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**Translation Strategies Applied by the Fifth-Semester Students of English Education Study Program in Translating English Written Texts into Indonesian Language**

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**Abstract**

This research attempted to find out translation strategies applied by the fifth-semester students of English Education Study Program in translating English written texts into Indonesian. It was conducted by applying descriptive qualitative and quantitative approaches. The subject of the research was 61 pieces of translation task collected from the lecturer into taught translation subjects. Data of this research were collected from the students' assignment about the Explanation text given by the lecturer. The data analysis was done by using the translation techniques theory proposed by Suryawinata and Hariyanto (2003). The results of this research revealed that the use of each translation strategy varied in terms of frequency. The translation strategies used by the students from the most dominant to the least dominant respectively were as follows; 1) Borrowing (56.61%); 2) Omission (29.41%); 3) Synonym (6.80%), 4) Addition (3.49%), 5) and Transposition (3.49%). The applications of reduction and expansion were not found. Among all the five translation strategies found in the students' translation works, omission, synonym and borrowing were accurately applied. Furthermore, addition and transposition were not accurately and successfully applied by the students.

Keywords : Translation; Translation Strategies

## **Introduction**

In the modern era, English is an important language to communicate. English has become a new challenge for many people in Indonesia. Foreign language influences much toward Indonesian literature and they are related to each other. The goals of the learning process happened the relationship between student behavior change and teacher reactions. So, how do they get the information from the foreign language, of course through translation?

Nowadays, translation has an important role in human life, especially for Indonesians. It is because much information does not exist in Indonesian which means that a great deal of it is presented in foreign languages, particularly in English (Choliludin, 2005). In many places in this country, it can be found many textbooks, journals, news, movies, even advertisements are addressed in English. This situation may become a barrier for someone who wants to get information from the English text.

Translation activity has a large benefit in developing knowledge or science as well as in the international exchange of information and culture. The translation is considered as the important thing for the development of every field. Through translation, the students are helped in the daily interaction and the exchange of information with its language diversity. Translation allows the students to skill developed of a foreign language in education.

The translation is the process of matching one language to another in order to get the meaning or information conveyed by the speaker or the writer. translation plays such a crucial role for people include students in helping them to get information which is written in English. Regarding this, Weber (1984) says translation is the process of transposition of a text which is written in the source language into the target language. It can be said that the translation product can be help people who do not understand English to get information from the English text.

According to Newmark (1998) translation is as rendering the meaning of a text into another language in the way the author intended the text. Translation plays an important role for people who do not understand a foreign language such as English. In his book, *A textbook of Translation*, He defines the translation methods as the processes which emphasize the relation between source

language (SL) and target language (TL). As there are many types of text, more than one strategy will be needed in the translation process. For example, the strategies used for translating the informative text will be different from the strategies used in translating literary text. Furthermore, the strategy used in translating text in the printed media will be different from the strategy used in translating text on the internet.

Translation strategies are the strategies that the students used when they are translating a text. This strategy is important in order to help them in translating process and to make the translation is easier to understand by the readers. In fact, there are so many strategies that the students can use when translating a text. The problem that raises from this fact is the student do not know their own strategies that they use in translating process. However, it is important to know their own strategies in order to make them understand how the application of translation strategies by the students in the translation class at the procedures of translation is.

Many English texts are translated into Bahasa Indonesia by changing the pattern or vice versa. It requires the process of translation. The translation is the removal of reflection ideas from one source language (SL) into the target language (TL). In general, translation is viewed as a process of transferring the meaning or message from the intended source language (SL) to the target language (TL). The most important thing is the result of translation must have a relation with the meaning of source language (SL).

As a course, Procedures of Translation is offered to the students of the English Department of Bengkulu University in the fifth semester. Every student has a strategy in translation. The strategy used by the student may be different from each other. So, their strategy in translating text can be analyzed. Therefore, this study will analyze the student's strategy in translating English into Bahasa Indonesia.

There are some previous studies related to translation. Surahman (2013), entitled "An Analysis of Students' Translation Product of a Descriptive Text Entitled Octopus" was conducted in one state Junior High School in Bandung involving six-eight grade students. This research aims to find out students' translation strategy, students' problems in translating and students' translation quality. The students' translation was analyzed by using the translation strategy theory of

Vinay and Darbelnet in Fawcett (1997), Newmark (1988). The findings reveal that the translation strategies found in students' translation works were transposition (46%), Reduction (39%), Literal (21%), Expansion (8%), Couplets (8%), Naturalization (3%), Equivalence (3%) and mistranslation (8%). The problems found were vocabulary problems, lexical problems, and syntactic problems.

Nur'azizah (2015) entitled "An Analysis Of Students' Translation Works Of A Barack Obama's Political Speech" This study used a descriptive-qualitative method with document analysis technique, using the theory of translation strategy proposed by Vinay & Darbelnet (in Fawcett, 1997, pp. 34-9; in Bell, 1991, pp. 70-71) and Newmark (1988). While in terms of difficulties faced by the students in translating a text, it was done by examining vocabulary problems, lexical problems, and syntactic problem This study also used the NAATI's assessment method to find out the quality of students' translation works. The result found the students employ several strategies in translating a political speech and the problem was contained sophisticated words and unfamiliar diction, therefore it was affecting the quality of the translation works.

Putra (2017) entitled "Students' Strategies In Translating English Into Indonesian (A Study of Sixth Semester Students of English Education Study Program of Bengkulu University in the Academic Year 2016/2017)" found the students used each translation strategy in moderation depending on the text they worked on. Beside of previous research, the instrument used by Putra is questionnaire but in this research, the researcher without using questionnaire only use translation test.

Based on the explanation above the researcher is interested in finding out the strategies in translating English into Indonesian used by the students. The sample of this study was the fifth-semester students of English Education Study Program of Bengkulu University in the academic year 2017/2018. The researcher chose the fifth-semester students of English Education Study Program of Bengkulu University because they have already taken procedures of translation class. By considering this fact, the researcher interested in researching the students' strategies in translating English into Indonesian used by the fifth-semester students and hopefully, this research would reveal the strategy used by the students.

The researcher formulated the questions of the research as follows: "What strategies do the English Education Study Program students apply in translating English texts into the Indonesian language?" and "How was the application of translation strategies by the English Education Study Program students?". It is expected that this research would give a significant contribution to the field of translation and education.

## **Research Methodology**

The method carried out in this research was both, quantitative and qualitative. According to Brannen (2005) "quantitative method uses enumerative induction while qualitative method uses analytic induction." Quantitative method is primarily used to account and to find out the number of occurrences and the percentage of occurrences

The subject of this research was an assignment from the Procedures of Translation class by the English Education Study Program Students in the fifth semester at the University of Bengkulu to get the data and the researcher analyzed the result of the task adapted from the lecturer to find out the translation strategies applied by the students.

The population of this research was students in the fifth semester at the Procedures of Translation class by the English Education Study Program Students at the University of Bengkulu. According to Arikunto (1998), a population is a set (or collection) of all elements possessing one or more attributes of interest. The researcher used that population as the whole subject of the research.

The data of this research were the words that contain the strategy of translation by students that were collected from the fifth semester at the Procedures of Translation class by the English Education Study Program Students at the University of Bengkulu. The data analysis was done by using translation techniques theory proposed by Suryawinata and Hariyanto (2003) to investigate techniques that are the most frequently used for each unit translation that will be used by the student. The translation strategy is basically divided into two types: structural strategy and semantic strategy. Structural strategies consist of addition and transposition; the semantic strategies consist of borrowing, synonym, reduction or expansion, omission and modulation. Here, the document referred to the assignment about explanation text taken by the lecturer of the Procedures of Translation subject. Then, the researcher identified the strategy used by the writer by the original text. After that, the researcher accumulated the frequency and percentage of the strategies used by students. Finally, the researcher drew the conclusion and suggestion from this research.

## findings and Discussion

This chapter consists of two sections. The first section is the findings of the study, and the second section is the discussion of the research. The finding displays data of strategies employed by the learners in translating English text into Indonesian language and the discussion section discussed the findings based on current theories the previous study in the translating area.

### findings

The findings of the students' translation strategies in translating English text into the Indonesian language are presented in table 1. The general result of this research is shown in the following table :

**Table 1 : Translation Strategies Applied by Students**

No	Type of Translation Strategy	Frequency	Percentage
1	Addition	19	3.49 %
2	Transposition	19	3.49 %
3	Borrowing	308	56.61 %
4	Synonym	37	6.80%
5	Reduction and Expansion	0	0 %
6	Omission	160	29.41 %
7	Modulation	0	0 %

Based on table 1, it was found that the students applied five strategies in translating English texts into the Indonesian language, namely: addition, transposition, borrowing, synonym and omission. Borrowing was applied 308 times or 56.61%. Omission was also applied quite frequently, which was 160 times or 29.41 %. Additionally, transposition and synonyms were applied 19 times (3.49%), 19 times (3.49%) and 37 times (6.80%) consequently. The students did not apply two strategies, reduction and expansion, and modulation.

Borrowing strategy had the highest percentage among these 5 translation strategies, making it the most dominant translation strategy in students' works. This strategy was used in more than 56 percent of the data. It is indicated by how

the students applied transliteration for the word "surplus" and naturalization for word "standard". For the word "surplus", students translated it into 'surplus' in the target language without changing the word with its equivalent word in source language which is "kelebihan". If the translator still used the word surplus instead of "kelebihan" in bahasa Indonesia, the translation will be so strange so that the borrowing strategy is a good way to be chosen (adapt from Suryasa, 2019) This process is also known as transliteration. The same thing is also applied for word "standard". The word was translated to target language with changes in spelling and pronunciation into "standard". It is possible to absorb or borrow foreign words into Indonesian in accordance with *Pedoman Bahasa Indonesia Yang Disempurnakan*, or referred to EYD (Suryasa, 20 In this case, the students applied naturalization.

The second most dominant translation strategy used by the students was Omission. This strategy was used in more than 29 percent of the data with a frequency of 160. This strategy was used by students when they omitted a part of the sentence that they considered to be unimportant to be translated. For example, the students translated sentence "This standard is not a religious or subjective standard, but objective and scientific one" from the source language into "Standar ini adalah yang objektif dan ilmiah" in the target language. The result of the translation is understandable and contains the main message that the sentence conveys. However, this strategy is also inaccurately applied in other sentences. For example, the students translated sentence "When we talk about 'the national labor force, we are thinking off all those people who are available for work within the nation'" from the source language into "Tenaga kerja nasional adalah orang-orang yang bersedia untuk bekerja di dalam Negara" in the target language. In this part of the translation text, the student did not translate the beginning part of the sentence "When we talk about 'the national labor force, we are thinking off'". However, the application of omission is on point since the message from SL is still conveyed in the TL.

Synonym was the third frequently used translation strategy in this research. In this research, this strategy was used in more than 6 percent of the data with 37 occurrences. The students applied this strategy by translating the word "labor" from the source language into "buruh". The application is accurate since it does

not obscure the meaning of the sentence or word. Moreover, the students were indicated to be varying the choice of words in translating.

The least frequently used translation strategies in this research were addition and transposition, each of which has 19 data of occurrences and was used in more than 3 percent of data. In this research, it was found that the application of both strategies was not influential to the result of translation. For addition strategy, several students added words that caused ambiguity in translation results. The words added did not come from the source sentence which indicates that the students used their assumption in translating the sentence. For transposition strategy, the students changed the structure of the translation in the target language, where the article for a singular noun in source language was changed into plural in the target language. The transposition changed the meaning of the noun. Thus, the application of the strategy was not on point.

Among all the five translation strategies found in the students' translation works, Omission, Synonym, and Borrowing were accurately applied in more than 92 percent. Based on the data analysis, the students successfully applied these three strategies and conveyed the meaning of sentences through them. On the other hand, addition and transposition were not successfully applied probably eight percent from a total number of occurrences. The application of these strategies caused ambiguity in translation results. Moreover, the meaning of parts of the sample sentences was also not conveyed.

## **Discussion**

In all students' translation works, reduction and modulation were not found. Based on the researcher's analysis of students' works, students have not applied because there is a tendency to use literal translation as a basic translation tool before applying translation strategies. In this case, most of the students translated the sentence word by word without the indication of paraphrasing. Thus, modulation and reduction were not found in any of the students' translation works. The only strategy that came close to the reduction found in students' works was an omission, but its application is different from reduction itself. In omission, the students removed one word which actually can be translated in target language yet they decided not to translate it. Whereas

reduction is applied when literal translation causes ambiguity and source language word needs to be eliminated.

Apart from the use of translation strategies, the literal translation is the students' main translation tool. The students tend to translate the texts word by word which can be seen in their translation works. Translation strategies were only applied when they found any unfamiliar vocabulary or grammatical structures that were not relevant in their target language, which was Indonesian. In this research, the borrowing strategy was mostly used by the students. Based on the results of students' translation works, it is due to students' language competence and language barriers between the source language and target language. Suryasa (2014) pointed out that competence contributes much to translation. These competencies are language competence, textual competence, subject competence, cultural competence, and transfer competence. In this case, students' language competence, especially vocabulary, determined the students' tendency in using borrowing strategy. Students translated words such as population, standard, objective and surplus which are generally used by them. This resulted in the dominant use of this strategy in their translation.

Linguistic barriers also became one factor that leads to borrowing that results from the different phonetic systems between Bahasa Indonesia and English (Suryasa, 2014). In this case, the students did transliteration on the word "standard," which changed the word into "standard" in the target language. In this example, the change in the phonetic system happened. Thus, these two factors led to the dominant use of borrowing strategies by students.

This research has several disadvantages that can become a consideration for future researchers in conducting researches with a similar topic. First, the data taken from this research were in the form of documentation. It would be more reliable if the data were taken directly from the students in the way of a translation test. Second, the researcher only used one type of text to be translated by the students which were explanation text. The diversity of the translation strategies could be improved if the researcher added other types of text, for example, hortatory exposition, analytical exposition and news items which require the students to use a wide range of vocabulary and trigger them to practice their language competences.

Based on the accuracy of the students' application of each translation strategies, the researcher would like to offer two suggestions for the readers to improve the quality of translation strategies. First, it is important to enrich vocabulary. In this research, borrowing was the most dominant strategy but there were some of its applications that were not accurate due to lack of vocabulary. By improving vocabulary competence, the students can minimize the inaccurate application of borrowing strategy. Second, the improvement of grammatical competence is needed since it holds important part in application of transposition and addition strategies. These two strategies were found to be inaccurately applied to students' translation tasks. Thus, the students should improve their grammatical competence to increase the accuracy of the application of these strategies.

In the process of data collection, the researcher faced limited access to the data source. The researcher was not allowed to give a test in the classroom. The data were only collected from the students' weekly tasks. Consequently, the collected data may not reflect the true ability of the students to translated English written texts into the Indonesian language and it to some extent, may affect the general conclusion of the research.

## **Conclusion and Suggestion**

### **Conclusion**

This study attempted to find out the types of translation strategies applied by the fifth-semester students of the English Education Study Program in translating English written texts into Indonesian language and the application of the strategies in translating the source language into Indonesian.

Based on the findings, it could be concluded that: 1). The fifth-semester students of the English Education Study Program applied various strategies in translating English texts into the Indonesian language, namely: the students did not apply addition, transposition, borrowing, synonym, and omission of the seven strategies proposed by Suryawinata (2003), two strategies Reduction and Modulation. Borrowing is the most dominant strategy applied by the students in their translation task, comprising almost sixty-one percent of the total strategy. The absence of reduction/expansion and modulation strategy because the students tend to used literal translation. 2). Among these five translation strategies,

addition, synonym, and borrowing were accurately applied. The students successfully applied these three strategies and conveyed the meaning of sentences through them. On the other hand, addition and transposition were not successfully applied. The application of these strategies caused ambiguity in translation results.

### **Suggestion**

In this section, the researcher gives suggestions that might be beneficial in the future for readers, future researchers, and anyone who is interested in discussing this topic of research:

1. A researcher who is interested to investigate the students' ability to translate English written texts into the Indonesian language or vice versa should make sure that the data could be collected by the researcher made test.
2. It is expected that the readers, especially students, can figure out the best way to apply translation strategies since this research revealed how the strategies were applied and discussed the accuracy of the application of the strategy.
3. The future researcher hopefully selected the text randomly of a paragraph or a few sentences only to gather data about the application of translation strategies.

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