



## An analysis of Translation Process done by The Students of English Literature



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### **Abstract**

*In this era, English plays an important role in all fields, especially in education. Someone demanded to know the meaning and function of an English word. Thus, translation is also one of the four skills of mastering the English language, in addition to listening, speaking, reading and writing, translation also has a main function. The purpose of this work was to find out if students are committed to translating an English text, to describe the method used by students in translating an English text, to observe the ability of the students to translate an English text. Therefore, this study seemed very suitable for a case study because it tried to explore and explore student strategies in one class of 23 students. In this study, the researcher administered the test to students. In the test technique, the researcher gave an English text and asked the students to translate the English text as best as possible. There are four criteria to evaluate a student's translation, they are accuracy of message content, distinctiveness of message, appropriateness of language use and lastly mechanical appropriateness. The researcher also interviewed the translation teacher who was considered a key informant who really knew how far the student's ability to translate an English text was. The result of the interview was given to the teacher; showed that the students of the 4th semester still had many difficulties, they used only one technique for translation. In particular, these words are rarely found in English textbooks. In addition, the lecturer must be creative to find a suitable translation method for the students of the 4th semester to translate the English text into Indonesian, also the lecturer always motivates the students to understand the text by translating the source language into their target language. Right in Indonesian. At the same time, the students also needed a longer time to practice the translation of the text from the English text to the Indonesian language, because they do not have the right method to translate the English text and the lack of vocabulary, although the lecturer. Had already practiced the practice of the English text, but it was not enough to interest the students in practicing the translation of the English text.*

*Keywords: Translation; Strategies and methods of student translation; Indonesian text.*

### Abstrak

Pada era ini, Inggris memegang peranan penting dalam segala bidang, terutama dalam bidang pendidikan. Seseorang menuntut untuk mengetahui arti dan fungsi dari sebuah kata bahasa Inggris. Dengan demikian, penerjemahan juga merupakan salah satu dari empat keterampilan penguasaan bahasa Inggris, selain menyimak, berbicara, membaca dan menulis, penerjemahan juga memiliki fungsi utama. Tujuan dari pekerjaan ini adalah untuk mengetahui apakah siswa berkomitmen untuk menerjemahkan teks bahasa Inggris, untuk mendeskripsikan metode yang digunakan oleh siswa dalam menerjemahkan teks bahasa Inggris, untuk mengamati kemampuan siswa dalam menerjemahkan teks bahasa Inggris. Oleh karena itu, penelitian ini nampaknya sangat cocok untuk dijadikan studi kasus karena mencoba menggali dan mendalami strategi siswa dalam satu kelas yang berjumlah 23 siswa. Dalam penelitian ini, peneliti memberikan tes kepada siswa. Dalam teknik tes, peneliti memberikan teks bahasa Inggris dan meminta siswa untuk menerjemahkan teks bahasa Inggris sebaik mungkin. Ada empat kriteria untuk menilai terjemahan siswa, yaitu ketepatan isi pesan, kekhasan pesan, kesesuaian penggunaan bahasa dan terakhir kesesuaian mekanis. Peneliti juga mewawancarai guru penerjemah yang dianggap sebagai informan kunci yang benar-benar mengetahui sejauh mana kemampuan siswa dalam menerjemahkan teks bahasa Inggris. Hasil wawancara diberikan kepada guru; menunjukkan bahwa mahasiswa semester 4 masih mengalami banyak kesulitan, mereka hanya menggunakan satu teknik penerjemahan. Secara khusus, kata-kata ini jarang ditemukan di buku pelajaran bahasa Inggris. Selain itu, dosen harus kreatif menemukan metode penerjemahan yang cocok bagi mahasiswa semester 4 untuk menerjemahkan teks bahasa Inggris ke dalam bahasa Indonesia, juga dosen selalu memotivasi mahasiswa untuk memahami teks dengan menerjemahkan bahasa sumber ke dalam bahasa sasaran. Tepat dalam bahasa Indonesia. Pada saat yang sama, mahasiswa juga membutuhkan waktu yang lebih lama untuk berlatih menerjemahkan teks dari teks bahasa Inggris ke bahasa Indonesia, karena mereka tidak memiliki metode yang tepat untuk menerjemahkan teks bahasa Inggris dan kurangnya kosa kata, meskipun dosen. Sudah mempraktekkan praktek teks bahasa Inggris, namun belum cukup menarik minat siswa untuk berlatih menerjemahkan teks bahasa Inggris.

Kata kunci: Terjemahan; Strategi dan metode penerjemahan siswa; teks Indonesia.

### Pendahuluan

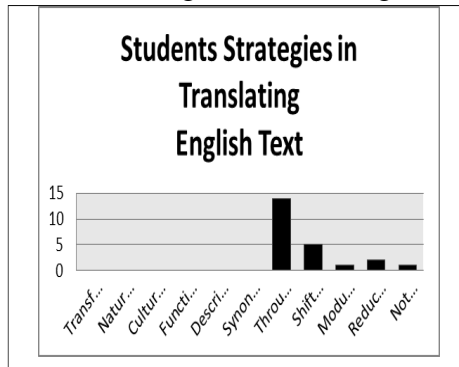
In this era, England has an important role to play in all areas, especially education. Someone must understand the meaning and function of an English word. Thus, translation is also one of the four skills of mastering the English language, in addition to listening, speaking, reading and writing, translation also has a main function. Translations have played a central (though often unrecognized) role in human communication for millennia. When using translations, translators today should consider several factors, such as the additional desire of people to receive information from different parts of the world, who thought before making a translation. This can be really rewarding both for the target language reader and for the translator himself. At least the translation should give the reader the same feeling as the original reading. In addition, the teaching of translation should become a way

to improve the language skills of the student, so that the translation used can strengthen the structure of the second language for active use and control the improvement of the second language understanding. This means that translation is one of the ways students learn to learn a second language easily. When translating a text, especially a literary work, the translator requires deeper background knowledge. He cannot depend only on the text and the dictionary. Before the actual translation work, the cultural background that influences the creation of the text must be studied. A careless decision in the choice of equivalent expressions used in the text to be translated can lead to various problems such as loss of meaning and duplication.

According to the above explanation, a translator from Dehasen University said that his students do not understand translation strategies and methods because of the rarely

used translation strategies and are limited to translation machine. There were also many difficulties in translation, such as finding an inappropriate meaning for a word in the target

example activity is the practice of translating an English text. The researcher discovered the strategies and methods of the students in translating the English text. The research



language and an inappropriate translation method. In fact, the most difficult part of English to Indonesian translation is not only linguistic, but also non-linguistic, such as the differences in social culture and background culture between the two. Referring to the aforementioned difficulties, there should be a good strategy for teaching translation, especially for teaching teachers, translators and other professional staff. Therefore, the researcher recommends using English text as one of the tools to improve language skills, which increases the imagination and creativity of the student in creating a new word in the target language. Translation is not only a rewriting, but also a production process. The same meaning in the target language brings the same answer to the situation as the reader read the original. Considering the above circumstance and the need to solve the problems, the researcher is interested in studying the strategies and method of the students in translating English text into Indonesian language. The expected result will contribute to the teaching of translation.

**Metode Penelitian**

The research time was taken in September 2016, the researcher took this month because at the same time the students studied translation 2 in the fourth semester. This study consists of several meetings. An

location is Dehasen University. The subjects are 23 students from the 4th semester. The researcher chooses class 4A as the research object. The purpose of this work was to find out and investigate which methods and strategies students use when translating an English text into Indonesian, the factors that caused difficulties, types of difficulties and the student's solution.

This look at become defined from the angle of qualitative studies. The devices are the humans themselves, the researcher used studies device in gathering the records to aid the studies. It includes documentation, interviews and questionnaire. As human device, the researcher must make the focal point of the studies, select the informant as supply of the records, do records gathering, compare the pleasant of the records analyzed the records and the final is make conclusion. This look at employs the approach of gathering records through the subsequent steps: the interpretation tasks, questionnaire, observation, and interview. In the gathering records, the researcher makes use of questionnaire, observation, and interview. In the file approach, the researcher makes use of all the centers of factor from check or interview utilized in qualitative studies. Then in interview, the researchers used interview the English trainer and provide questionnaire to the scholar to get a few records

approximately scholar's translation in argumentative text.

**Hasil Penelitian**

**Findings**

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

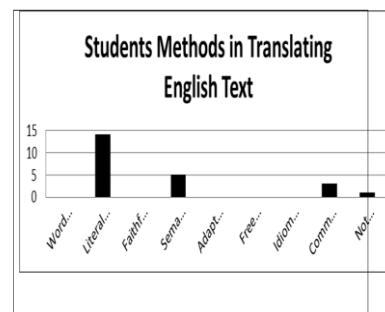
To examine the interpretation from the scholars especially in student's techniques and strategies in translating English textual content, the researcher carried out take a look at to the scholars. In approach of the take a look at, the researcher gave the English textual content and requested the scholars to translate the English textual content in addition to feasible as they could. In translating textual content there are ten techniques, Transference, Naturalization, Cultural Equivalent, Functional Equivalent, Descriptive Equivalent, Synonymy, Through Translation, Shift of Translation, Modulation, Reduction and Expansion.

*Students Strategies in Translating English Text*

Based at the records above, the researcher receives numerous information. First, the scholars generally used Through Translation. With this method the supply language is immediately taken into the goal language wherein the supply language expression shape is transferred in literal words. This method additionally known as borrowing words. Second, the scholars use Shift or Transposition. With this method the scholar's alternate grammatical shape from SL to TL, due to the fact the SL can't assemble into TL. So, that's why this method known as additionally with Transposition this means that adjustments the shape of SL to TL. Next, the scholars additionally the usage of Reduction (Expansion) with this method the scholars attempt to translating the textual content from SL to TL with trendy words. The remaining method that utilized by the scholars is Modulation; modulation method gave the

scholar a variant via alternate the point of view and class of alevn though from SL.

Meanwhile, the researcher additionally investigates the scholars' techniques in translating English textual content. There are 8 techniques to translating English textual content. There are Word for Word, Literal Translation, Faithful Translation, Semantic Translation, Adaptation, Free Translation, Idiomatic Translation and Communicative Translation. So, this take a look at to investigate the techniques that is used the scholars to translating English textual content into Indonesian.



*. Students Methods in Translating English Text*

From the facts above, the researcher can finish that in general the scholars use Literal translation. With this technique the scholars assemble the phrase to their nearest goal language, however the lexical phrases once in a while out of context. This technique emphasize on lexical phrases from SL. The second, pupil used Semantic translation. With this technique the scholars try and translating the SL with extra bendy to the TL. The last, Communicative translation with this technique pupil try and made accurate contextual that means as they as may want to from the SL to TL with smooth phrases and language to accepting through the readers.

**Pembahasan**

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

### **Kesimpulan**

The first, the researcher concludes in translation approach. The college students use translation, due to the fact maximum of the scholars not often educate the interpretation skill. The college students seldom appearance up the phrases with inside the dictionary to discover which means of phrases of their textual content book. With this approach, the supply language is without delay taken into the goal language wherein the supply language expression shape is transferred in literal phrases. This approach is likewise known as borrowing phrases. The second, the researcher concludes in college students' techniques in translation. The college students use the Literal translation. With this approach, the scholars assemble the phrase to their nearest goal language, however the lexical phrases every so often out of context. This approach emphasizes on lexical phrases from SL of their translation on English textual content, due to the fact the end result of the studies confirmed that maximum of the scholars translated the textual content if their expertise in a single context which means of language. The third, the student's potential in translating English textual content. The researcher concludes that the scholars' potential in translating English textual content continues to be low, due to the fact the scholars were given problems in translating argumentative textual content at arranging phrases to be top sentences, and additionally did now no longer realize the approach of the

interpretation. Their problems have been because of a few aspects, along with they did now no longer realize what approach is utilized in translating textual content, and did now no longer have motivation to do exercising in translating the textual content to discover the reason of the textual content in Indonesian. So, the scholars did now no longer have answer to triumph over the interpretation. The fourth, the researcher determined that the lecturer didn't have greater instances to explaining and schooling the interpretation techniques and approach. Based on the scholars' interview it became determined that the lecturer hasn't defined this techniques and techniques.

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