

ANALYSIS ON STUDENTS' ENGLISH-INDONESIAN TRANSLATION METHOD OF DESCRIPTIVE TEXT

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ABSTRACT

This thesis is a study about analysis on student's English-Indonesia translation method of descriptive text. The objective of this study is to find the translation method that used by the students in translating descriptive text and to identify the most dominant translation method that used by the students in translating descriptive text. The subject of this study is the second semester students of English Department in HKBP Nommensen University. The data was a translation test. The study uses descriptive qualitative method as a research design. Finally, the result of this study shows there are 6 types of translation method that used by the students in translating the text, they are word-for-word translation (1,95 %), literal translation (22,27%), faithful translation (22,66%), free translation (32,03%), communicative translation (10,93%), semantic translation (10,16%), since the other method are rarely to use for translating text especially descriptive text. And the most dominant translation method that used by the students is free translation (32,03%). Based on the result of this study, the writer only find 6 translation method from 8 types that should be based on Peter Newmark's translation method theory. The students were difficult to translating the text and some just showing what are in their mind. The writer suggest that the teacher keep their attention in teaching the students about translation and improving students vocabulary so that they can use the good English to Indonesia as well in translating text by using translation method.

Keywords : translation, translation method, text, descriptive text.

INTRODUCTION

A. Background of the Study

Language is a system of conventional spoken or written symbols used by people for communicating with each other. People need language to communicate, to interact and to get information from other people. With language human beings can communicate with each other. We are able to exchange knowledge, beliefs, opinions, wishes, threats, commands, thanks, promises, declarations, feelings – only our imagination sets limits. We can laugh to express amusement, happiness, or disrespect, we can smile to express amusement, pleasure, approval, or bitter feelings, we can shriek to express anger, excitement, or fear, we can clench our fists to express determination, anger or a threat, we can raise our eyebrows to express surprise or disapproval, and so on, but our system of communication before anything else is language. Most or all non-human species can exchange information, but none of them are known to have a system of communication with a complexity that in any way is comparable to language.

The way of people use language can be classified in several forms. Text is one of the language forms that is often used by people to communicate. However, the vast number of languages makes it difficult for people to interact. Language is not just a means of talking or writing, but it is also a means of pleasure. Languages are used in many forms of entertainment created by human such as poems, books, movies, songs and text.

Language is built by some skills, there are listening, speaking, reading, and writing. All of the language skills support each other, for examples listening for detail, speaking to make a speech, reading for general understanding, and writing to make a note.

Talk about language skills, people normally refer to listening, speaking, reading, and writing. However, there is another important skills that they seem to neglect in language learning, namely

translation. According to Bell (1991:13), translation is the process or result of converting information from one language or language variety into another. The aim is to reproduce as accurately as possible all grammatical and lexical features of the source language original by finding equivalents in the target language. All the same time all factual information contained in the original text, must be retained in the translation. In translating, translator or learners need to know the meanings of words in particular texts, but not necessarily all the meanings that are listed in comprehensive dictionaries. Similarly, translators do not need to analyze all the layers of grammatical structures if they can comprehend accurately the ways in which they relate to one another, they finds some problems and dealing with the equivalence that he or she cannot find the target language.

One of the object that can be translated is a text. There are many kinds of texts that taught in school and learned by students. One of the types of text which is taught in there is description so it is important to learn and translate description, especially descriptive text.

Descriptive text is a text that describes the features of someone, something, or a certain place. It uses the details to capture a scene, setting, person, or moment. People give and receive descriptive messages all day along, for the example advertisement describes products, or our social environment describes people and place. Because of that reason, descriptive text is one of the text that should we learn and know about the meaning of it.

However, the fact shows that translating sometimes causes a lot problems to the learners. Based on the writer's preliminary observation which have been conducted in Nommensen HKBP University, the writer found some students' way in translating the descriptive text. The students translate the descriptive text differently. Every students have their own way in translating the descriptive text. Some students selected and wrote down what in his or her mind in another language. Some of them just think and select accurate words in the right way in order to make it sense. Another just transfer the word in source language into target language directly. For that reasons, the writer look for the kind or explanation about the translation method that the students used for translating the descriptive text. The writer analyzed what are the translation methods that used by the students in translating text.

The theory that the writer used in translation concept is based on Roger T. Bell's theory. According to Bell (1991:13), translation is the process or result of converting information from one language or language variety into another. The aim is to reproduce as accurately as possible all grammatical and lexical features of the source language original by finding equivalents in the target language. All the same time all factual information contained in the original text, must be retained in the translation. Bell added that translation is the replacement of a representation of a text in one language by a representation of an equivalent text in a second language. He also said that translation is the expression in another language (or target language) of what has been expressed in another, source language, preserving semantic and stylistic equivalences.

Concerning with those phenomena above, it is important to conduct the research. That is why the writer is interesting to do the research and tries to analyze these case in order to know how the students translate the descriptive text. From the information above, the writer is interested in writing a thesis which entitled *Analysis on Students' English-Indonesian Translation Method of Descriptive Text*.

B. Problem of the Study

Based on the background, the problem proposed in the present study are :

1. What are the translation methods that used by the students in translating descriptive text "Panda"?
2. What is the most dominant type of translation method that used by the students in translating descriptive text "Panda"?

RESEARCH METHODOLOGY

A. Research Design

This study was conducted by using descriptive qualitative method. According to Denzin and Lincoln (2005) descriptive qualitative research as involving an interpretive naturalistic approach to the world. This means that in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them.

Qualitative research is mostly associated with words, language and experience rather than measurements, statistic and numerical figures. Research is not simply gathering the data but it is the process of selecting, organizing, analyzing, interpreting and evaluating the data so that valid statements can be made about some aspects of reality. Therefore, this study focused on analyzing the data in order to find out what are the translation methods that used by the students in translating the descriptive text.

B. Technique of Analyzing Data

1. After collected the data from students, the writer analyzed the data.
2. The analysis data based on the data on the students answer sheet of translating descriptive text in English into Indonesia.
3. The writer analyzed the students' translation by seeing each sentence of that.
4. The writer made a conclusion in the result of test to find out the student's method in translating the descriptive text.
5. The writer have found the dominant type of translation method that used by the students.
6. Calculating the numbers of each translation methods by using the percentage formula:

$$P = \frac{f}{t} \times 100 \%$$

P = the percentage number of items

F = frequency

T = the total of numbers of each item

7. Find out the most dominant type of translation methods.

C. Data Analysis

After all the data were collected, there were only six types of translation method that used by the students in translating the descriptive text. There are, word-for-word translation, literal translation, faithful translation, semantic translation, free translation, and communicative translation.

1. Types of Translation Methods

After the data had been analyzed, the writer found the type of translation methods that used by the students in translating the descriptive text as follows :

Word for Word Translation

Data 1

SL : 90% of pandas' diet consists of bamboos.

TL : 90 % dari panda-panda diet terdiri dari bambu-bambu.

Analysis 1

From the data above, the writer found that student use word-for-word method. From data: 90% of pandas' diet consists of bamboos, the student translation is 90% dari panda-panda diet terdiri dari bambu-bambu.

The student translates the sentence by word for word. From 90% into 90%, from *of* into *dari*, from *panda* into *panda*, from *diet* into *diet*, from *consists* into *terdiri*, from *of* into *dari*, and from *bamboos* into *bambu-bambu*. The student translates the word by its common meaning, out of context. The student translates the sentence by word and keeps the structure of the target sentence similar with the source sentence.

Data 2

SL : Pandas are bear-like animal which originally live in center and western part of China.

TL : Pandas adalah beruang-seperti hewan yang original hidup di pusat dan baratan bagian dari China.

Analysis 2

From the data above, the writer found that the student use word-for-word method. From the data above, the student translates Pandas are bear-like animal which originally live in center and western part of China into Pandas adalah beruang-seperti hewan yang original hidup di pusat dan baratan bagian dari China, which is word by word.

The sentence above is translated using word for word translation method. It is because the words are translated singly in their most common meanings. The words in source language have the same construction in target language.

Free Translation

Data 3

1. SL : That is why pandas have adapted their body to help them in eating bamboos.
TL : itulah mengapa panda bisa beradaptasi dengan badannya untuk mengurangi memakan bambu.
2. SL : However, pandas' diet is totally different with other species of bear; in which they prefer bamboos than others.
TL : Sebenarnya, pandas adalah spesies yang diet total dan berbeda dengan spesies beruang; mereka mau bambu daripada mereka yang lain.

Analysis 3

From the data above, the writer found that student use free translation. The student produces the target language without the style, form or content of the original source language. The word *help* here literally means *membantu* but the student uses free translation by translating it as *mengurangi*. The word *however* here literally means *akan tetapi* but the student uses *sebenarnya*. So the student reproducing the context without the form of the original one.

Data 4

1. SL : However, pandas' diet is totally different with other species of bear; in which they prefer bamboos than others.
TL : Bagaimana mungkin panda diet berbeda dengan lainnya; salah satunya bambu dari yang lainnya.
2. SL : That is why pandas have adapted their body to help them in eating bamboos.
TL : Itulah sebabnya mengapa panda memiliki tubuh dan memakan bambu.

Analysis 4

From the data above, the writer found that the student use free translation in translating the sentence. It is because the structure of the source language is different from the target language. The translation does not make an adjustment of the culture. The message in source language can not delivered in target language and the grammatical structure is different between source language and target language.

Semantic Translation

Data 5

- SL : Those black marks make Pandas unique and different.
TL : Warna hitam itu membuat panda memiliki keunikan dan berbeda dari yang lain.

Analysis 5

From the data above, the writer found that the student use semantic translation. From the data *Those black marks make Panda unique and different* the student translate into *warna hitam itu membuat panda memiliki keunikan dan berbeda dari yang lain*. In the translation the student take more account of aesthetic value of source language text. The student make the meaning by combine another words but still in the content of the source language.

Faithful Translation

Data 6

- SL : That is why pandas have adapted their body to help them in eating bamboos.
TL : Itu adalah mengapa panda memiliki adaptasi badan mereka untuk membantu mereka makan bambu.

Analysis 6

From the data above, the writer found that the students used Faithful translation. From data, the student translate *That is why pandas have adapted their body to help them in eating bamboos* into *itu adalah mengapa panda memiliki adaptasi badan mereka untuk membantu mereka makan bambu*. This translation attempts to produce the precise contextual meaning of the original within the constraints of the target language grammatical structure. The student keeps the objectives of the source language, that's why sometimes the result still stiff and sounds weird.

Data 7

SL : But the Panda that will be described below is not the Panda who can do Kung Fu like in that movie.
 TL : Tapi Panda yang di deskripsikan di bawah adalah bukan Panda yang dapat melakukan Kung Fu seperti di dalam film.

Analysis 7

From the data above, the writer found that the student use faithful translation method in translating the sentence. It is because the student only transfer the cultural words and faithfully follows the source language grammatical forms. The student emphasizes the source language, there is no word that can render the meaning of word in source language sentence simply. It is translated precisely as the source language.

Literal Translation

Data 8

SL : Here is the description about Panda.
 TL : Inilah penjelasan mengenai Panda

Analysis 8

From the data above, the writer found that the student used literal translation method. From that line, the source language is *Here is the description about Panda* and the student translated into indonesia become *inilah penjelasan mengenai Panda*. In this result, the student follows closely the form of source language because the form of the source language is as important as the content.

Data 9

SL : Have you ever watched the cartoon movie “Kung Fu Panda”?
 TL : Pernahkah kamu menonton film kartun “Kung Fu Panda”?

Analysis 9

From the data above the writer found that the student used loetral translation because the student tries to make it sound natural in the target language. The student does not translate the words *have you ever* in that sentence singly but rather converted the word order in the source language the one which is acceptable in the target language construction. The student translate into *pernahkah kamu* in target language and it makes the sentence translation sounds natural.

Communicative Translation

Data 10

SL : Pandas are bear-like animal which originally live in center and western part of China
 TL : Panda adalah binatang yang seperti beruang yang berasal dari China

Analysis 10

From the data above, the writer found that the student used communicative translation method. From the source language *pandas are bear-like animal which originally live in center and western part of China* into target language become *Panda adalah binatang yang seperti beruang yang berasal dari China*. The student used communicative translation method because it attempts the exact contextual meaning of the original in content and language. They use communicative translation method in order to make the target language more acceptable and understood by the reader.

2. The Dominant Type of Translation Method

In order to know what is the dominant types of translation method that used by the students in translating descriptive text, the writer make it as follows :

Table 1. The total of Translation Method

No	Name of Students	Types of Translation Methods							
		Wfw	Fr	Fa	Li	Se	Co	Id	Ad
1	DCG	1	-	3	5	2	2	-	-
2	RT	-	3	1	5	1	3	-	-
3	DMS	-	1	3	4	2	3	-	-
4	YAS	-	1	5	5	1	1	-	-
5	FS	1	3	4	3	1	1	-	-
6	MS	2	2	5	3	1	-	-	-
7	BE	1	5	3	1	2	1	-	-

8	RH	-	3	6	3	-	1	-	-
9	D	-	11	-	1	1	-	-	-
10	LB	-	2	4	3	2	2	-	-
11	ESB	-	6	1	3	2	1	-	-
12	Ro	-	7	3	2	-	1	-	-
13	IPS	-	4	4	5	-	-	-	-
14	JDM	-	6	3	3	1	-	-	-
15	R	-	10	1	1	1	-	-	-
16	ASS	-	3	3	2	1	4	-	-
17	MS	-	4	4	1	1	3	-	-
18	EG	-	7	4	1	1	-	-	-
19	WRS	-	2	4	4	2	1	-	-
20	CTP	-	2	1	2	4	4	-	-
TOTAL		5	82	58	57	26	28	-	-

The table below shows the most dominant type of translation method that used by the students in translating descriptive text.

Table 2. The most dominant type of Translation Method

No	Translation Method	Quantity	Percentage (%)
1	Word-for-word Translation	5	1,95 %
2	Free Translation	82	32,03 %
3	Semantic Translation	26	10,16 %
4	Faithful Translation	58	22,66 %
5	Literal Translation	57	22,27 %
6	Communicative Translation	28	10,93 %
Total		256	100 %

From the data above, the writer found that only 6 types of translation method that used by the students in translating the descriptive text and from 20 students as a subject or participant of this research, the writer found that word-for-word translation (1,95 %), literal translation (22,27%), faithful translation (22,66%), semantic translation (10,16%), free translation (32,03%) and the last communicative translation (10,93%).

RESEARCH FINDING

From the data, the writer found that the types of translation method that used by the students in translating descriptive text are 6 types. The writer did not found the other two translation method (Adaptation and Idiomatic translation) in students answer sheet. The students only used 6 types of translation method in translating descriptive text entitled Panda, they are : Word-for-word translation, literal translation, faithful translation, free translation, communicative translation, semantic translation.

From the table above, the writer found that the most dominant type of translation method that used by the students in translating descriptive text is Free Translation. From table 1, the writer concluded that Free Translation used 82 times from 20 students which is 32,02% (table 2). Most of students used Free translation in their answer sheets and they just translate the text freely.

Faithful translation and literal translation used in almost same time. Since Literal translation is the best option for translating texts and faithful translation easy to use because this kind of translation still holds firmly to the intent of source language and most of the students do this. They are not flexible in translating because the are not use their own words and still tends to the source language.

To make it clear. Here are some example of the six types of translation method that used by the students.

Word-for-word translation

- a. SL : Pandas are bear-like animal which originally live in center and western part of Cina.
TL : *Pandas adalah beruang-seperti hewan yang original hidup di pusat dan baratan bagian dari Cina*
- b. SL : 90 % of pandas' diet consists of bamboos.
TL : *90 % dari panda-panda diet terdiri dari bambu-bambu.*

Free Translation

- a. SL : That is why pandas have adapted their body to help them in eating bamboos.
TL : *itulah mengapa panda bisa beradaptasi dengan badannya untuk mengurangi memakan bambu.*
- b. SL : However, pandas' diet is totally different with other species of bear; in which they prefer bamboos than others.
TL : *Sebenarnya, pandas adalah spesies yang diet total dan berbeda dengan spesies beruang; mereka mau bambu daripada mereka yang lain.*

Faithful translation

- SL : That is why pandas have adapted their body to help them in eating bamboos.
TL : *Itu adalah mengapa panda memiliki adaptasi badan mereka untuk membantu mereka makan bambu.*

Literal Translation

- a. SL : Here is the description about Panda.
TL : *Inilah penjelasan mengenai Panda*
- b. SL : Have you ever watched the cartoon movie "Kung Fu Panda"?
TL : *Pernahkah kamu menonton film kartun "Kung Fu Panda"?*

Semantic Translation

- SL : Those black marks make Pandas unique and different.
TL : *Warna hitam itu membuat panda memiliki keunikan dan berbeda dari yang lain.*

Communicative Translation

- SL : Pandas are bear-like animal which originally live in center and western part of China
TL : *Panda adalah binatang yang seperti beruang yang berasal dari China.*

RESEARCH DISCUSSION

This study tried to analyze the translation method that used by the students in translating descriptive text. there are only six from eight types that used by the students. They are word for word translation, free translation, faithful translation, literal translation, semantic translation and communicative translation.

Word for Word

First method that rarely used in this translation is word-for-word translation method. From the data that have been presented, it shows that rarely students translated their text used this method. Since this kind of method are not useful to use and even in college. There is no people use this method because it is too easy to use and even its easy, it does not have any meaning of it. It is not translation at all but simple substitution. It can go wrong in many ways if students use this translation method.

Free Translation

Second method is free translation method. This kind of method is often used by the students in translating the Panda text. Because the students just produce the target language without thinking about the style, form or content of the source language. They translated the text without constraints. The students are not strictly constraints by the type of text or context, or words and phrases, looking for the meaning. They only translate the words or something the way they understand it. That is why there are so many students used the free translation, because they are too lazy to think about the real meaning of the text in fact.

Faithful Translation

Third method that almost a lot used is faithful translation method. Not because the students knowing the real meaning of the text or they are good at translating something but because this kind of method almost similar with literal translation method. But faithful translation method attempts to reproduce the precise contextual meaning of the original within the contra of the target language grammatical structure. This translation holds firmly to the intent and purpose of source language so that the result sometimes still rigid, tied and often sounds weird. Almost all the students used this method, they only focus to transfer the words and completely faithful to the intentions of what the writer Panda text mean.

Literal Translation

Fourth types of translation method that mostly used in translating descriptive text is Literal translation. The students use this method almost like word-for word translation but then they adjusted the wording according to the grammatical source language. Because the literal translation method also called linear translation is between word-for-word translation and free translation. In the process of translating, the translator look for the grammatical construction of source language that is close to the target language. This literal translation method is independent of context. Literal translation is a best option for translating texts.

Semantic Translation

Fifth translation method that used by the students is semantic translation. Only some of the students used this kind of translation method since this method quite similar with communicative translation method. This method is more flexible than faithful translation, while semantic translation is more flexible with target language. Different from faithful translation, semantic translation should take the aesthetic elements of the text (target language) by compromising the meaning as long as it is within in the context and content.

Communicative Translation

The last of translation method used by the students is communicative translation method. This translation method is the easy one to use since the translator can improve the target language into their own words but still in the context. In this translation method, the students adding some words in order to make the meaning of the text is more acceptable and understandable by the reader. Communicative translation attempts to translate the contextual meaning in the source text, both the language and its contents so it will be more easy to get the meaning and easy to understand by the reader.

CONCLUSION AND SUGGESTION

A. Conclusion

The result of this study is there are several types of translation method that used by the second semester student of English Department in HKBP Nommensen University in translating descriptive text "Panda" from English into Indonesia. based on the research finding, the writer concluded this research as follows :

1. Based on the writer's analyze this research has successfully answered the research question. Actually there are 8 types of translation method that stated by Newmark (1988:45) but in this research the writer found that only 6 types of translation method used by the students since the other translation method (Adaptation and idiomatic translation) are rarely used in translating text especially descriptive text. The translation method that used by the 20 students in translating descriptive text are : Word-for-word Translation (1,95%), Literal Translation (22,27%), Faithful Translation (22,66%), Semantic Translation (10,16%), Free Translation (32,03%), and Communicative Translation (10,93%).
2. The most dominant type of translation method that used by the students in translating descriptive text is Free translation (32,03%), since the students just showed their free thoughts in translating the text and only takes one word as their key word to translate whole the sentence without thinking about the real meaning of the text and the correlation in each sentence.

B. Suggestion

1. The writer realize that it is important to learn more about translation and the students can consider to learn more about translation.
2. The students should be study harder to improve their vocabulary and their knowledge about translation especially translation method.
3. To do the translation, the translator should understand where the text belong to so that they can use the correct translation method and therefore the translation can be accurately translated.
4. Other researcher, since this study is not perfect yet, it is very helpful if other researcher can analysis the students' translation method in translating a text more deeply.

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