

INDONESIAN-ENGLISH TRANSLATION METHODS USED BY THE HIGHER TRANSLATION ACHIEVERS OF ENGLISH EDUCATION DEPARTMENT OF UNISMA

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Abstract: This research aimed to discover translation methods used by the higher translation achievers of English education department of UNISMA in translating academic text. The research design was descriptive qualitative research. The subject of this research was translation students who got an excellent final score in 3rd translation subject and students who have massive practice in translating. In order to identify the translation methods used by the higher translation achievers, a questionnaire and documentation were used as the instruments for collecting data. The instruments are collected through online and offline. The translation methods proposed by Newmark (1988) were used as the framework of this study. The process of data analysis included data reduction, data display, and conclusion drawing and verification. The findings of this study showed the students used four types out of eight translation methods used by the higher translation achievers in translating thesis abstracts. Moreover, faithful and semantic were indicated as the most effective methods determined by the higher translation achievers to translate academic text.

Key Words: Translation methods, abstract, higher translation achiever

INTRODUCTION

Translation has been a communication tool between diverse people since the dawn of time that enables people to convey and comprehend other languages verbally or textually. Translation contributes to cultural exchange and global education dynamics, as it must reach from diverse cultural and educational backgrounds (Newmark, 1988).

Translation, as a linguistic act, has been a required course that English students have to pursue in exchange for completing the undergraduate program. Moreover, the students are expected to acquire translation skills to help the learning process be more relevant, can reduce the communication gap between source language and target language, and fully understand the information (Fahruri, 2022).

Catford (1978) defines translation as “The replacement of textual material in one language (SL) by equivalent textual material in another language (TL).” The core of translation is not only conveying the intended message but also determining the TL (Target Language) equivalent. Translation equivalent is the target language element that conveys the same message as the source language element in the translation process. Moreover, certain approaches must be considered throughout the translation process such as cultural context, linguistic, and situation settings (Larson, 1998), lexical and grammatical (Catford, 1978), structure, and the intent of the source text (Newmark, 1988), to convey the exact meaning and message of the text.

In translation process, translation methods are an important aspect that must be considered by the translator in order to achieve natural and equivalent results (Dewi & Wijaya, 2021). Consequently, students have to be familiar with the process and method of translation, in order to produce proper translation results which are readable and understandable by the target readers.

Regarding translation methods, Newmark (1988) proposed eight classifications of translation methods which will be used as the framework of this study. The eight methods are separated into two sections: focus on the target language (TL) and emphasize the source language (SL). The methods are described in the V diagram below (Newmark, 1988, p. 292).

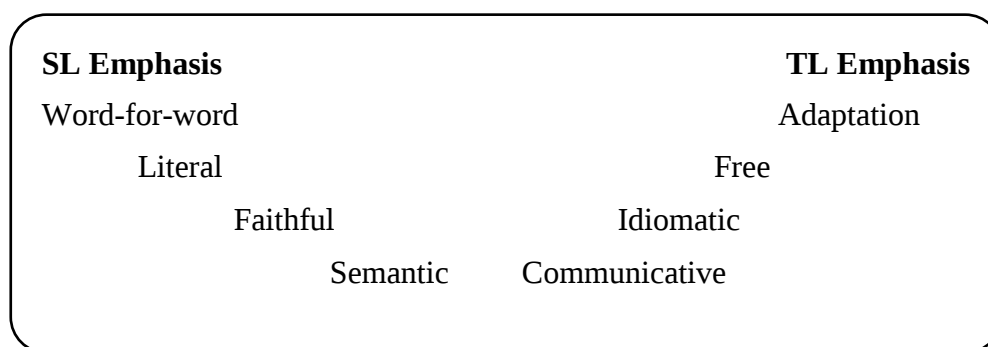


Figure 1.1 Diagram V of Newmark (1988)

Along with previous studies conducted by Septiana (2020), Siregar, Rubis, and Gultom (2020), and Hermawan and Tanjung (2018) which analyzing translation methods used in prose and general texts, theories which are proposed by Newmark are aimed to identify the translation methods.

Considering the previous study about the translation methods, the researcher was interested to conduct an additional study on the same topic, but in a new context that has a different sort of writing. Here, the researcher decided to analyze deeper translation methods used by students in translating abstracts. Moreover, it is still difficult to discover the research about translation methods in the thesis abstract since the previous studies are more concerned with the translation methods in prose or general texts.

METHOD

This study uses descriptive qualitative design. Qualitative tends to focus on description and interpretation and might lead to the development of new concepts or theories, or an evaluation of an organizational process (Hancock et al., 2009). Since this research was aimed to describe how the higher translation achievers of University of Islam Malang use the methods in translating the thesis abstract, and the data to be analyzed are in the form of sentences, so descriptive qualitative is chosen as the research design.

The subject of this research is the higher translation achievers of English Education Department. Therefore, in order to receive the valid and reliable data, the researcher determined some requirements to find out the higher translation achievers; the students who got an excellent final score in the 3rd translation class in the even semester of 2021/2022, and the students who have a massive practice in translating academic or non-academic text.

In this study, the researcher used a questionnaire and documentation to collect the data. The questionnaire contains 20 questions and a close-ended questionnaire in order to discover in-depth information about students' translation experience. In line Koenig (2013) indicates that in selecting the participants who must relevant to the object of the research, the researcher can identify and select the participants by online survey. Translation students who score 15 out of 20 questions were chosen to be the subject of the study; the higher translation achievers. As a result, 10 translation students out of 40 students matched the criteria.

In this research, the researcher used the students' translation task as the documentation. In line with Creswell's (2012, p. 223) statement that documents

consist of private and public records which obtain valuable information about a site or participant of the study. The Indonesian-English translation task of the thesis abstracts were conducted to gain the data which used to ensure and figure out how the higher translation achievers use the translation skills that they have learned in their study program.

The translation task was a thesis abstract that contains 148 words and was written in plain Indonesia. The abstracts were translated by the higher translation achievers into English as the target language. The researcher carried out the task process offline and online. The researcher applied the translation theory proposed by Newmark (1988) to identify the translation methods used in students' translation results.

The data in this study was analyzed according to the proposed data collection and analysis model by Matthew B. Miles and A. Michael Huberman. Miles and Huberman (2014) suggest that qualitative data analysis consists of data reduction, data display, and conclusion drawing/verification. Then, in order to figure out the most dominant translation method used in translating thesis abstracts. This research applied a percentage formula to calculate the result for each kind of translation method.

FINDINGS AND DISCUSSIONS

Findings

The researcher obtained the findings from the documentation of students' translation task in translating thesis abstract, in order to answer the research question of this study related to the translation methods used by the higher translation achievers. To strengthen the data, the researcher distributed an online questionnaire consist of 20 questions to discover and selected the subjects of the study that match the criteria of higher translation achievers. A total of 40 students answered the questionnaire, and as a result 10 translation students matched the criteria.

The result of this study indicated that there were four types out of eight translation methods that higher translation achievers used in translating thesis abstracts. Then, two of the translation methods indicated as the most dominant

methods used by the students in translating thesis abstract. The detailed findings were elaborated as follows:

Table 3.1 Detailed Findings of Translation Methods Used by the Higher Translation Achievers

No	The Higher Translation Achievers	Types of Translation Methods			
		Faithful Translation	Semantic Translation	Literal Translation	Free Translation
1	Students A	4	2	1	-
2	Students B	3	4	-	-
3	Students C	5	2	-	-
4	Students D	4	2	-	1
5	Students E	4	2	1	-
6	Students F	3	1	3	-
7	Students G	1	5	-	1
8	Students H	2	2	3	-
9	Students I	1	3	-	3
10	Students J	1	4	-	2
Total		28	27	8	7
		70			

Furthermore, in order to identify the percentage of the most frequently used translation methods by students, the researcher calculated the result for each type of translation method using the formula as clearly stated in the previous chapter.

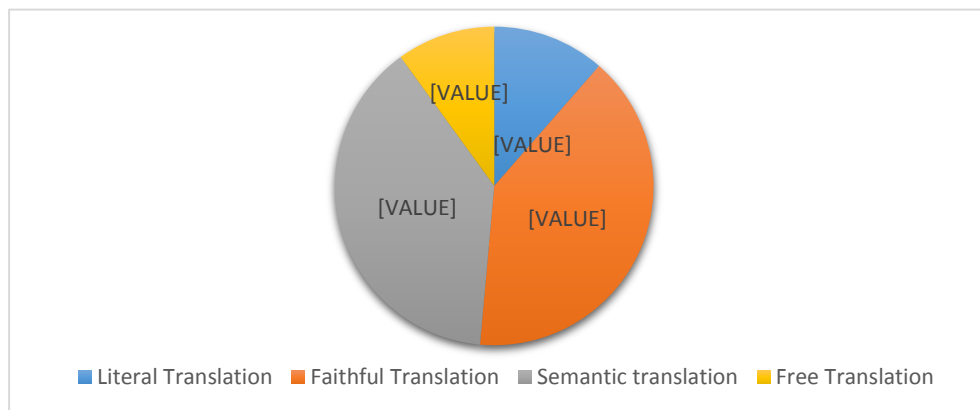


Figure 3.2 Percentage of Translation Methods Used by Higher Translation Achievers

Based on the data obtained by the researcher, faithful translation was found to be used in 28 sentences out of the 70 sentences that included this method. This was the most dominant method used by higher translation achievers, and the percentage of faithful translation was 40%. Next, semantic translation was found as the second

most translation method used by the higher translation achievers. As stated from the table 3.1 above that there were 27 of 70 sentences that indicated as semantic translation method, and the percentage was 38.57%. In literal translation method, there were found 8 sentences which indicated as literal translation out of 70 sentences, so the percentage of literal method was 11.43%. The last, there were only 7 sentences out of 70 sentences that applied free translation, and this was the fewest translation method that higher translation achievers used as figured in figure 3.2 that the percentage was only 10%. There were no word-for-word, idiomatic, communicative, or adaptation translation methods found from the data which are analyzed.

From the results and the table above, there were only 4 types of translation methods used by the higher translation achievers out of 8 types of translation methods. It can be seen from figure 3.2 that the most dominant translation method used by the higher translation achievers was faithful translation methods with a total percentage of 40%. The second one was semantic translation with total percentage of 38.57%. Here, the researcher would like to describe the sample of data that the participants produced while translating the thesis abstracts based on Newmark's theory.

1. Literal Translation

Newmark (1988) states that “The SL grammatical structures are transferred to their closest TL equivalents, but the lexical words are translated singly by their most common meanings, out of context.” The following example explained the details;

SL: *Metode analisis data yang digunakan adalah **analisis regresi linier berganda**.*

TL: The method of data analysis used is **double-linear regression analysis**.

In the translation above, the sentence structure of TL keep the source language sentence structure where there were no addition or reduction of word or phrase. The lexical words are transferred singly by their most common meaning and often out of context, such as “**analisis regresi linier berganda**” translate to “**double-linier regression analysis**” instead of translated to “**multiple-linier regression**.” Since, the student translated the word one by one, so the result was not in the proper context.

2. *Faithful Translation*

Newmark (1988) states that “It attempts to reconstruct the original's exact contextual meaning within the constraints of the TL grammatical structures, sine it purse to completely faithful to the author's intentions and text realization.” The following example explained the details;

SL: Berdasarkan hasil pengujian yang telah dilakukan, bahwa variabel pembelajaran berbasis online, motivasi belajar dan bahan ajar berpengaruh terhadap efektivitas pembelajaran akuntansi mahasiswa Universitas Islam Malang.

TL: Based on the tests carried out that online-based learning variables, learning motivation, and teaching materials was affect the effectiveness of accountancy students' learning in University of Islam Malang.

In the translation example above, the TL sentence structure maintained the source language sentence structure where no sentence or message were added or removed. Although the grammatical structure corresponded to the closest TL grammatical structure, there was no adaptation in this translation. The students pursue to keep the structure and text message as close as possible to the SL without reduce a single word as well as the punctuation.

3. *Semantic Translation*

In this method, Newmark (1988) says that semantic method maintains the nature of the Source Text, but the message and the grammatical structure have attached to the TL structure. However, cultural context is translated naturally and functionally, so it tends to be over-translated or be more specific than the original text. The following example explained the details;

SL: Dalam penelitian ini **penulis** mengambil sampel **mahasiswa aktif program studi akuntansi angkatan 2017, 2018, 2019 dan 2020** Fakultas Ekonomi dan Bisnis Universitas Islam Malang.

TL: In this research, **the researcher** took a sample of **active students from the 2017 - 2020 accounting study programs**, at the Faculty of Economics and Business, University of Islam Malang.

The examples of translation above basically look like the previous one that was faithful translation where the TL maintained the structure of the SL. However, if we read it carefully, there was an adaptation in the sentence. For example, the word “**penulis**” translated to “**the researcher**”, so the message of SL was conveyed properly with the text context. Then, there was a structure shift where the “**program studi akuntansi angkatan**” was translated in a different part. Also, the reduction in word “**2017, 2018, 2019 dan 2020**” was translated to “**2017-2020**”.

4. Free Translation

Newmark (1988) states that “free translation is part of TL emphasis which reproduces the matter without the manner or the content without the form of the original.” The translation sometimes looks more like a paraphrase. The following example explained the details;

SL: **Metode analisis data yang digunakan** adalah analisis regresi linier berganda.

TL: Multiple linear regression is applied in this study.

From the example above, the student changed the perspective and the sentence structure of the SL. The object of SL became the subject in TL, and the sentence changed from active to passive sentence. The TL looks like a paraphrase from the SL, yet the message and the topic were transferred properly to the TL. Thus, the researcher conclude that the students used free translation in translating process.

Discussions

This research was aimed to seek the answer of two research problems. The first question was “What translation methods were used by the higher translation achievers of the English Education Department of UNISMA in translating the thesis abstract?” Based on the results of higher translation achievers’ translation, it was figured out that there were 4 types of translation methods used by the higher translation achievers in translating thesis abstract. The 4 types of translation methods were based on Newmark theory, as follows; literal translation, faithful translation, semantic translation, and free translation.

This findings can support the previous study conducted by Siregar, Rubis, and Gultom (2020) about translation methods used in Folktale “*Putri Lopian*.” The 4

types of translation methods used by the higher translation achievers were also found in this previous study that are; literal, faithful, semantic, and free translation.

However, this present findings contradicted with two previous studies conducted by Hermawan and Tanjung (2018) and Septiana (2020) since the text context were different. While present study analyzed translation methods in academic text, the previous studies analyzed translation methods in prose and general text.

The second research question was “What was the most frequently translation method used by the higher translation achievers of the English Education Department of UNISMA in translating thesis abstracts?” Based on the figure 3.2, it showed that faithful and semantic translation were the most common used by the higher translation achievers in translating the thesis abstract. It was found that 28 sentences out of 70 sentences as faithful translation with a total percentage of 40%. Then, semantic translation which has a total percentage of 38.57% was found in 27 out of 70 sentences.

On the contrary, the dominant translation method from previous research conducted by Siregar, Rubis, and Gultom (2020) entitled ‘*The translation methods used in an Indonesian folktale Putri Lopian*’ was different from this study. It indicated that free translation was the most dominant used by the translator in that folktale with a total percentage of 31%, while the present study showed faithful and semantic translation were the most dominant used by the students in translating thesis abstract. This findings were different from this present study because of the different text context.

However, the present results were in line with Wang’s (2014) presumption about translation methods used in literacy and non-literacy works. The writer stated that “*Semantic translation **generally** applies to literature, scientific and technical literature.*” The present findings showed that semantic was the second most dominant method used with a total percentage of 38.57%, and the percentage between semantic and faithful was slight which was only 0.02%. Thus, the present results can support this presumption about the common translation methods used in scientific literature.

CONCLUSIONS AND SUGGESTIONS

Based on the finding in the previous chapter, it can be concluded that there were 4 types of translation methods that considered as the effective methods by the higher translation achievers of English Education Department of University of Islam Malang. The methods were literal translation, faithful translation, semantic translation, and free translation that used in translating the thesis abstracts.

Faithful and semantic were two translation methods which indicated as the most dominant used by the higher translation achievers. The Findings showed that faithful translation has a total percentage of 40%, while the percentage of semantic translation was 38.57%. It indicated that the higher translation achievers determine faithful and semantic as the most effective and appropriate translation methods to translate academic text.

The translation students were suggested to use the 4 effective translation methods in translation academic text, especially the two most effective methods that are faithful and semantic translation. The suggestion for the teacher, it is necessary to conduct classroom action research on students' translating practice using the 8 translation methods by Newmark.

Lastly, considering this research only focuses on translation methods in academic text, especially abstracts. The researcher hopes for further research to examine translation methods with the various types of text and more amount of students.

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