

EXPLORING STUDENTS' STRATEGIES AND METHODS IN TRANSLATING INDONESIA-ENGLISH TEXT

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Abstrak: Penelitian ini bertujuan untuk menginvestigasi strategi dan metode yang digunakan oleh mahasiswa dalam menerjemahkan teks Bahasa Indonesia ke Bahasa Inggris. Penelitian ini menggunakan desain deskriptif kualitatif. Pengambilan data dilakukan dengan menggunakan dua instrument, tes menerjemahkan dan juga kuesioner. Karena penelitian dilaksanakan pada saat pandemic Covid 19 dimana mahasiswa diharuskan belajar di rumah, pengambilan data dilakukan secara online. Tes menerjemahkan dilakukan melalui Google Classroom dan kuesioner dilakukan dengan pengisian Google form. Hasil penelitian menunjukkan bahwa kebanyakan mahasiswa menggunakan metode through translation dan juga shift of translation sebagai strategi dalam menerjemahkan teks dari bahasa Indonesia ke bahasa Inggris. Sedangkan untuk metode yang digunakan oleh mahasiswa dalam menerjemahkan, sebagian besar mahasiswa menggunakan free translation sehingga mereka tidak terikat dengan struktur dari bahasa target. Akan tetapi, tetap disarankan untuk penerjemah untuk memperhatikan struktur tata bahasa dari teks yang diterjemahkan, kata-kata kultural dan juga mekanik penulisan. Selain itu, penerjemah juga harus memperhatikan persamaan dan juga perbedaan struktur dari bahasa sumber dan bahasa target. Sebagai data tambahan, hasil dari kuesioner menunjukkan bahwa mahasiswa biasanya menggunakan mesin penerjemah seperti Google Translate sebagai alat bantu. Dari hasil kuesioner, juga diketahui bahwa mahasiswa menemukan beberapa kesulitan diantaranya menggunakan strategi dan metode yang tepat, penggunaan padanan kata di bahasa target dan juga kurangnya pengetahuan pada bidang yang diterjemahkan serta kurangnya waktu untuk berlatih menerjemahkan

Kata Kunci: menerjemahkan, strategi, metode

Abstract: This research was aimed to explore the strategies and methods used by the students in translating Indonesian text into English. Descriptive qualitative was used as the research design. Further, the data were taken in two methods, that is, translation test and questionnaire. Since it was done during the pandemic of Covid-19 in which the students should learning from home, the translation test as well as the questionnaire were done online using the Google Classroom and the Google Form. The result showed that the students mostly used through translation and shift of translation as the strategies to translate Indonesia-English text. While for the method, the students mostly used the free translation so that they were not tied with the structure of target language. However, it is suggested for the translators to mind on the grammatical structure of both texts, cultural words, and writing mechanic. Further, the translators should also pay attention on the similarities and differences of the structure of source language and target language. As additional data, the questionnaire result showed that the students usually used translation machine like Google translate as their helping tools. Moreover, it is known from the result of the questionnaire, the students usually found difficulties in using appropriate strategies and methods of translation, finding the equivalences of words in target language, lack of knowledge on the field of translation as well as lack of time to practice their translation skill.

Key Words: translating, strategies, methods

INTRODUCTION

Translation is one of compulsory subject for students who take English Language Teaching program for their bachelor degree in most of universities in Indonesia. After completing this course, students are expected to have ability in translating both from Indonesian into English and from English into Indonesian (Ayomi & Sidhakarya, 2015).

Translating a language is somehow difficult since the translators have to make sure their translation is both natural and accurate. Natural here means that the result of their translation is not only acceptable in the target language but also easily understood. Robinson (2005) stated that translating needs a high level of intelligence. It means that having a good mastery on vocabularies as well as grammar is not enough. The translators should also have high intelligence so that they have a good knowledge to support the translation.

Further, translators with good knowledge can help them to translate in appropriate context. As we know, translating research paper will have different context from translating short story, novel or even daily conversation. The knowledge on language, however, is not acquired naturally by a translator. It needs time, practice and experience to have it (Ayomi & Sidhakarya, 2015).

Nowadays, as the digital era of 4.0, it is very easy to find translation tools or translation machine. Internet provides a lot of translation tools to ease the translators to translate. However, translators may fail in using the correct strategies and methods to translate. Therefore, although the translators have been helped by the translation tools, they still have failure in translate the target language which is smooth, natural and accurate.

As a matter of fact, translating is not merely changing the source language into the target language. Therefore, translators usually have difficulties in finding appropriate word to translate the source language. Since Indonesian have different social and cultural background from the English native speakers, smooth, natural and accurate translation is difficult for them.

Considering the background above, the researcher intends to conduct a research to investigate the students' strategies and methods to translate Indonesian text into English in a smooth, natural and accurate translation

RESEARCH METHOD

This research is aimed to explore the strategies and methods used by the students in translating the text from Indonesian into English. Specifically, the research is aimed to describe how the students choose the strategies as well as methods to help them translating the source text into the target language. McMillan (1992) stated that qualitative research usually relates to the verbal description of the data presented. Since this research is aimed to describe in details how the students use the strategies and methods in translating Indonesian text into English, descriptive qualitative is chosen as the research method.

The research method is chosen based on some considerations such as the qualitative research can be used to describe the complex background and interaction among the informant to give in depth information so that it can give in depth description compared to the quantitative method.

The subject of the research was the students who were officially registered in the Translation class in the even semester of 2019/2020. While for the instrument, the researcher was the human instruments who was directly conducted the study in the field by collecting the data from questionnaire and translation task.

The data found in this research was analyzed using qualitative technique analysis. This technique transcribes the raw data from the questionnaire and review result of the students' translation test. The finding was got from sorting the data (processing the information systematically based on the variable to be studied), classifying data (classifying the data and comparing them to the respondents' answers). Content analysis will also be used to take the conclusion from the test. After the data have been collected in two methods; questionnaire and translation task, the next step is analysis the data qualitatively. Based on Berg (2001: 35), data analysis consists of three concurrent flows; data reduction, data display, and conclusion and verification.

Here, the researcher used four criteria adopting from (Indra G & Setiawan, 2017), that is, message content accuracy, message distinct, equivalences of using target language and mechanic appropriate. The criterion of the scoring was as follow:

Table 1. Scoring Rubric of Translation

No	Scoring aspects	Maximum score	Score obtained
1	Message content accuracy	30	
2	Message distinct	30	
3	Equivalences of using target language	25	
4	Mechanic appropriate	15	
TOTAL		100	

FINDINGS AND DISCUSSIONS

Findings

This research was conducted in Translation which was taught by the researcher. However, the data was taken during Learning from Home (LFH) due to the pandemic of Covid 19. There were two data taken by the researcher. First, the data was taken using questionnaire. Second, the data was taken by administering translation test to see students' ability in translating Indonesia-English text.

a. The Test

The test was done by students in Google Classroom. The students were asked to translate an article from Kompas.com into English. The result was as follow:

1. Strategies in Translation

The result of the strategy used in the test can be seen in the Figure 3.1



Figure 1. Strategies in Translation

From Figure 3.1 above, it can be seen that most of the students use through translation so that they can change the source language directly into the target language or it is usually called borrowing words. Second, the students used shift of translation in which they changed the grammatical structure of TL into SL. It was done because Indonesia and English has different structure of grammar. Next, the students also use transference, naturalization, modulation and reduction. Each strategy was used by one student.

2. Method Used in Translation

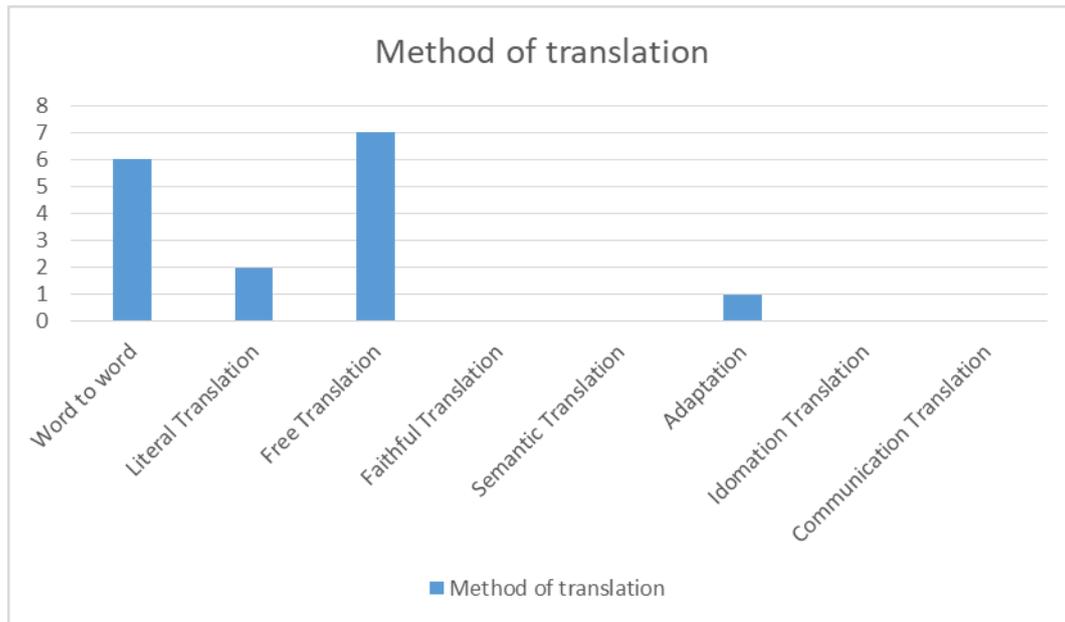


Figure 2. Method of Translation

Figure 3.2 showed that the most used method of translation is free translation. It was used by seven students. Here, the students chose to translate freely and not to be tied by the rule of the source language. Further, six students used word to word translation in which they translated the article in every single word. Next, the method used by the students was literal translation in which they can construct their translation into the nearest target language although some of them finally are out of context. The last method used was adaption in which the student tried to adapt some term in Bahasa Indonesia into English word.

3. The Criteria of the Scoring

Meanwhile, the researcher also analyzed the students' translation test. There were four criteria of scoring on students' translation ability from Indonesia – English text, that is, message content accuracy, message distinct, equivalences of using target language, mechanic appropriate. The result was as follow:

a. Message content accuracy

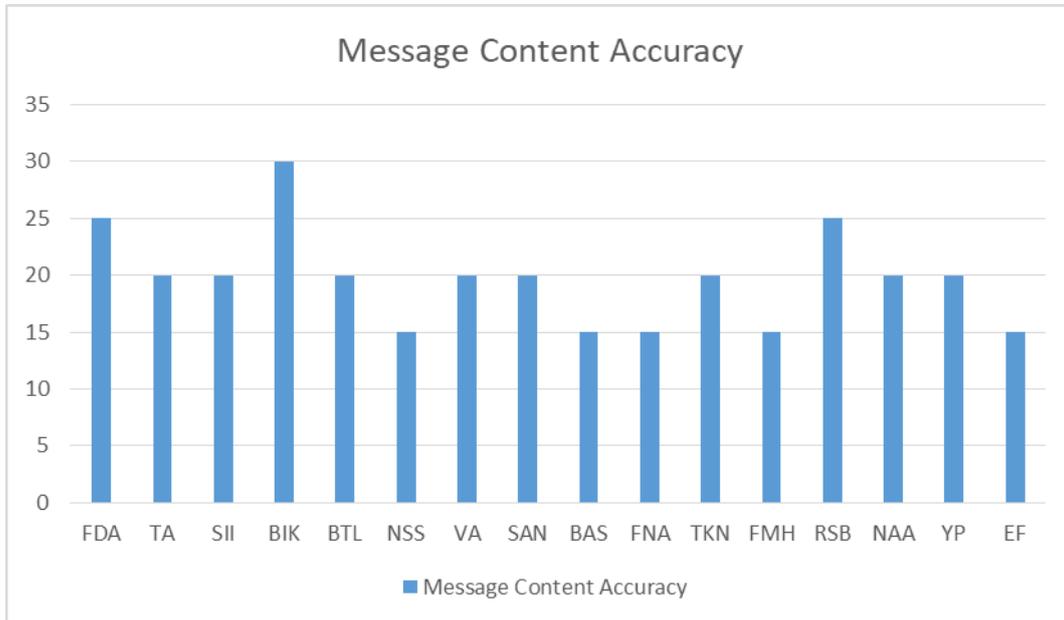


Figure 3. Message Content Accuracy

In the message content accuracy, the maximum score which can be obtained was 30. In the test, only one student can obtain the maximum score. In addition, two students got 25. Next, the most which can be obtained was 20. It was obtained by eight students. Finally, five students obtained score of 15. However, no student obtained zero. Therefore, it means that most of the students obtained fairly accurately in translating Indonesia-English text.

b. Message distinct

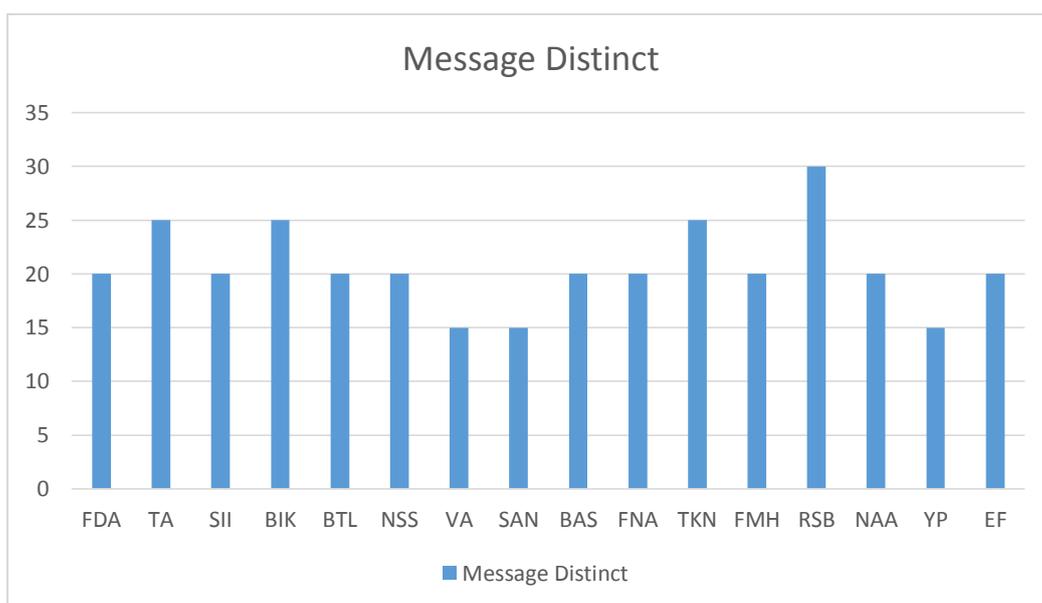


Figure 4. Message Distinct

From the figure 3.4 above, it can be seen that only one student can obtain maximum score of 30, three students obtained score of 25, nine students obtained score of 20 which most students can obtain and three students obtained score of 15. It means that most of the students have fair cohesion and coherence on their translation result.

c. Equivalences of Using Target Language

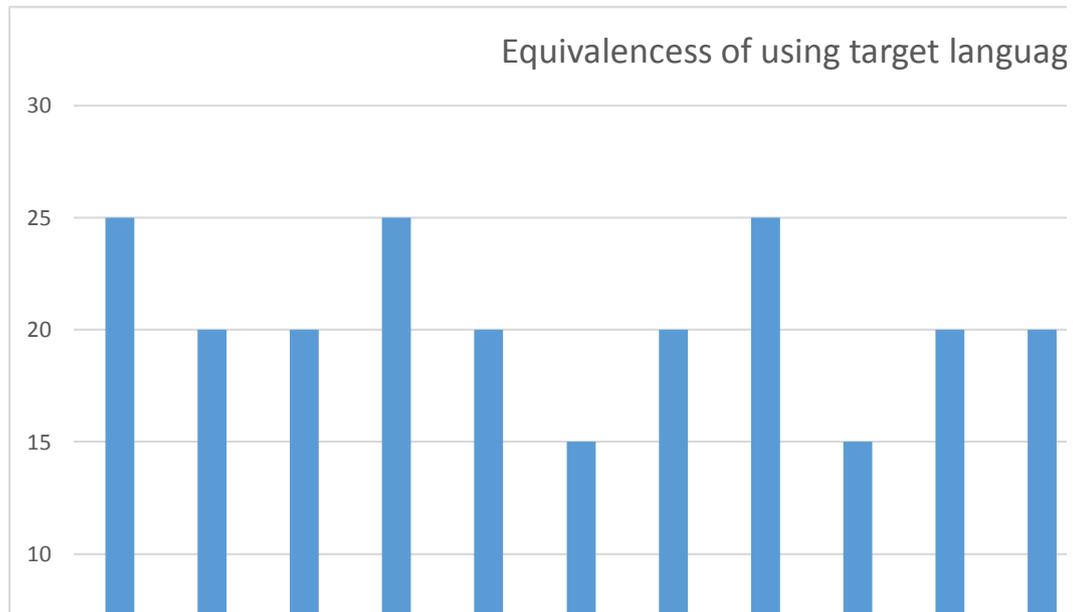


Figure 5. Equivalences of using target language

From Figure 3.5 above, it can be seen that four students can obtain the maximum score of 25, eight students obtained score 20, and four students obtained score of 15. It means that the students can show good ability in using structure and grammar of the target language.

d. Mechanic Appropriate

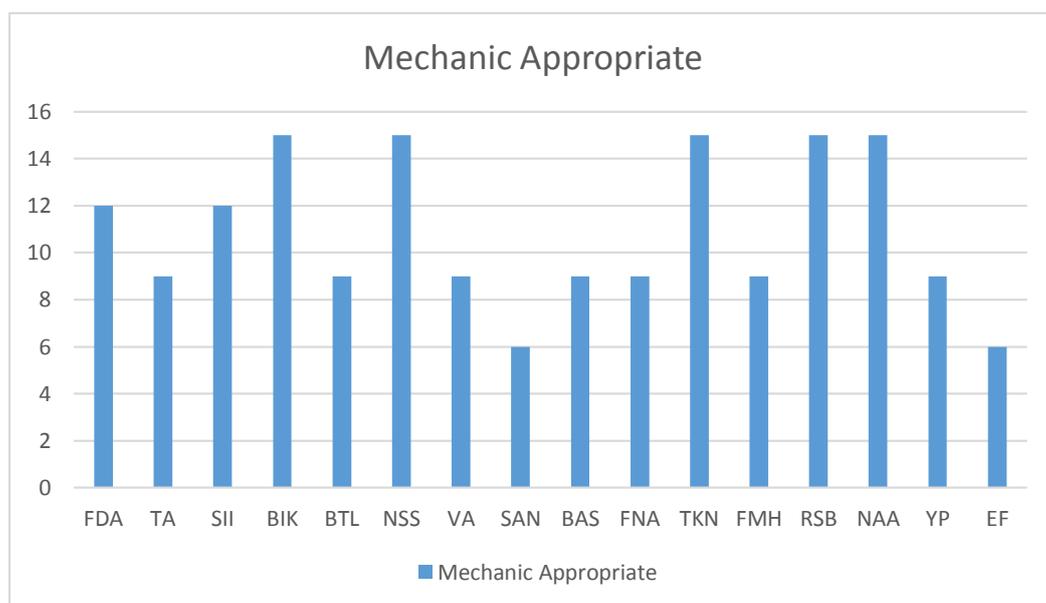


Figure 6. Mechanic Appropriate

From figure 3.6 above, it can be seen that most of the students got 9 for the mechanic appropriate. Further, five students got 15 as the maximum points on mechanic appropriate, two students got twelve points and two students got 6. It means that most of the students showed fair usage of mechanic.

Finally, the summary of the test result was as follow:

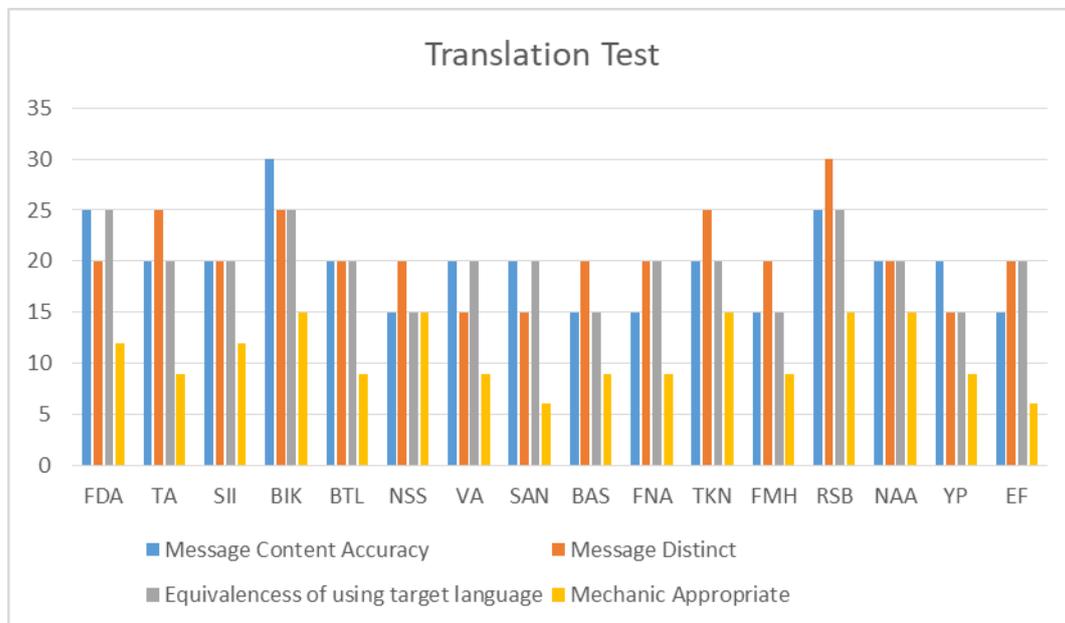


Figure 7. Result of Translation Test

From Figure 3.7 above, it can be seen that the students who got higher score in one criteria tended to get higher score also in other criteria. The average score of the message content accuracy was 19.7, average score of message distinct was 20.6, the average score of equivalences of using target language was 19.7 and the average score of mechanic appropriate was 10.8. Meanwhile, the average of the total score of the four criteria was 70.8. It means that the students has average ability in translating the Indonesia-English text.

b. The Questionnaire

The questionnaire was spread to the students in the form of Google form. The students were asked about helping tools for translating the text and also their difficulties in translating Indonesia – English text. 16 students filled in the questionnaire. However, they can choose more than one option. The result for the first question on helping tools for translating the text was as follow:

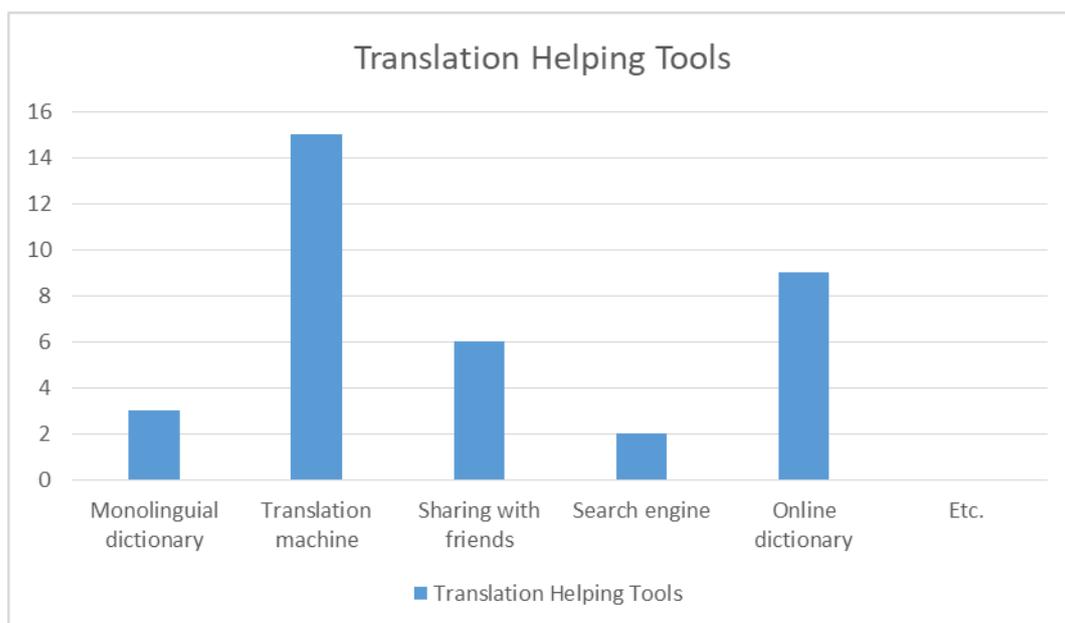


Figure 8. Translation Helping Tools

Figure 3.8 above showed that most of the students (sixteen students) utilized the translation machine such as Google translate. Further, nine students utilized online dictionary which can be accessed freely using the internet. Next, six students shared their translation task with friends so that they can discuss the result of their translation. Moreover, only three students used monolingual dictionary such as Longman, Oxford, or Cambridge Dictionary of English and only 2 students stated that they tried to use search engine like Google, Bing or Yahoo.

Meanwhile, the result of the second question on the difficulties in translating Indonesia-English text was as follows:



Figure 9. Difficulties in Translation

The result as can be seen in the Figure 3.9 above showed that most of the students (10 students) feel that they found difficulties to choose the appropriate strategies and methods. Also, seven students felt that they did not have enough knowledge on the field to be translated. Furthermore, six students found the difficulty in finding the equivalent language in the target language. Last, four students felt that they did not have enough time for training their translation skill.

B. Discussion

This research was aimed to seek the answers of two research problems, that is, what strategy the students used in translating Indonesia-English text and what method the students used in translating Indonesia-English text. First, the finding shows that most of the students used through translation as their strategies in translating Indonesia-English text. In through translation, students can directly change the source language into the target language. For example, in the sentence "*Newsweek diketahui telah menyematkan foto hasil jepretan Elliot di halaman web mereka tanpa seizin pemilik foto,*" students here can directly change the word '*menyematkan*' into pin although the more suitable word is embed. It is in line with (Indra G & Setiawan, 2017)'s findings which also stated that the most used strategies was through translation. Second, students also used shift of translation where students can change the grammatical structure of source language when they transferred it into target language. It has been known that English has grammatical structure which is different from Indonesia's structure. In English, there are some tenses based on time the action happens. In Indonesia, such thing does not exist (Liao, 2006). In line with that, (Apriyanti et al., 2016) also stated English has tenses for verbs while in Indonesian tenses are not used although Indonesia and English have the similarities in the way arranging sentences and paragraphs. In Indonesia, sentence usually consists of subject and verb. The verb comes after subject. It also happens in English. English sentence consist of minimally one subject and one verb. The verb also comes after subject.

The second research question on what method used by students in translating Indonesia-English text comes to the finding that the students usually used free translation so that they were not tied by the rule of the source language. They seemed to translate the terms in Indonesian as they want. So, sometimes it does not follow the structure of English language. Moreover, students also used word to word translation in which they translate the Indonesian into English one by one or every each word. However, it should be remembered that the students should pay attention on both similarities and differences on the Indonesia as source language and English as target language (Apriyanti et al., 2016).

Based on the answers of the two research problems above, to translate from Indonesia-English text, the translators should concerns on the strategies in translating such as adapting

the grammatical structure, cultural words, and writing mechanic (Apriyanti et al., 2016). Moreover, it can be seen in from the students' translation test that some students made errors on mechanic. This things happens because some things such as articles does not exist in Indonesian text. Some students also made errors on punctuation and capitalization.

Further, based on the questionnaires that were filled in by the students, it was known that most students still utilized translation machine such as Google translate to translate text from Indonesia into English. However, the translation machine such as Google translate usually blind when it should translate special structure, terms, or grammar (Fem (2011) in (Vidhayasai et al., 2015)). While for the difficulties in translating Indonesian-English text, the students found that they had difficulties to find appropriate strategies and methods, equivalences in the target language as well as the knowledge on the field of translation. Therefore, students should improve their ability in translating by improving their knowledge as well as improving their awareness of the differences of source language and target language (Apriyanti et al., 2016).

CONCLUSIONS AND SUGGESTIONS

Conclusion

This research was aimed at exploring the students' strategies and methods in translating Indonesia-English text. The finding shows that the students usually used through translation and shift of translation as the strategies in translating the text from Indonesia into English. Moreover, students usually used free translation and word to word translation as the method to translate although it means that they did not pay attention on the structure of the target language. However, it should be remembered that the students should mind on both similarities and differences of source language and target language.

In addition, the translation tests shows that to translate Indonesia-English text, the translators should concerns on the strategies in translating such as adapting the grammatical structure, cultural words, and writing mechanic. Although some writing mechanic does not exist in Indonesian, such as articles, the students should pay attention on that.

Furthermore, based on the questionnaire, it was found that most of the students used translation machine as their helping tools. The translation machine such as Google translate, however, cannot translate sentence and paragraphs well because it usually completely blind on the special structure, terms and grammar. While for the difficulties, it was found that they students have difficulties in finding appropriate strategies and

methods to translate, equivalences of word in target language as well as knowledge on the field of translation.

Suggestions

Based on the conclusion, there are some suggestions to be offered. First, it is suggested that the teacher or lecturer of translation introduced the strategies and methods from the very beginning so that the students can choose appropriate. Furthermore, teacher or lecture of translation course should motivate students to improve their knowledge so that they can translate text from any fields.

While for the future researcher, it is suggested to conduct a research on the same field about translation strategies and methods but on different context and text type.

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