DOCUMENTING UNDOCUMENTED THE WAY INI TRANSLATION OF STUDENTS IN JUNIOR HIGH SCHOOL

Dony Efriza[1]; Yelia[2]; Teguh Adimarta[3]; Yusrizal[4]
[1,2]Universitas Jambi
[3] IAI Muhammad Azim
[4]Universitas Terbuka
Jln. Jambi- Ma. Bulian KM 15 Mendalo Indah, Muaro Jambi 36361
[1]donyefriza@unja.ac.id
[2]davizayelia@gmail.com
[3]teguh.adimarta@gmail.com
[4]yusrizal@ut.ac.id

Abstrak

Tujuan dari penelitian ini untuk memberikan informasi tentang temuan kualitatif strategi penerjemahan siswa yang digunakan oleh siswa SMP swasta di Indonesia. Peserta penelitian ini berjumlah 22 orang. Observasi dan wawancara digunakan dalam pengumpulan data untuk penelitian ini. Penelitian ini menggunakan penelitian kualitatif untuk mendapatkan informasi lebih lanjut tentang strategi penerjemahan siswa di SMP. Strategi yang paling banyak digunakan siswa adalah Literal translation dengan skor 153 dari 23 kalimat teks naratif. Siswa mengatakan bahwa "Diterjemahkan secara literal agar lebih mudah dan saya selalu menggunakan kamus saat menerjemahkan". Ditambahkan pula oleh guru bahwa "sebagian besar siswa menerjemahkan teks secara literal, dan menggunakan kamus". Skor tertinggi tidak dipengaruhi oleh strategi penerjemahan. Namun, skor tertinggi diperoleh berdasarkan terjemahan efektif atau hasil terjemahan yang mengandung makna yang sama dari bahasa sumber ke bahasa sasaran.

Kata kunci: Teks, Terjemahan, Strategi dalam Penerjemahan

Abstract

The purpose of this study was to give information about qualitative findings on students' translation strategy used by students in the private Junior High School in Indonesia. There are 22 partcipants of this study. Observation and interview were used in collecting data for this study. This study used qualitative research, the aims was to get more information about translation strategy of the students in the Juior High School. The most strategies used by students was Literal translation, the score were 153 from 23 sentences of narrative text. The students says that "Interpreted by literal to make it easier and I always use the dictionary when translating". It adds also by teacher that "the most students translate the text by literal, and used dictionary". The highest score was not affected by translating strategy. However, the highest score obtained based on the effective translation or the translation results that contain the same meaning of the source language to the target language.

Keywords: Text, Translation, Strategies in Translation

INTRODUCTION

English has to be mastered by Indonesian's students in order to develop their knowledge and science. Kurniawan (2007) states that most of technology, science, news, and literary works are spread out to the world in English. Students should be able to use English. It can be done by translating it. Warhamni (2010) stated that translation is not only transfer of the closest meaning for source into target text, but it also should concern about the style. It showed that translating is not only transferring the source to the target text but also the meaning of the text should be equivalent. So, the readers understand the contents of the source text.

In an act of translation the translators do not only transfer the massage of the source language to the target language without changing meaning of the massage but also the style of the text presents in target language which the target language users can get the message of the source massage clearly.

In translating a source to target language, there are some strategies which the translators used, such as; first, word-for-word translation focuses on the source language by maintaining the structures of the source language was translated into the target language. This strategy only transfers the text of the source to target text word by word and follow the structure of the source text. The target language users will confuse in comprehending the result of the translation.

Second, literal translation attempts to find the same grammatical construction of the source language in the target language, and then the translator reproduced the words structure to suit the target language. This strategy focuses on grammatical sentence. Darbelnet (1995, p. 31) argues that literal translation same like is the direct transfer of a SL text into a grammatically and idiomatically appropriate TL text. Even though this strategy is awkward but it still can comprehend the meaning of massage. It is different with word by word which only focuses on structure of source language.

Third, A faithful Translation attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures (Newmark, 1988, p. 46). This strategy produces of contextual meaning from source text in to target text. Here the words cultural content translated, but the irregularities of grammar and choice of words is still there. This translation based on the purpose source language. So, this strategy focused more on the meaning and purpose of the source language. The result of the faithful translation showed that the meaning of the translation is still awkward to be comprehended by the target language readers.

Fourth, semantic translation is more flexible than a faithful translation. Faithful translation is more awkward and does not compromise with the rules target text or more bound to the target language, semantic translation should consider aesthetics target text. It indicated that the result of text have meaning and purpose the source language to the target language, the reader known the purpose of the text although the result of translation is awkward.

Fifth, adaptation is the first form of translation. Also, this strategy is the closest form to the source language. This strategy is the closest form to the source language.To change the culture of the source language to the target language culture so that the readers would understand betters the content of the poem or drama. Therefore, there is a change of culture source language to target language and the original text is written back and adapted into target language. If a poet adapt or adapting a play to play, then it should maintain the all the characters in the original script and storyline also well maintained, but the dialogue source language has been adapted to the cultural target language.

Sixth, free translation reproduces the matter without the manner, or the content without the form of the original, usually it is a paraphrase much longer than the original". It showed that the translation using this method makes the reader better understand the purpose of the text. This strategy is not like a literal translation, faithful translation and semantic translation which produces an awkward sentence. As stated by Newmark that the target text will be longer than the source text.

Seventh, the strategy used the natural form in the source language when translator tried to transfer it into the target language. When the translator translated idiomatically, he or she made the natural form of the source language in the target language. Therefore, the result of this translation looks like a straight narrative and not as a result of the change the source text to the target text.

Last, communicative translation attempts to make a proper contextual meaning of the original so that both the content and the language that is easily accepted and understood by the reader. This shows that the translation contains the message to be conveyed to the reader. Therefore readers know the meaning of the text, without seeing the text translation literally. As stated by Aradhani (2015, p. 20) that the general reader can understand the messages carried in the text.

English Proficiency Index (Education First, 2015), reported that Indonesian English Proficiency was on the 32nd rang out of 70 countries with score 52.91. Meanwhile, in Asia reviewed that Indonesia was on the 12th out of 14 countries. It shows that most of the students had problem in translating the text. They could not translate the source to target text well. Translating from source to the target text was still hard for University students. The focus of this study is junior high school students. That accordance of Azizah (2015, p.2) suggested that translation skill should be started in Junior High School and the students are starting to learn some genre of texts such as descriptive, narrative, procedures and recount.

Junior High School Students in Indonesia still have lack capability in translation. Based on interviewed with English teacher that the most students in translating always used dictionary. Based on explanation above, it is interested to know the translation strategy used by the students.

METHODS

Qualitative research is characterized by its aims, which relate to understanding some aspect of social life, and its methods which (in general) generate words, rather than numbers, as data for analysis. Qualitative research used to answer the follows question, why and how, it also only described by using word. This study used qualitative research, the aims was to get more information about translation strategy of the students in the Juior High School. This study is a case study which the in depth study of instances of a phenomenon in its natural context and from the perspective of the participants involved in the phenomenon. The case study approach in this research was to investigate what translation strategy that used by the students.

In this study, the writer was as the data collectors and as activity instrument in efforts to collect data in the field. While Creswell (2014) Researcher making interpretations of the mining of the data, thus seek to understand the context or setting of the participants through visiting this context and gathering information personally. They also interpret what they find and an interpretation was shaped by the researcher's own experiences and background. The data of this study will be

analyzed by testing the participants. This study required two kinds of research instrument namely, observation and interview.

Observation

According to Heigham and Croker (2009, p.166) Observation is the conscious noticing and detailed examination of participants. It shows that observation is not only observed, but also to check the results of the participants.

Interview

According to Heigham and Croker (2009, p.184) Interview can be tailored by the questions that have been determined to obtain certain information, or more open to allow it to produce richer insights. It shows that the interview was obtained would to be more accurate, and supports the analysis of observing data. The teacher of English and students will be interview in order to get information in translation the text.

It should that the interview question should be detail and accurate to the field which will be asked. In this research, the question of interview is about translation the text (see appendix). As said by Croker (2009) Interviews can be carefully structured by predetermined questions to elicit specific information, or be more open to allow for generating richer insights.

According to Tremblay (2009) informants are used primarily as a source of information on a variety of topics. So it showed that, sources of information included into informants, so, in this study was obtain from the resources information from English teacher and students in the grade itself to obtain its depth information about what strategies students use in translation English to Indonesia.

Analyzing data in this research will be start since the data had collecting, as stated in Gall, Borg (2003) emphasize that, researcher was require to analyze the data while data collection in progress. In accordance with the purpose full samplings that use in this study. The researcher took the participants in order to obtain the information about their strategies in translation from English to Indonesian language that students used and what translation strategy that made the student gets high scores. Data obtains from observations was analyzed descriptively. Observation using the research instrument in the form of text narratives to examine the strategies used by students in translating English text, after that, the researchers conduct interviews to obtain data in more depth.

FINDINGS

In this section, all students translated the text which has provided before and then analyzed the strategy used by students. To support the accuracy of the data, the researcher presents the results of interviews obtained through personal interviews. In order to answer this research question, the researcher presents the text according to their level. Then the researcher also provided some questions related to translation strategy used by students. In this study the researcher used the translation strategy based Newmark, which the strategy there were eight. The translation strategy can be seen on the table below:

Table 1.Themes and Description

Themes	Description
Word by Word	• The structure of the source language the same as the structure of the target language • One by one word translated sequence • Does not consider the context • Usually used for pre-translation
Literal Translation	• This strategy is similar to the strategy word by word • Grammatical constructions source language who try modified construction approach the grammar of the target language
Literal Translation	• This strategy is similar to the strategy word by word • Grammatical constructions source language who try modified construction approach the grammar of the target language
Faithful Translation	• Contextual meaning is still bound to the grammatical structure of the source language • Attempted all faithful translation of the source language • Is not in accordance with the rules of the target language, especially translators cultural terms • Translation result awkward
Semantic Translation	• This strategy is more flexible than a faithful translation • Translation results more easily understood by the reader • This strategy oriented to the target language
Adaptation	• Strategy most free in translation • Cultural elements contained in the source language is replaced with cultural elements more closely and familiar to the target reader • This strategy is often used in the translation of texts drama or poetry
Free Translation	• Free translation prioritize content (content) source language rather than the form of the structure • There are a lot of addition and subtraction word • Many forms of source language text is replaced by the target language, in fact not be raised again
Idiomatic Translation	• Idiomatic translation uses a natural form in the target language text • Translation does not looks like the translation results (writing directly from native speakers) • Idiomatic translation produces a text message in the target language with expressions more natural and familiar than the source language text
Communicative Translation	• translate the contextual meaning in the source language text • very attention the principles of communication, and reader

		makes it easy understand the meaning of the source language
	•	very concerned about the effectiveness of language translation

Table 2. Total of Strategies
Bellows were the translation strategies used by students:

No	Sentences	Total of strategy used by students							
		WBW	LT	FT	ST	A	FET	IT	CT
1	*(Bunny rabbit lived in the forest)*	2	11	1	3	-	5	-	-
2	*(He had many friends)*	3	9	1	4	-	5	-	-
3	*(He was proud of his friends.)*	-	7	-	2	-	7	-	1
4	*(One day Bunny rabbit heard the loud barking of the wild dogs.)*	-	4	1	5	-	9	-	1
5	*(He was very scared)*	-	20	1	-	-	-	-	-
6	*(He decided to ask for help.)*	2	15	1	1	-	2	-	1
7	*(He quickly went to his friend deer.)*	1	5	1	4	-	6	-	4
8	*(He said: "Dear friend, some wild dogs are chasing me.)*	-	2	1	3	-	10	-	5
9	*(Can you chase them away with your sharp antlers?" Dear said: "That is right, I can.)*	1	5	-	-	-	11	-	5
10	*(But now I am busy)*	5	15	-	-	-	-	-	1
11	*(Why don't you ask bear for help?" Bunny rabbit ran to the bear.)*	-	3	1	1	-	6	-	7
12	*("My dear friend you are very strong, please help me)*	1	6	1	1	-	4	-	3
13	*(Some wild dogs are after me)*	-	4	-	-	-	8	-	2
14	*(Please chase them away," he requested the bear)*	-	2	-	-	-	7	-	4
15	*(Bear replied: "I am sorry)*	1	8	-	-	-	4	-	5
16	*(I am hungry and tired.)*	-	13	1	-	-	-	-	1
17	*(I need to find some food.*	-	7	2	2	-	4	-	1
18	*(Please ask the monkey for help")*	-	3	1	1	-	8	-	3
19	*(Poor Bunny went to the monkey, elephant, goat and all his friends.)*	2	2	1	1	-	3	-	6
20	*(Bunny felt sad that nobody was ready to help him.)*	-	1	2	-	-	2	-	11
21	*(He understood that he has to think of a way out)*	-	-	-	-	-	9	-	5
22	*(He hid under a bush.)*	-	7	-	2	-	2	-	4
23	*(He lay still the wild dogs went their way).*	-	4	-	-	-	5	-	5
	TOTAL	**18**	**153**	**16**	**35**	**0**	**117**	**0**	**75**

Based on the table 2 above, it can be seen that the most strategy used by the students were literal translation and freee translation. Beside that, adaptation and idiomatic translation strategies were not used at all by the students.

DISCUSSION

Based on the result, the strategy used by students word by word just 18. It accords that only a few students that used word by word strategy. Because if translated the text used word by word the result of translated was very awkward like said by Ardhani (2015, p.16) that the source language by maintaining the structures of the source language and follow the structure of the source text. So, the reader confused to understanding the text.

Then, the result of the strategy literal translation is 153. The most of students used this strategy, besides this strategy more easy than word by word. The result of translation was looks awkward. According to Ardhani (2015) that even though this strategy was awkward but it still can comprehend the meaning of massage. The result of the faithful translation was 16. Not all students understand about this strategy, because this strategy has purpose unsure in the text. Same like said by Hendra (2011) that this strategy focused more on the meaning and purpose of the source language.

Based on the result semantic translation, the students used this strategy were 35. This strategy has fourth level that used by students from eight strategies. Then adaptation, the student used this strategy was 0. Not thing student that used this strategy, because this strategy usually used by poem or drama.

Based on the result of free translation were 117. This strategy was the second level strategy that used by students. It's not many students that understand about this strategy; because this strategy showed that the translation using this method made the reader better understand the purpose of the text. As stated by Newmark that the target text will be longer than the source text. Then idiomatic translation, the students used this strategy was 0. Not thing student that used this strategy, because translator translated idiomatically, according to Ardhani (2015) that the result of this translation looks like a straight narrative and not as a result of the change the source text to the target text.

The last was communicative translation, the student used this strategies were 75. This strategy made a proper contextual meaning of the original so that both the content and the language that was easily accepted and understood by the reader.

Based on the result and on first triangulated, the most strategies used by students was Literal translation, the score were 153. The students says that "Interpreted by literal to make it easier and I always use the dictionary when translating". It adds also by teacher that "the most students translate the text by literal, and used dictionary". The second triangulated assessment, namely the highest value on students who use the strategy of literal translation.

What translation strategy that used by the students?

Based on the explanation at the start that translate strategy according to Newmark there were eight strategies, but accordance of triangulated that there were only six strategy that was in used by students, there were: Word by word, Literal translation, Faithful translation, Semantic translation, Free translation, and Communicative translation. Adaptation and Idiomatic translation was not used by students; the students were not understood about that strategy. One of them says in

interview that their teacher was seldom give information about translation strategies. *"My teacher was not given information about translation strategies and kind of them".* That stated shows that the students were not understood about translation strategies, and how to used translation strategies.

Based on the result, if adaptation and idiomatic translation used by text "friends" the result of translation will be awkward. So, adaptation and idiomatic translation only used certain types of the text also adaptation idiomatic strategy can be used in the type of literary texts, such as poems.

What translation strategy that most often used by the students?

Based on research, the most translation strategies used by students was literal translation. Bellow was translation strategies that used by students, in accordance from triangulated:

No	Sentences	Strategy							
		WBW	LT	FT	ST	A	FET	IT	CT
1	Kelinci bunny hidup di dalamhutan*(Bunny rabbit lived in the forest)*		√						
2	Diamempunyaibanyakteman*(He had many friends)*		√						
3	Diabanggadengantemannya*(He was proud of his friends.)*		√						
4	Suatuharikelinci bunny mendengargonggongankerasdarianjing-anjingbuas*(One day Bunny rabbit heard the loud barking of the wild dogs.)*				√				
5	Diasangattakut*(He was very scared)*		√						
6	Diamemutuskanuntukmemintabantuan*(He decided to ask for help.)*		√						
7	Diadengancepatpergiketemannyarusa*(He quickly went to his friend deer.)*		√						
8	Diaberkata:"untukteman, beberapaanjingbuassedangmengejarku*(He said: "Dear friend, some wild dogs are chasing me.)*						√		
9	Bisakahkamumengusirmerekapergidengantanduktajammu? Rusaberkata: "itubenar, aku bias *(Can you chase them away with your sharp antlers?" Dear said: "That is right, I can.)*								√
10	Tapisekarangakusibuk*(But now I am busy)*		√						
11	"Mengapakamutidakmemintaberuanguntukmembantu?" kelinci bunny berlarikeberuang*(Why don't you ask bear for help?" Bunny rabbit ran to the bear.)*								√
12	" temannyasyangkamusangatkuat, kumohon bantu saya*("My dear friend you are very strong, please help me)*								√

13	Beberapaanjingbuasdibelakangku*(Some wild dogs are after me)*						√		
14	Mohonusirmerekapergi, diamemintaberuang*(Please chase them away," he requested the bear)*								√
15	Beruangmenjawab, " maafkanaku"(akumintamaaf) *(Bear replied: "I am sorry)*								√
16	Akusangatlapardanlelah*(I am hungry and tired.)*		√						
17	Akubutuhmendapatkanbeberapamakanan *(I need to find some food.)*						√		
18	Mohonmintamonyetuntukmembantu*(Please ask the monkey for help")*						√		
19	Bunny yang kasihanpergikemonyet, gajah, kambingdansemuatemannya*(Poor Bunny went to the monkey, elephant, goat and all his friends.)*						√		
20	Bunny merasasedihkarenatidakada yang siapuntukmembantunya*(Bunny felt sad that nobody was ready to help him.)*								√
21	Diamengertibahwadiaharusmemilikijalankeluar*(He understood that he has to think of a way out)*								√
22	Diabersembunyidibawahsebuahsemak-semak*(He hid under a bush.)*		√						
23	Diamenempatkantetapanjing-anjingbuaspergi*(He lay still the wild dogs went their way).*						√		
	TOTAL	-	9	-	1	-	6	-	7

On the table above shows that literal translation more a lot of than the other translation strategies. Related of this, the students stated that *"in translating, I always used dictionary, and I translated the text by literal translation"*

The other student also stated that *"sometimes in translating, I always used literal translation, sometimes also free translation, but more often used literal translation. Because more easy than the other translation strategies".*

The most students stated similar like that, which was showed that the result of data related of the result in interviews. Not only that, English teacher also stated that *"the most student always translating the text used literal translation. Although not all students used dictionary in translating".* Stated by students and English teacher showed the result of data was valid. In interviewed the most students stated that in translating the text used literal strategy. And their English teacher also stated like that. In triangulated data also showed that literal translation was the most used by students in SMP-IT Al-Azhar Jambi.

What translation strategy those made the student get high scores?

According to langgengBudianto (2005: 4) the translation can be said to be effective if the contents on the target language accordance with the source language. It shows that the researcher must consider the meaning of the text according to the source language. Although using a different strategy in translating. If the translation results in accordance with the contents of the source language, the translation results are effective. And will get a high score. It addition by Brislin (1999: 4) which says that; than eight translation strategy can be grouped into two major groups, namely:

1. Translation-oriented source language, namely: word by word, literal translation, faithful translation, and semantic translation.
2. The translation of target-oriented language, namely: adaptation, free translation, idiomatic translation, and communicative translation.

Based on the explanation above the process of translating the text is not absolutely influenced by the strategy used when translating, the researcher can be oriented in the source language or target language translation to obtain effective results and got a highest score. In this study, triangulated provide the highest score was 72 based rubric given. It can be concluded that the highest score was not affected by translating strategy that used by researcher. Because the highest score obtained based on the effective translation or the translation results that contain the same meaning of the source language to the target language.

CONCLUSION AND SUGGESTION

Based on the results of this study, it can be concluded that the eighth graders students of SMP-IT Al-Azhar Jambi in translating English to Indonesian on narrative text only used 6 (six) of 8 (eight) translation strategies according to Newmark. It is uncorrect(That is;) word by word, literal translation, faithful translation, semantic translation, free translation and communicative translation.

However, from six in translation strategies were only the literal translation of the most widely used by eighth graders students of SMP-IT Al-Azhar Jambi. And also in the translating the text, if the result of translation text was accordance with the context of source language or can understood by reader surely will be rewarded in the form of scores. While the highest score given were 72. But the score does not affect the strategy in used students in translating this text. (Those are not sentences) Strategy used by students varies based on the context of its text.

Student's ability in translating text can be known from new text, not familiar text. If used familiar text students already know the contents of the text and can easily to translation. Knowledge of translation strategy is important for students. Therefore teachers must introduce kinds of translation strategy to students.

REFERENCES
Ardhani, T. (2015). Translation strategies used in the English Indonesian translation of the secret life of ms wiz. (Unpublished Degree's Thesis).Faculty of Languages and Arts, Semarang State University, Semarang.

Brown, H. D. (2003). *Language assessment principles and classroom practice.* San Francisco: Longman.

Butcher, S. E. (2006).Narrative as a teaching strategy.*The journal of correctional education*, *57*(3), 195-208.

Cresswell, J.W. (2014). *Research design,*Singapore:SAGE Publication.

Davies, M. G. (2004). *Multiple voices in thetranslation classroom*. Amsterdam: John Benjamins Publishing Company.

Dymock, S. (2007). Comprehension strategy instruction: teaching narrative text structure awareness. *International Reading Association, The Reading Teacher*, *61*(2), 161–167.

Education First. (2013). *English proficiency index*. Retrieved from.:http://www.ef.co.id/epi/downloads/i

Gall, M.D., Borg., W.R & Gall, J. P. (2003). *Educational research an introduction (7thed).* Boston: Allyn and Bacon.

Hancock, B. (2002) An Introduction to Qualitative Research, Trent Focus for Research and Development in Primary Health Care, *Trent focus group,* 1-27.

Heigham, J., & Croker, R.A. (2009).*Qualitative research in applied linguistics.*New York, NY: Palgrave Macmillan.

Kane, T. S. (2000). *Essential guide to writing.*New York, NY : Barkly Book.

Kurniawan, A. (2007). An analysis of Indonesian translation of English complex sentence in the short story entitled sherlockholmesthe dancing men by Arthur Conan Doyle. (Unpublished Degree's Thesis).Faculty of Letters and Fine Arts, SebelasMaret University, Surakarta.

Miles, M. B., &Huberman, A. M. (1994).*Qualitative data analysis.*London: SAGE Publication.

Newmark, P. (1988).*A textbook of translation*. New York, NY: Prentice Hall.

Nida, E. A., & Taber, C. R. (1969).*The theory and practice of translation*. Netherlands: The united bible societies.

Nida, E. A & Taber, C. R. (1982). *The theory and practice of translation.* Netherlands: United Bible Societies.

Patton, M. Q., & Cochran, M. (2002).*A guide to using qualitative research methodology.*Retrieved from: http://www.alnap.org

Siragih, Z. S. (2012)Improving students' achievement in writing narrative text through think-pair-share technique, *Journal*, 1-9.

Tremblay, M. A. (2009*).*The key infmmnttechnique: a nonabtographiapplication, *American anthropologist. 59(4*)*,* 688-701.

Vinay, J. P &Darbelnet, J. (1995).*Comparative stylistics of french and english*. Amsterdam: John Benjamins Publishing Company.

Wierzbicka, A. (2006).*English meaning and culture.*New York, NY: Oxford University Press.