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| Google Translation readability from Obama Speech (English to Indonesia translation) | |
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|  | **Abstract**  The lookup is a descriptive translation learn about focusing on the methods and ideology of translation offigure of speech used in the text of Srimad Bhagavatam into Indonesian. It departed from atranslation paradigm that considered Srimad Bhagavatam as a product, and  the have an impact on of the strategies and ideology applied to the readability stage of figure of speech translation contained in Srimad Bhagavatam from English to Indonesian. Thisis a library study and the approach used in accumulating the statistics is observation, by reading the studied text carefully on the sentences that comprise discern of speech. To view the translation readability level, three informants are concerned to entire a questionnaire containing about the readability stage of translation. This study shows that the ideology held by way of the translator is domestication by means of applying  communicative technique of translation on most sentences with parent of speech.  **Keyword:** readability, figure of speech, translation |
| How to cite this article  Mulandari, Rioni.et al (2020). Google Translation readability from Obama Speech (English to Indonesia translation). *Literary Criticism, 06(02),* 47-54. | |

1. Introduction

Language is an arrangement of arbitrary symbols possessing an agreed-upon significance within a community. These symbols can be used and understood independent of immediate contexts, and are connected in regular ways. Naturally individual has the typical language characteristics which are influenced by the feeling, idea, emotion, situation and condition, articulation and cognition. (Ramlan, 2018) English has become an important language in science and communication. Therefore, English skills are very important to teach in schools and train every student from primary level to higher education (Al-husban, 2018). Through the Ministry of Education and Culture, the Indonesian government's efforts to improve students' ability to acquire English are still experiencing obstacles. The expected learning results are still far from reality. Students still have difficulty communicating in English, especially in written language. English language competence is very vital to be expanded by means of college students to maintain their English conversation competencies in world interactions and tight job market competition. English competence is primarily based on the capacity to master English skills, specifically, listening and reading are regarded receptive skills, whilst writing and speaking are considered productive skills.

English language competence is very important to be improved by students to maintain their English communication skills in global interactions and tight job market competition. English competence is based on the ability to master English skills, specifically, listening and reading are considered receptive skills, while writing and speaking are considered productive skills. Of the four skills, writing is the most difficult language skill. Writing skills require grammar skills and are also required to master the ability to develop ideas with appropriate and effective words (Harmer, 2003).

Research on errors in EFL writing has been carried out and continues to grow in various countries until now (Kumala, Aimah and Ifadah, 2018; Fadilah, 2019; Perlin, Sartika and Nery, 2020; Perlin, Sartika and Nery, 2020; Pratiwi, Aulia and Lilis, 2019; Rohmana and Jianggimahastu, 2019; Lestari, 2020). Karim et al. (2018) examined the most frequent writing errors made by Bangladeshi students. He discovered that students frequently made grammatical errors, misinformation, disorganization, and overgeneralization. Nair and Hui (2018) and Amiri and Putch (2017) conducted error research conducted by students in Malaysia. They found that students often made mistakes were sentence structure, articles, capitalization, and punctuation. Al-husban (2018) researched students' errors in English writing in Jordan. This study claimed that the most common writing errors in freshman students' writings were addition and omission. Students' errors are attributed to interlingual difficulties as a result of language learning deformation and limited interlingual errors. Songsukrujiroad, Xin and Kaewyod (2018) examine errors in Chinese students' writing Chinese essays. This study demonstrates six different types of errors that students make when writing Chinese essays: incorrect word choice, incorrect word order, incorrect punctuation, incorrect Chinese characters, conjunction, and classifier. Research on EFL students' error writing in Indonesia is also widely carried out by researchers as well as practitioners and teachers of English. Pasaribu (2021) examined the most frequently made errors by students when writing narrative text. This study found that every type of error was discovered in student writing and the causes of these errors were first language interferences, translation process, and carelessness. Kumala, Aimah and Ifadah (2018) examined the grammatical errors of students' writing using the theory of Dulay, Burth and Krashen (1982). This study revealed that errors occur in all types, but the most dominant is the error or omission. More specifically, Fitria (2018) investigated errors in students' compositions of the simple future tense in their writing. She revealed that the errors found in students' writing were grammar, punctuation, and spelling. Kalee, Rasyid and Muliastuti (2018) also conducted the same research. They examined the errors made by Thai students in writing Indonesian papers. They found that the errors encountered in the student's writing were capital letters, italic letters, and bold letters. The errors are the result of a lack of knowledge about the rules governing the restriction of intra-lingual factors; besides, the students have not attained the Indonesian language's structure. Furthermore, Gayo and Widodo (2018) examined the morphological and syntactical errors made by junior high students and the causal factors. This study states that the types of errors often made by students are omission, addition, and misinformation. The main causes of errors that occur are inter-lingual (first language interference) and intralingual factors.

While the factors that cause errors are inter-lingual and intra-lingual. Therefore, this study seeks to investigate the new object of study that still seems unexplored, error analysis on students' thesis writing. The reasons for this investigation are that thesis writing requires seriousness and thoroughness in the writer and good writing skills. In addition, thesis writing also involves thesis supervisors to guide students to write their thesis. With the help and guidance from the supervisors, it is hoped that the quality of students' thesis will be better, and errors in thesis writing can be hopefully minimized.

1. Methods
2. Research Instruments

This research method follows the logic of phenomenological perspective (Moleong, 1995). One of the characteristics of phenomenological approach is to observe the studied subject carefully. It emphasizes more on the activities of collecting and describing qualitative data in the form of figure of speech contained in the text of Srimad Obama. The second type is secondary data in the form of figure of speech translation contained in Indonesian version of Srimad Bhagavatam. Other secondary data are in the form of statements from informants in relation to the readability level of figure of speech translation.

Obama selected as the data source due to the fact that it is rich with figure of speech. Instruments used in the data collection is in the form of a tape recorder to record interviews with informants. The questionnaire used in this study contain sentences with figure of speech in English and its translation into Indonesian. In collecting the data for this study, observation and recording method, backed up by the method of questionnaires and interviews are applied. Readability assessment instrument (readability rating instrument) used in this study is detailed in the following table.

1. Data Collection

Questionnaires used to collect data about the readability level of translation contain alternative questions for the informants to select one of three alternative answers provided, namely (1) easy, (2) moderate, and (3) difficult. The Informants involved to complete a questionnaire in this study are three groups of people from the general public who have read the translated work of Obama in Indonesian.

1. Result

The researcher found 70 figurative speech the detailed of finding can be seen at the table belo

Table of finding

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| --- | --- | --- | --- |
| Translation methods | Total of Figurative Speech (N= 70) | Easy to understand | Difficult to understand |
| Word for word | 0 | 0 | - |
| Literal | 1 | - | 1 |
| Faithful | 0 | 0 | - |
| Semantic | 0 | 0 | - |
| Adaptation | 4 | 4 | - |
| Free translation | 1 | 1 | - |
| Idiomatic translation | 0 | 0 | - |
| Communicat ive | 64 | 64 | - |

From the analysis of the seventy data in the forms of sentences containing figure of speech in the text of Obama Chapter 26, four translation methods have been applied in their translation into Indonesian. The translation methods in question are (1) Literal, (2) Adaptation, (3) Free Translation, and (4) Communicative Translation. Followings are some examples the meanings of which analyzes its meaning in line with the theme of the text as a motivating force (cf. Yulianti, 2005: 37). The theme of Obama text Chapter 26 is about the characteristics of a soul living in the material world. The sentences containing the figure of speech are translated by communicative method, a translation method to divert the contextual meaning of SL text accurately into TL text to make the translation acceptable and easily understood by the target audience.

1. Discussion

Metaphor with the image 'chariot driver' in SLis communicatively translated into TLinto 'a chariot driver’. The chariot driver here is the epitome of intelligence. Intelligence in question is Paramatma that is in the body of living creatures. Without the charioteer, then the chariot will not be able to move, so does the body of a living being, in the absence of the Paramatma, then the body will not be able to act, even if the soul is still in the body.

(2) BS : The body is given by material nature, and the driver of that body is President, the Supersoul. BT : Badan diberikan oleh alam material, dan kusir badan itu adalah President, Roh Yang Utama.

Metaphor in the SLis translated by a communicative translation method into TL. The phrase 'the driver of that body' is translated as 'coachman's body'. Laws of material nature regulate a person's life by giving the body according to his past karma. Every living creature will get a body with different qualities, depending on the more dominant nature that shape it. Whereas the Paramatma present in everybody is to give permission to the body to act.

(3) BS : The living entity is seated within the chariot.

BT : Makhluk hidup duduk di atas kereta.

The metaphor in the SL with an image of 'within the chariot' is translated by communicative translation method into TL being 'on a chariot'. Individual spirit in the body is a passenger on the chariot (the body). Because the spirit is just sitting on the chariot, and it is controlled by Paramatma denoted as a chariot driver.

(4) BS : President’s going to the forest to kill animals is symbolic of the living entity's being driven by the mode of ignorance and thus engaging in different activities for sense gratification.

BT : Kepergian Raja Puranjana ke hutan untuk memburu binatang adalah simbolisasi dari kenyataan bahwa makhluk hidup dikendalikan oleh sifat kebodohan dan dengan demikian sibuk dalam berbagai kegiatan untuk kepuasan indera.

Cynicism that describes the nature of ignorance in SLis communicatively translated into TL. This can be explained as follows. Activities that are not based on the rules of the scriptures which are only concerned with the satisfaction of the senses material put someone in the dark, so unable to see anything right that leads them to into a situation where they cannot get out of the material bonds.

1. Conclusion

Four identified translation methods are applied in translating English figure of speech into Indonesian contained in the text of Obama. Fourth translation methods in question are (1) Literal, (2) Adaptation, (3) Free Translation, and (4) Communicative Translation. Of the seventy-data, only one data is translated using a literal translation method in favor of the SL, while the remaining sixty-nine are translated by the method in favor of TL; 1 data with free translation method, 4 data by the method of adaptation, and 64 data with the communicative method.

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