An Investigation of Students' Strategies and Methods in Translating English Text into Indonesian

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Abstract

English has important function in every aspect in this era, especially in education side. Someone demanded to know the meaning and function of English word. So that, translation is also the other four skills in mastering English language, besides Listening, Speaking, Reading, and Writing, Translation is also has main function. The objectives of this research were to find out if the students commit translation in English Text, to describe the method which was applied by the students to translate the English text, to observe the students ability in translate the English text. Therefore, this study seemed very relevant to a case study because it attempted to investigate and explore the student's strategies in one class of 23 students. In this research, the researcher applied test to the students. In technique of the test, the researcher gave the English text and asked the students to translated the English text as well as possible as they could. There are four criteria to assess the student's translation, they are message content accuracy, message distinct, equivalences of using language and the last are mechanic appropriateness. The researcher also has done interviewed the translation lecturer regarded as the key of the informant who really knew how far the student's ability to translate English text. The result of the interview was given to the teacher; showed 4ᵗʰ semester students still got lot of difficulties, they only used one technique in translate. Especially the words seldom their finds in the English lesson books. Furthermore, the lecturer should be creative by finding the appropriate method of translation for 4ᵗʰ semester students in translating English text into Indonesian language, and the lecturer also gives always motivation to the students that the text must understand with translate the source language into their target language exactly in Indonesian language. Meanwhile the students also needed longer time to practice in translating text from English text into Indonesian text because they don't have right method and also lack of vocabulary in translating English text although the lecturer had already given exercise to practice of English text, but it was not enough to build students interest to practice translating English text.

Keywords: *Translation; Students Translation Strategies and Method; Indonesian Text.*

INTRODUCTION

English has important function in every aspect in this era, especially in education. Someone is required to understand the meaning and function of English word. So that, translation is also another four skills in mastering English language, besides listening, speaking, reading, and writing, translation is also has main function. Translation has played a central (though often

unrecognized) role in human interaction for thousands of years. Regarding with the use of translation, today translators should take accounts to several factors such as the extra request by peoples to get the information from all around the world that have considered before producing of translation. It can really give satisfaction to the target language reader and the translator themselves. At least the translation must give similar atmosphere to the reader as the read original ones. Moreover, teaching translation should become a way to improve student's linguistic proficiency, so that the translation used can consolidate the second language construction for active use and monitor improving comprehension of the second language. It means translation is one of the ways for the students learn easy the second language learning. When translating a text, especially a literary work, a translator requires broader background knowledge. He cannot depend on the text and the dictionary only. The cultural background that contributes to the creation of the text must be studied before working on the translation itself. A careless decision in choosing equivalent expressions to be used in the translated text may cause various problems, such as the loss and gain of meaning.

In line with above explanation, the translation lecturer of Tangerang Muhammadiyah University said that his students' failed to understand the translation strategies and method caused by seldom to use translation strategies and limited on translation machine. Also, there were many kinds of difficulties in translating, such as finding the inappropriate meaning of word in the target language and the inappropriate method of translation. As a matter of fact, the most difficult of translation English language into Indonesian language not only linguistic but also non-linguistic, such as differences social culture and background culture between both of them. Referring to the difficulties above, one should have a good strategy in teaching translation, especially teachers, translators, and other professional workers. So, the researcher proposes one of the ways to improve the proficiency was using English text which enhances the student's imagination and creativities of producing the new word in target language.It is implied that translation is not only about rewriting, but also a process of producing

the same meaning in the target language, bringing the same respond of situation as the reader read the original one. Considering the above fact and necessity to solve the problems, the researcher is interested in doing investigation of students' strategies and method in translating English text into Indonesian. The result expected give contribution on how to teach translation.

RESEARCH METHODOLOGY

The research time was taken in September 2016, the researcher took this month because at the same time the students learn translation 2 in fourth semesters. This research consists of several meetings. The sample activity is a practice of translating the English text. The researcher investigated the strategies and method of the students in translating the English text. The research place taken on Tangerang Muhammadiyah University. The subjects of the research are 23 students of the 4th semester. The researcher chooses the 4A class as a subject of the research. This research was designed to investigate and explore the methods and the strategies the students used in translating English text into Indonesian, factors that caused the difficulties, the types of difficulties, and the student's solution.

This study was described from the perspective of qualitative research. The instruments are the people themselves, the researcher used research instrument in collecting the data to support the research. It consists of documentation, interview and questionnaire. As human instrument, the researcher should make the focus of the research, choose the informant as source of the data, do data collecting, evaluate the quality of the data analyzed the data and the last is make conclusion. This study employs the technique of collecting data by the following steps: the translation tasks, questionnaire, observation, and interview. In the collecting data, the researcher uses questionnaire, observation, and interview. In the document technique, the researcher uses all of the facilities of component from test or interview used in qualitative research. Then in interview, the researchers used interview the English teacher and give questionnaire to the student to get some data about student's translation in argumentative text.

The Translation Tasks

The researcher made instruments of translation which have to be translated by the participants. The instruments are taken from various internets source. It consists of argumentative text, namely "Fixing" What isn't broken: This translation task to know the students translation skill, students translations strategies and methods.

Observation

Marshal stated in Sugiyono (2005:64) explained that through observation, the researcher learns about behaviour and the meaning attached to that behaviour. With this statement Marshal said with observation, the researcher study about behaviour and meaning from the behaviour.

Participation Observation

Stainback in Sugiyono(2005:65) stated that in the participation observation, the researcher observes what people do, listen to what they say and participates in their activities. This observation divided four parts, passive participation, modern participation, active participation and complete participation.

Passive Participation

This means the research is present at the scene of action but does not interact or participate. So, the researcher come to the object research but not followed with the research activity itself. The researcher uses passive participant because the researcher collecting the data without interacting or participating with the subject of research. This observation to know students translation activity in the class.

Interview

An interview is used as data collecting technique if the researcher wants to introduce study for find problem in this research, but also if the researcher wants to know the data from the respondent deeper. Stainback in Sugiyono (2005:65) states that interviewing provides the researcher a means to gain a deeper understanding of how the participant interprets a situation or phenomenon than can be gained through observation along.

Estenberg in Sugiyono (2005:73) also stated, there are structured interview, semi structure interview and unstructured interview to express kinds

of interview. In this research, the researcher chooses structured interview used as data collecting technique, if the researcher has known accurately what information got. Because of that in this structured interview, the researcher prepared the research instrument like questionnaire. Based on the explanation above the researcher chooses this method because the researcher wants to know the data, get information about students strategies and method in translating, the most difficult things in translating English text, the steps in translating, the translating tool which can help students translation activities, and the students solution in translation.

Triangulation

In data collecting technique triangulation refers to data collecting technique which combines all kinds of data collecting technique which is explained before.

According to Stainback, the aim is not to determine the truth about some social phenomenon, rather the purpose of triangulation is to increase one's understanding of whatever is being investigated. Dealing with explanation above Bogdan, what the qualitative researcher is interested in is not truth per se, but rather perspectives. Thus, rather than trying to determine the truth of people perceptions, the purpose of corroboration is to help researchers increase their understanding and the probability that their finding is seen as credible or worthy of consideration by others. Meanwhile Mathinson stated the value of triangulation lies in providing evidence – whether convergent, inconsistent, or contradictory. So, the researcher used triangulation to get data more completely and deeply.

Translation Instrument

Based on the two statements above, the aim of the qualitative research is nothing other than find the "truth", but more emphasizes on the subject with the areas. The researcher also applied Mamur (2008:145) instrument test to get data about student's analysis using the following technique:

Table. 3.1. Criterion of Scoring Translation Ability from English to Indonesian Language

No	Scoring Aspects	Maximum Score	Score Obtained
1	Message Content Accuracy	30	
2	Message Distinct	30	
3	Equivalences of using language	25	
4	Mechanic Appropriate	15	
	TOTAL	100	

Message Content Accuracy

In this part, translation result showed the accuracy translated text from the source language to the target language. The criterion score 10 for 20 words, 20 for 10 words, and 30 for words that mistranslated.

Message Distinct

In this part, translation result showed the cohesion and coherence translated text from the title with the content. The criterion score 10 for 20 words, 20 for 10 words, and 30 for words that mistranslated.

Equivalences of Using Language

In this part, translation result showed the structure and grammar from the translation text. The criterion score 5 for 25 words, 10 for 20 words, 15 for 15words, 20 for 10 words, and 25 for 5 words that miss structured.

Mechanic Appropriate

In this part, translation result showed the word order text from the source language to the target language. The criterion score 5 for 20 words, 10 for 15 words, and 15 for 10 words that misword order.

Techniques of Data Analysis

The data of the research are analysed within two phases, namely on going (while the research was being carried out), especially the data obtained from the observation and the translation tasks from the participants. The data are elicited from every session and served as the reference for the next revision or improvement as the research go on.

FINDINGS AND DISCUSSIONS

Findings

1. Methods and Strategies of Students in Doing the Translation Task

To analyze the translation from the students especially in student's strategies and methods in translating English text, the researcher applied test to the students. In technique of the test, the researcher gave the English text and asked the students to translated the English text as well as possible as they could. In translating text there are ten strategies, Transference, Naturalization, Cultural Equivalent, Functional Equivalent, Descriptive Equivalent, Synonymy, Through Translation, Shift of Translation, Modulation, Reduction and Expansion.
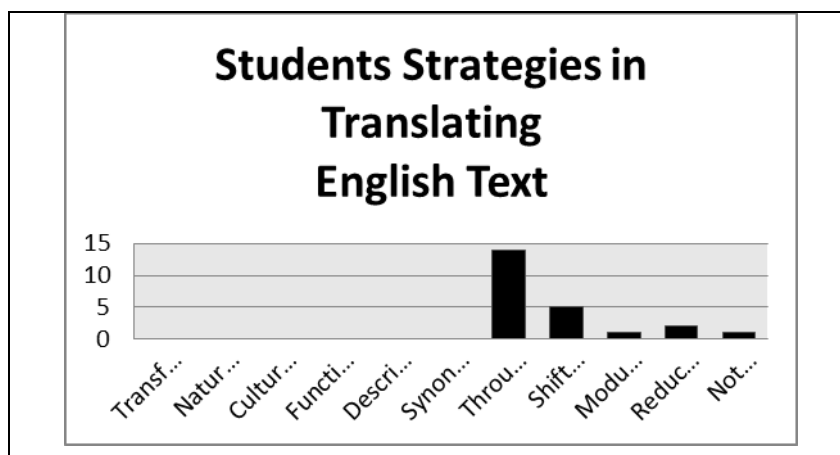

Figure 4.1. Students Strategies in Translating English Text

Based on the data above, the researcher gets several information. First, the students mostly used Through Translation. With this strategy the source language is directly taken into the target language where the source language expression structure is transferred in literal words. This strategy also called borrowing words. Second, the students use Shift or Transposition. With this strategy the students change grammatical structure from SL to TL, because the SL cannot construct into TL. So, that's why this strategy called also with Transposition which means changes the form of SL to TL. Next, the students also using Reduction (Expansion) with this strategy the students try to translating the text from SL to TL with general words. The last strategy that

used by the students is Modulation; modulation strategy gave the student a variation through change the viewpoint and category of though from SL.

Meanwhile, the researcher also investigates the students' methods in translating English text. There are eight methods to translating English text. There are Word for Word, Literal Translation, Faithful Translation, Semantic Translation, Adaptation, Free Translation, Idiomatic Translation and Communicative Translation. So, this test to analyze the strategies which is used the students to translating English text into Indonesian.
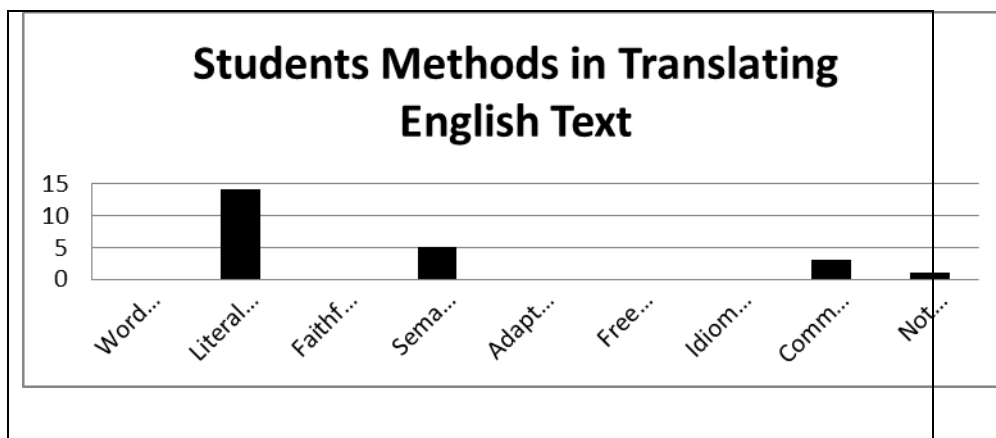

Figure 4.2. Students Methods in Translating English Text

From the data above, the researcher can conclude that mostly the students use Literal translation. With this method the students construct the word to their nearest target language, but the lexical words sometimes out of context. This method emphasize on lexical words from SL. The second, student used Semantic translation. With this method the students try to translating the SL with more flexible to the TL. The last, Communicative translation with this method student try to made correct contextual meaning as they as could from the SL to TL with easy words and language to accepting by the readers.

Also the researcher analyzes the students' translation tests. There are four criteria to assess the student's translation, they are message content accuracy, message distinct, equivalences of using language and the last are mechanic appropriateness. The numbers of the students which consist of the criteria of assessing students work in translating the text are as follows:

a. Message Content Accuracy, the accuracy translated text from the

source language to the target language, which is maximum scored is 30%,
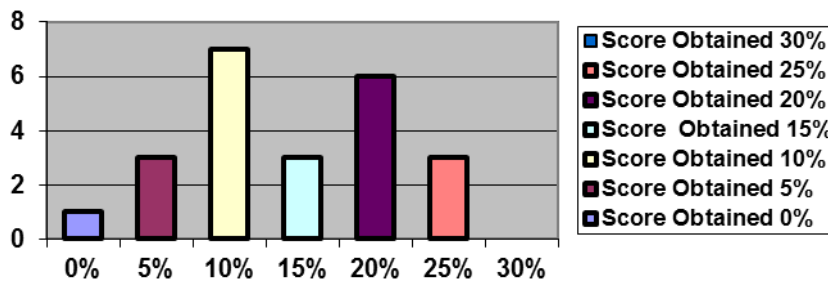

Figure 4.3. Message Content Accuracy

Based on the chart, the researcher can get the information that the number of the students who get the score obtained was 1 student get 0%, 3 students get 5%, 7 students get 10%, 3 students get 15%, 6 students get 20%, 3 students get 25%, 0 student get 30% .

b. Message Distinct, the cohesion and coherence translating text from the title with the content, which is maximum scored is 30 %, the score obtained:
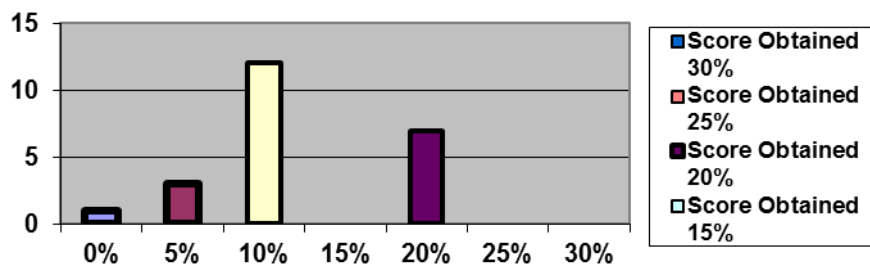

Figure 4.4. Message Distinct

Based on the chart above, the researcher can get the information that the number of the students was 1 student who get the score obtained 0%, 3 students get 5% 12 students get 10%, 0 student get 15%, 7 students get 20%, 0 student get 25%, 0 student get 30%.

c. Equivalences of Using Language, the structure and grammar from the translation text, which maximum scored is 25%, the score obtained:
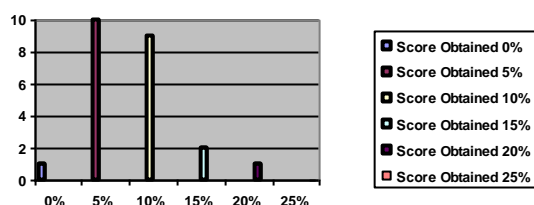

Figure 4.5. Equivalences of Using Language

Based on the chart above, the researcher can get the information

that the number of the students was 1 student who get the score obtained 0%, there were 10 students get 5%, 9 students get 10%, 2 students get 15%, 1 student get 20%, 0 student get 25%.

d. Mechanic Appropriate, the word order text from the source language to the target language, which maximum is scored 15%, score obtained:
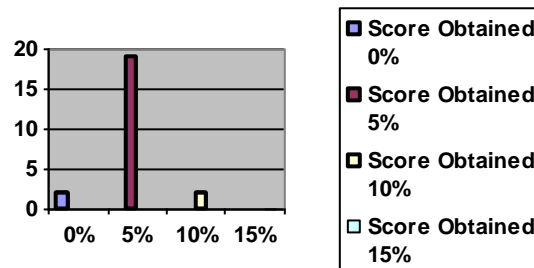

Figure 4.6. Mechanic Appropriate

Based on the chart, the researcher can get the information that the number of the students was 2 students who get the score obtained 0%, there were 19 students get 5%, 2 students get 10%, 0 student get 15%.

2. The Students Difficulties in Translating the Text

The researcher also had done interview and questionnaire to the Translation 2 students, these steps to get more information deeply about students' difficulties in learning Translation 2 subject. From this step, the researcher can conclude that mostly students' difficulties are found when they got unfamiliar vocabulary in their translation text. The second one, they also face difficulties due to the misunderstanding what the appropriate strategies and methods used to be applied in their translation text. The students seldom train using differences strategies and method from the lecturer. The last one is time for training their translation skill. The following is described dealing with the student's difficulties in translating the English text.
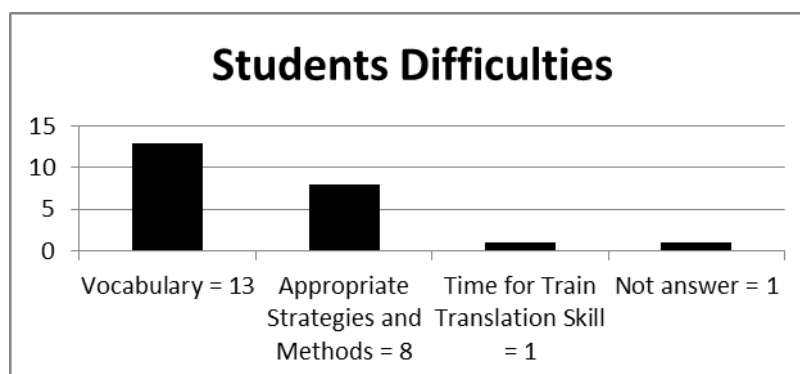

Figure 4.7. Students' Difficulties

3. The Students Solutions in Translating the Text

This step is to get more information about the students' solution by having done the interview and questionnaire. Based on the data, the researcher gets some information about the students' solution to solve the difficulties in translating process. The first is dictionary or translation tool. This tool used by the students help them to translate the English text when they met difficult words. The last one is sharing with their friends. With this method the students can get information as fast as they want. Also, they can share the information each other's. The following is described the ways on how the students solve their own problems.
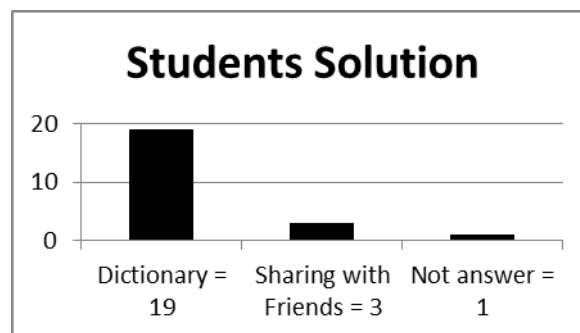

Figure 4.8. Students' Solution

In this research, questionnaire was given to the students, and it was done in order to know more deeply to investigate the students' strategies and methods in translating English text. There was some result of the questionnaire which was taken from the students, such as:

1. Most of the students used Through Translation strategies, with this strategy the source language is directly taken into the target language where the source language expression structure is transferred in literal words. This strategy also called borrowing words. For example "They seem to take a great pleasure in disturbing the peace the strongest argument against alcoholic drinks and narcotics in that it brings nothing but death destruction and social unrest". The first students translated "*Mereka tampaknya mengambil kesenangan besar dalam mengganggu kesenangan dengan argument yang kuat terhadap minuman alcohol dan narkotika dalam hal itu tidak memberi apa-apa kecuali kerugian, kematian dan kerusakan sosial*".

2. Most of the students used Literal translation. With this method the students construct the word to their nearest target language, but the lexical words sometimes out of context. This method emphasize on lexical words from SL. For example "Critics of television point out that crime and western programs often appeal to test for violence while many games show appeal to great". The fourth students translated "Kritikan dari televisi bahwa dan film barat sering menarik untuk menguji kekerasan sementara bnyak pertunjukan permainan yang menarik dengan benar"

3. The students did not understand the method which is used to translate the text. The lecturer seldom to train the students Translation to translating English text with using differences strategies and methods. Students should more learn and practice translating English text with using more than one strategies and method in the classroom. So, they can decide and knowing in every strategies and method effectively.

4. The students did not know how to organize the grammar in translation method. Students should arrange the words which have translated to TL with correct word order in English pattern. They only translated the word into the meaning without consideration meaning in the target language.

In this research, researcher also has done interviewed the translation lecturer regarded as the key of the informant who really knew how far the student's ability to translate English text. The result of the interview was given to the teacher; showed 4th semester students still got lot of difficulties, they only used one technique in translate. Especially the words seldom their finds in the English lesson books. Furthermore, the students also needed more long time to practice in translating text from English text into Indonesian because they did not have appropriate method and also lack of vocabulary in translating English text. Although the lecturer had already given exercises to practice of translating English text, it was not enough to build the students' interests to practice translating English text. Then to overcome students ability to translating English text especially in English text, the lecturer changed the method of translating the method of the translation, for instance by giving some exercises to translate English text regularly.

Data Interpretation

The researcher had already taken the data from the 4th semester in

Muhammadiyah Tangerang University. Moreover, 4a students had been used as the research subject. In this research the researcher only focused on the investigation of students translating English text. The researcher gave the test to the students in order to figure out wheatear 4a students in translating English text. In addition, test was also used to analyze the student's ability in translating English text.The researcher also interviewed the Translation lecturer of 4a as a key of informant, who really knew how far the students ability in English course and especially in translating English text. Furthermore, the researcher also was given the questionnaire to the students in order to know more deeply and clearly the student's ability in translation English text. After analyzing the whole data, the researcher knows that there are some aspects that could be an obstacle for the students, so that most of the students difficult to translate the text, the difficulties are described as follows are:

1. The students seldom use more than one translation strategy.
2. The students do not have more time to learn translation method.
3. The student's environment does not support them to learn translation.
4. The students have difficulties in some words especially in strange words or seldom found in their English book.
5. The students do not have enough time to study the translation theory in their university.

For solving students' difficulties in translating English text, the lecturer should explain more deeply the text and also giving some instruction before the students do translate. And then, the lecturer should give more exercises and also having some method of translation to be conducted to the students. They should know the socials and cultures background of the text to be translated those aspect are important things to know in order to be able to get accurate translation. Besides students should practice a lot in translating English text. Furthermore, for the students who still the difficulties in translating strange words or seldom use in English course books, they should be given an encouragement to learn more deeply about translating English text, for instance, by asking them to do some exercise about translation. If they still found difficulties, they could ask their teacher or friends who are regarded could master translation. On other hand, for the students who had

already master the translating the text they should also learn and practice more about translation so they could improve their ability in learning English course. Besides the aspects, that had been mentioned before, which could influence students learning achievement in translating English into Indonesian language, there is another reason why the students get difficulties in translating English text, that in motivation. Students could be one of the crucial reasons why most of the students still found difficulties.

CONCLUSION AND SUGGESTION

Conclusion

The first, the researcher concludes in translation strategy. The students use the through translation, because most of the students rarely train the translation skill. The students seldom look up the words in the dictionary to find out the meaning of words in their text book. With this strategy, the source language is directly taken into the target language where the source language expression structure is transferred in literal words. This strategy is also called borrowing words. The second, the researcher concludes in students' methods in translation. The students use the Literal translation. With this method, the students construct the word to their nearest target language, but the lexical words sometimes out of context. This method emphasizes on lexical words from SL in their translation on English text, because the result of the research showed that most of the students translated the text if their knowledge in one context meaning of language. The third, the student's ability in translating English text. The researcher concludes that the students' ability in translating English text is still low, because the students got difficulties in translating argumentative text at arranging words to be good sentences, and also did not know the method of the translation. Their difficulties were caused by some aspects, such as they did not know what method is used in translating text, and did not have motivation to do exercise in translating the text to find out the purpose of the text in Indonesian. So, the students did not have solution to overcome the translation. The fourth, the researcher found that the lecturer didn't have more times to explaining and training the translation strategies and method. Based on the students' interview it was found that the lecturer hasn't explained this strategies and methods.

Suggestions

Based on the conclusion above, the researcher would like to give some suggestions to overcome the student's translation of the English text.

1. For the Translation Lecturer

a. The lecturer should be creative by finding the appropriate strategies and method of translation for 4th semester students in translating English text into Indonesian.

b. The lecturer should also motivate the students that the text must be understood by translating the source language into their target language exactly in Indonesian language.

c. The lecturer should give more time for the students to explain wider the translation strategies and methods.

d. The lecturer should train the students to translate English text into Indonesian.

2. For the Students

a. The students should practice more to improve their knowledge about translation particularly in translating English text.

b. The students also should have intrinsic motivation, so that they can have a solution to overcome their ability in translating English text.

c. The students should be trained to translate in their free time.

d. The students should always improve their vocabulary in English.

3. For the other researcher

For the other researchers, translator must consider the background and culture from the target language. So, translation will increase the improvement of information. The translation research should conducts in such ESP as the present research but using different text type and different students' background. Because strategies applied and problems faced are possibly different from other students with different competence level in translating other types of texts.

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