Strategy for Translating English to Indonesian Written Text for Understanding the English Education Students' Materials in Umn Al Washliyah, Indonesia

by

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Abstract

The purpose of this study was to determine whether students translate in English texts, describe the strategy applied by students in translating English texts and observe students' abilities in translating English texts. The research method used in this research was qualitative and the subject was the assignment of the Translation Strategy class by students of the English Language Education Study Program at the Muslim Nusantara Al Washliyah University. In addition, this study also uses a qualitative research perspective. The instrument used is the people themselves, researchers use research instruments in collecting data to support research. The population in this study was fourth-semester students in the Translation subject. The researchers concluded in the translation strategy that students use the borrowing translation strategy because most students rarely practice their translation skills. Students rarely look up words in the dictionary to find out the meaning of the words in their textbooks and the students' ability to translate English texts. The researchers concluded that the students' ability in translating English texts was still low because students had difficulty translating text in arranging words into good sentences and did not know the translation strategy. Their difficulties were caused by several things, such as they did not know what strategy to use in translating the text and did not have the motivation to do the exercises to translate the text to find out the purpose of the Indonesian text. So that students do not have a solution to overcome translation.

Keywords: Translation Strategy, Translating Text, Indonesian Text, English Text, etc.

Introduction:

Translation activities have great benefits in developing knowledge or knowledge as well as in the exchange of information and international culture. The translation is considered

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essential for the development of every field. Through translation, students are assisted in daily interactions and exchange of information with a variety of languages. Translation allows students to develop foreign language skills in education. The translation is the process of matching one language to another to get the meaning or information conveyed by the speaker or writer. Translation plays a very important role for people including students in helping them get information written in English. In this regard, Weber (1984) said that translation is the process of transposing a text written in the source language into the target language. It can be said that translation products can help people who don't understand English to get information from English texts.

According to Newmark (1998), translation means translating the meaning of the text into another language according to the author's intent. Translation plays an important role for people who do not understand foreign languages like English. In his book, *A Textbook of Translation*, he defines the translation strategy as a process that emphasizes the relationship between the source language and the target language. Because there are many types of texts, more than one strategy is needed in the translation process. For example, the strategy used to translate informative texts will be different from the strategies used in translating literary texts. Furthermore, the strategy used in translating text in printed media will be different from the strategy used in translating text on the internet.

The specific objectives of this study are:

i.   To find out what strategies are applied by the English Education Study Program students in translating English text into Indonesian.
ii.   How is the implementation of the translation strategy by students of the English Education Study Program

Review of literature:

In general, translation means transferring messages from the Source Language to the Target Language without changing the idea or meaning of the source language. When people talk about language forms, they are referring to words, phrases, clauses, paragraphs, which are spoken or written. These forms are referred to as surface structures of a language. Larson (1998) states that translation means transferring the meaning of the source language into the receptor language. This means that the process of transferring the source language to the target language must be carried out without changing the idea or meaning of the source language. From his statement, the writer concludes that translating is not easy. Because every language has its own grammatical structure and may be different from other languages. In translating, many processes that must be done are known such as, studying and analyzing the source language, and reconstructing its meaning.

Catford (1965) says that translation is a substitute for textual material in one language with the equivalent of textual material in another. From the above statement, Catford shows that the most important thing in the process of translating is finding the equivalent meaning between the source language and the target language. Newmark (1988) also states that translation is the translation of the meaning of a text into another language according to the wishes of the author of the text. In Newmark's statement, translation is a way to find the equivalent meaning of the source language into the target language so that the audience knows about the author's intention. From the definition of the two translations above, the writer concludes that translation is the process of transferring the source language to the target language without changing the meaning

of the idea and the goal is to find the equivalent meaning of the source language into the target language, thus the information from the source language is still there and people know about the author's intent.

A translator needs a way to understand the meaning of the text. The researchers chose a way to facilitate translation, namely by using a strategy. A translation strategy is a way of translating when you have translation problems (Loescher, 1991). The strategy in translation has three branches that can be applied as a way when students translate text, in translating format students have to translate text non-stop for a long time. In fact, if you have to correct mistakes straight away if you find out.

The translation process and translation products are interrelated. So, the translation strategy has two strategies, namely; strategies related to what happened in the text, and strategies related to what happened in the translation process (Jasskelainen, 1993). A common strategy in translation is the literal translation that focuses on word for word. Jaaskelainen (1993) introduced a global translation strategy. The global strategy has links to the general translation of principals and the way translation work is implemented. Literal translation and free translation are included in the global strategy because they both influence translators to consider the purpose of translation, and how it impacts readers. This impacts how the translation process continues. These strategies are divided into two categories as follows; Direct translation, and the oblique translation as a free translation. Two categories of them consist of seven following strategies;

i. **Borrowing:** Borrowing is a translation strategy without translating. It's about expressing the original text. The phrase is taken from the source language and applied in the target language. This means that from the source language it is transferred directly to the target language. It's a translation strategy that works that doesn't really translate. However, translators must pay attention to the grammar or pronunciation of the target language. Strategy can be used in two situations when discussing a new technical process that does not have a term in the target language or when defending the word from the source language style and the effect is that the translator uses a foreign term to add meaning to the target text.

ii. **Calque:** Calque is a translation strategy from the source of language expressions or structures that are transferred in literal translation. It can be defined as a foreign word or phrase translated, and combined into another language. It can be said that the word or phrase is literally translated from the source language into the target language. In addition, Calque has followed the syntax of the target language while translating each word literally, or ignores the syntax of the target language, and preserves the syntax of the source language, leaving Calque in the awkward syntactic structure of the target text. In addition, Calque creates or uses neologisms in the target language by adopting the structure of the source language. Then, Calque is a kind of Borrow from the source language, but still with the structure of the target language.

iii. **Literal Translation:** A literal translation is a word-for-word translation. According to Darbelnet (1995), literal translation can only be applied to languages that are very close to cultural terms. In addition, the literal translation is a direct translation, that is, a comparison of words made in this context. It has translated the source text literally into the target text, focusing on shapes and structures

without adding or subtracting anything in the target language. Then, this strategy can be accepted only if the translated text maintains the same syntax, the same meaning, and the same style as the original text.

iv. **Transposition:** Transposition is a change in part of another language without changing the meaning. This means that transposition involves moving from one grammatical category to another without changing the meaning of the text or message. Vinay and Darbelnet (1995) argue, perhaps the most common structural changes made by translators. Later, Transposition has introduced a change in grammatical structure. So, the translator changes the type of word or the word class from noun to verb, the verb for the noun, or the noun for the proposition. It changes the grammar categories, and each word has a different grammar structure in a different language. Transposition becomes mandatory or optional and refers to the source text as the best expression, and the target text as the transporter expression.

v. **Modulation:** Modulation changes the semantics, and perspective of the language text source. It consists in using phrases that are different in the source, and the target language to convey the same idea. In addition, modulation is a diversion that occurs because of a shift in meaning to a change in perspective and mindset. It refers to the target text from a point of view that is different from the one in the source text or introduces a change or semantic perspective. Furthermore, modulation also focuses on cognitive categories in relation to language sources, which can be lexical or structural.

vi. **Equivalent:** Equivalents are strategies that express something in a way that is completely different. This is a word that is suitable for finding words or expressions that are similar from the source language to the target language. Besides that, the equivalent also performs full of different expressions to convey the same reality. So, it can be simultaneously simple, and complex in translation strategy. Vinay and Darbelnet (1995) refer to that where language describes the same situation, but different stylistic or structural means, and something that is almost inherently cultural, useful when translating idioms, advertising slogans, proverbs, interjection and institutional names. Ekilaven also deals with idiomatic expressions, where all the lexical, grammatical elements are there, but translating it literally leaves the reader confused.

vii. **Adaptation:** Adaptation is changing cultural references when the situation in the source culture does not exist in the target culture. Adaptation occurs when something specific to one language culture is expressed in a completely different way that is familiar or appropriate to another language culture, this is a shift in the cultural environment. In addition, adaptations also replace cultural elements of the source text with one of the target cultures. It is similar to the equivalent in that a translator attempts to make the source language the target language while ensuring it is only as relevant and meaningful as the original.

Research Method:

This research was conducted at Universitas Muslim Nusantara Al-Washliyah, in the English Language Education study program, Faculty of Teacher Training and Education. Time

of research activities was in the even semester of the 2020/2021 academic year. The research method used in this research is qualitative. According to Brannen (2005), a qualitative method uses analytical induction. The subject of this research is the assignment of the Translation Strategy class by students of the English Language Education Study Program at the Muslim Nusantara Al Washliyah University. In addition, this study also uses a qualitative research perspective. The instrument used is the people themselves, researchers use research instruments in collecting data to support research.

The population in this study was students in the Translation course by students of the English Language Education Study Program at the Muslim Nusantara Al-Washliyah University. According to Arikunto (1998), a population is a group (or collection) of all elements that have one or more attributes of interest. Researchers use this population as the research subject as a whole. The data of this research are words that contain translation strategies by students which are collected from the fourth semester of the Translation Procedure class by students of the English Language Education Study Program at the Muslim Nusantara Al Washliyah University.

The data collection technique in this study used worksheets to obtain data and researchers analyzed the results of assignments adapted from lecturers to determine the translation strategies applied by students. This study also uses the observation that is applied as participatory observation, where appropriate observation is participatory observation. Participatory observation was applied by involving researchers, as direct observers, and students in daily activities both in class and in the environment.

In accordance with the data collection techniques that have been carried out, the data processing procedure is carried out through three stages, namely;

i.   Check student worksheets and sort out which strategies they use
ii.   Provide interviews to support research results
iii.   After that, the researchers collected the frequency and percentage of strategies students used. Finally, the researchers drew conclusions and suggestions from this study.

Result and Discussion:

To analyze the students' translations, especially in the students' strategies of translating English texts, the researchers applied the test to the students. In the test technique, the researchers provided and English text and asked students to translate the English text as best they could. In translating the text, there are seven strategies used, namely: Borrowing, Calque, Literal Translation, Transposition, Modulation, Equivalence, and Adaptation. The table below is an overview of the research results.

Table 1: Student Strategies in Translating English Texts

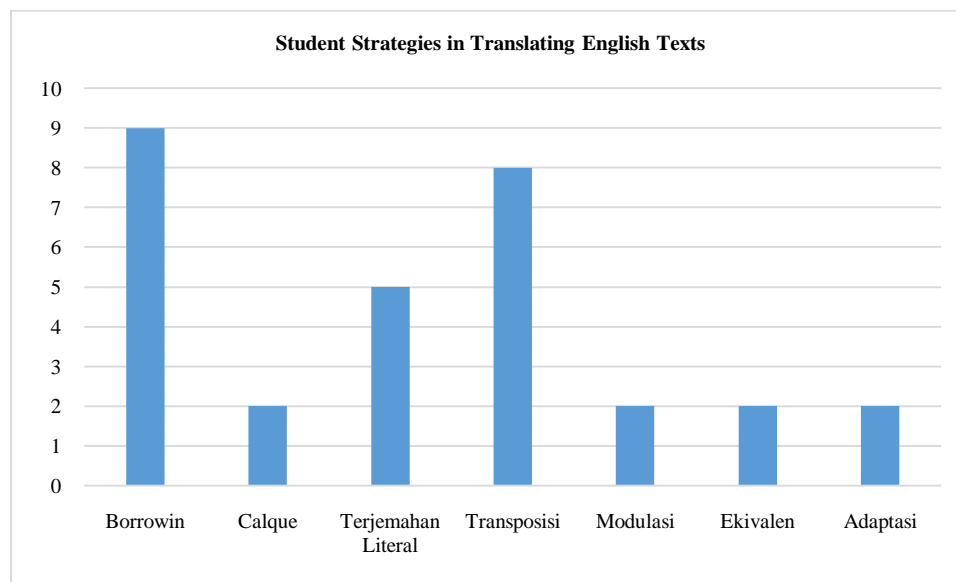| Type of Strategy in Translation	Frequency (n=30)	Percentage (%)
Borrowing	9	30
Calque	2	6.6
Literal Transaltion	5	16.7
Transposition	8	26.7
Modulation	2	6.6
Equivalent	2	6.6
Adaptation	2	6.6

Figure 1: Student Strategies in Translating English Texts

Based on the data above, the researchers got some information. First, students mostly use Borrowing Translation. With this strategy, the source language is brought directly into the target language where the expression structure of the source language is transferred into literal words. This strategy is also known as a loan word. The number of students who choose the strategy is as many as 9 people with a percentage of 30%. Second, students use Transposition. With this strategy, the students change the grammar structure from the source language (SL) to the target language (TL), because the source language cannot be constructed into the target language. Therefore, this strategy is also called Transposition, which means changing the shape from SL to TL. The number of students who chose the strategy was as many as 8 people with a percentage of 26.7%. Furthermore, students also use literal translation. A literal or metaphratic translation is a word-for-word translation in which the target language accurately copies the source. While often technically correct, literal translations can sound awkward and clumsy, causing readers to go to great lengths to figure out their true meaning, even if one exists. For monolingual readers, this is difficult and not always possible. The number of students who chose the strategy was as many as 5 people with a percentage of 16.7%. The final strategy used by students is with the same frequency and the same percentage, namely 2 people each with a percentage of 6.6%. These strategies are Calque, modulation, equivalence and adaptation.

It can be concluded that the dominance or strategy most widely used by English Language Education Study Program students is the Borrowing strategy. Most students use the Borrowing Translation strategy, with this strategy the source language is brought directly to the target language where the expression structure of the source language is transferred into literal words. This strategy is also known as a loan word. For example *"He is in Blue. His lover leaves him alone due to the long-distance relationship."* The student translates *"Dia berbaju Biru. Kekasihnya meninggalkannya sendirian karena hubungan jarak jauh."*

The reason behind the use of each strategy used by students in this study shows that students still experience many difficulties, they only use one technique in translating, especially words that they rarely find in English textbooks. In addition, students also need more time to practice translating text from English to Indonesian because the strategy they have is not right

and also lacks vocabulary in translating English texts. Although the lecturer has provided practical training to translate English texts, this is not enough to build students' interest in practicing translating English texts.

Conclusion and Suggestions:

The researchers concluded in the translation strategy. Students use the borrowing translation strategy because most students rarely practice translation skills. Students rarely look up words in the dictionary to find out the meaning of the words in their textbooks. With this strategy, the source language is directly carried over to the target language where the expression structure of the source language is transferred into literal words. This strategy is also called borrowing words, and the students' ability to translate English texts. The researchers concluded that the students' ability in translating English texts was still low because students had difficulty translating text in arranging words into good sentences and did not know the translation strategy. Their difficulties were caused by several things, such as they did not know what strategy to use in translating the text and did not have the motivation to do the exercises to translate the text to find out the purpose of the Indonesian text. So that students do not have a solution to overcome translation.

The suggestion that can be given is that it would be better if the teacher in the class introduced translation strategies to students. Teachers are also more able to provide more practice every day in order to train students' interest in honing text translation skills.

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