, the problems of the research are formulated into:

1. What are the methods used by the students in translating Indonesian to English texts and vice versa based on Newmark's theory ?.
2. What are students' perceptions about translation, the problems, and their strategy (ies) in translating Indonesian to English text and vice versa?.

1.3   Research Objective

The objective of the research is to find out, analyze, and describe the methods used by the students of English Education Study Program of Sriwijaya University in the academic year 2017/2018 and their perception of translating Indonesian to English texts and vice versa.

1.4   Significance of the Research

1.4.1 Practical Significance of the Research

Practically, this research is hoped for:

a. the lecturer, the result of this study is expected to assist the lecturer in analyzing students' ability in translation and finding out the common students' translation errors and methods used, especially in translation course.

b. the students, the result of this study is expected to improve students' mastery in translating texts from Indonesian into English and vice versa, so that the students can learn to reflect the translation methods and fix what common errors they commonly do in translating Indonesia to English texts and vice versa by using identified methods.

1.4.2   Theoretical Significance of the Research

Theoretically, this research is hoped for:

a. Improve the researcher's translation ability. Eventually, the writer hopes that she can improve her knowledge and skill in translating texts from source language to another target language.

b. Provide further reference(s) for other researchers who want to analyze the problems encountered and the method used by the students in translating Indonesia into English text and vice versa.

1.5   Limitation of the Research

This research focuses on analyzing students' methods in translating Indonesian to English texts and vice versa and their perception of translation. The translated texts are analyzed by using Newmark's theory. The participant of this study is 35 students of English Education Study Program of Sriwijaya University in the fifth-semester. They are chosen because they had passed translation unit as a compulsory unit. The students are chosen based on Grade Point Average (GPA) to be interviewed toward their perception about translation. They are classified into higher achiever, middle achiever, and lower achiever.

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