

# STUDENTS' TECHNIQUE IN TRANSLATING ENGLISH TEXT (Learning Sources For English Education Study Program Students)

Ika Paramitha Lantu  
Defrianto Nesika

**Abstract:** This study aims to analyze students' techniques in translating English text in the form of argumentative text at Sintuwu Maroso University. The research objects were 24 of sixth semester students of English Department. This research is a qualitative descriptive one that collected data through test (a Translation test) which was given to the students. The test results were analyzed by using the theory of target language text by Molina and Albir about Translation Technique. The results of this study indicated that in translating English-language text into Indonesia, the students use literal translation, borrowing, modulation, reduction, and established equivalent.

**Keywords:** *Translation, Students' Technique, English Text*

## BACKGROUND OF THE STUDY

Translation is a connection that useful by someone for communicating with other people. Through translation, it can help people to know about culture, language and background of someone. People can share a lot of ideas and information to the other people who speak different languages. As everyone is aware, be a good translator is not easy like in our mind. There are so many languages that are different with our language, while we do not have the ability to know the meanings. To find the meaning out, we have to know the culture and background of the source and target language.

In this research, there are some criteria that must be owned by researcher to assess the student's translation, they are message distinct, message content accuracy, equivalences of useful language and the last are mechanic appropriateness. On the other hand, the English lecturer should be creative to find the appropriate method of translation in teaching students. Lecturer also must motivate the students to understand with translate the source language into their target language exactly in Indonesian language. However, the students also need time to practice in translating English text because they don't have good technique and also their vocabulary is lack in translating English text to Indonesia, but it is not enough to build students interest to practice translating English text.

Therefore, translation is not only about rewriting, but also about process of producing the same meaning in the target language. From the fact above, we need to solve the problem. The researchers are interested for doing this research on students' technique in translating English text into Indonesia. The researchers want to find out students' technique in translating text from English to Indonesian.

## Translation.

Translation is a process base on the theory that is possible to abstract the meaning of text from its forms and reproduces that meaning with the very different form the second language.

Molina and Albir (2002:509) classify translation techniques based on the following criteria:

- a. To isolate the concept of technique from other related notions (translation strategy, method and error).
- b. To include only procedures that are characteristic of the translation of texts and not those related to the comparison of languages.
- c. To maintain the notion that translation techniques are functional. Our definitions do not evaluate whether a technique is appropriate or correct, as this always depends on its situation in text and context and the translation method that has been chosen. In relation to the terminology, to maintain the most commonly used terms.
- d. To formulate new techniques to explain mechanisms that have not yet been described.

Basnett (2002: 12) states that, "translation as a process that involves the delivering of a source language (SL) text into the target language (TL) so as to ensure that the surface meaning of the two will be approximately similar and the structures of the SL will be preserved as closely as possible but not so closely that the TL structures will be seriously distorted".

Hatim & Munday (2004: 6) also proposes three notions on the word translation as,

1. Translation is the process of transferring a written text from source text (ST) to target text (TT), conducted by a translator, or

translators, in a specific socio-cultural context.

2. The written product, or TT, which results from that process and which functions in the socio-cultural context of the TL.

The cognitive, linguistic, visual, cultural and ideological phenomena which are an integral part of 1 and 2.

## METHOD

This research is a descriptive qualitative one that used test as the instrument to collect the data. The test was in the form of a text which was given to the 24 students of Translation II class. The text was in English language as the Source Language (SL) and the students should translated it to Indonesia as the Target Language (TL).

The gained data then analyzed by using the theory of translation technique by Molina and Albir (p.509, 2002).

## FINDINGS AND DISCUSSION

In the students' result of translation test, the data are all the direct which consist of 24 data. The data analysis shows that there are 5 techniques found in the data. They are: established equivalent, borrowing, literal, reduction and modulation

### Literal Translation

Table 1. Literal Technique of Translating

No	Students initial	Example Of Data	
		Source Text (ST)	Target Text (TT)
1	NR	The law in most countries nowadays demands that all children receive an education.	<i>Hukum dikebanyakan Negara jaman sekarang menuntut bahwa semua anak menerima pendidikan.</i>
2	ML	Child has serious health problem.	<i>Anak memiliki masalah kesehatan serius.</i>
3	AR	Whatever the reason.	<i>Apapun alasannya.</i>
4	ARM	This happens mainly cases where the child has serious health problems or learning difficulties, or especially gifted.	<i>Kejadian ini kasus utama bagi anak yang memiliki gangguan kesehatan yang serius, atau kesulitan belajar.</i>
5	IR	However, did you know that a number of parents make special arrangements to educate their children at home?	<i>Bagaimanapun, apakah kalian tahu bahwa sejumlah orang tua membuat peraturan spesial untuk mendidik anaknya dirumah?</i>
6	OR	they are less motivated to work hard	<i>mereka kurang termotivasi untuk bekerja keras</i>
7	WS	spending more time on the subjects which they find difficult	<i>mereka kurang termotivasi untuk bekerja keras</i>
8	OO	The pros and cons of parents educating children at home	<i>Pro dan Kontra orang tua mendidik anak dirumah</i>
9	MR	I feel they can only do this by mixing with other children in a school environment.	<i>Saya rasa mereka hanya bias melakukan ini degan berbaur dengan anak-anak lain di lingkungan sekolah</i>
10	RM	As everyone is aware	<i>seperti yang setiap orang ketahui</i>

Continued Table 1. Literal Technique of Translating

No	Students initial	Example Of Data	
		Source Text (ST)	Target Text (TT)
11	RZ	<b>First, they can learn at their own speed.</b>	<i>Pertama, mereka dapat belajar dengan kecepatan sendiri.</i>
12	NE	<b>Finally, they learn more in a one-to-one situation.</b>	<i>Akhirnya, mereka belajar lebih banyak dalam satu situasi ke situasi lainnya</i>
13	OS	<b>It is easier for them to concentrate since they don't have the distruction of noisy classmate.</b>	<i>Itu memudahkan mereka untuk berkonsentrasi sejak mereka tidak mempunyai gangguan keributan teman sekelas.</i>
14	IK	<b>As they get the full attention of the teacher.</b>	<i>seperti mereka memndapatkan perhatian penuh dari guru</i>
15	KT	<b>All things considered, i firmly believe children should go school.</b>	<i>Semua hal dipertimbangkan, saya percaya anak pergi ke sekolah.</i>
16	RB	<b>They do not learn the social skill needed in the later life.</b>	<i>Mereka tidak belajar keterampilan belajar yang di butuhkan di kemudian hari</i>
17	IN	<b>Education is not only a matter of learning facts and figures.</b>	<i>pendidikan tidak hanya masalah fakta dan angka</i>
18	DF	<b>Children also need to learn how to get along with others.</b>	<i>Anak-anak juga perlu belajar bagaimana bergaul dengan orang lain</i>
19	GG	<b>And to develop their personalities.</b>	<i>Dan untuk meningkatkan kepribadian mereka.</i>
20	AS	<b>For one things, children who do not go to school lack experience at making friends with other children.</b>	<i>Satu hal, anak-anak yang tidak ke sekolah kekurangan pengalaman berteman dengan anak yang lainnya.</i>
21	NA	<b>Especially gifted.</b>	<i>Secara khusus berbakat.</i>
22	SA	<b>Moreover, they are less motivated to work hard.</b>	<i>Selain itu mereka memiliki motivasi yang kurang dalam bekerja keras</i>
23	VA	<b>There are certainly some advantages to educating children at home.</b>	<i>Ada beberapa keuntungan mendidik anak dirumah</i>
24	NG	<b>Nowadays demands that all children receive an education.</b>	<i>Jaman sekarang menuntut anak-anak menerima pendidikan</i>

From the table above, the researcher can show that, there are 24 students translating students test from English to Indonesia in literal translation. They are: NR, ML, AR, AR, IR, OR, WS, OO, MR, RM, RZ, NE, OS, IK, KTRB, IN, DF, GG, AS, NA, SAA, VA, NG. Can be stated that students

from six semesters still have lack of translate it in the other technique. And also the researcher will be taken some example on the table above.

The first by NR, the sentence ***the law in most countries nowadays demands that all children receive an education*** this is source language.

Then the translator translate it into target language become *hukum dikebanyakan Negara jaman sekarang menuntut bahwa semua anak menerima pendidikan*. This is literal translation because the translator translate it into word by word. Because, the word **the law** translating become *hukum/ in most* become *dikebanyakan/ countries* become *Negara/ nowadays* become *jaman sekarang/ demands* become *menuntut/ that* become *bahwa/ all* become *semua/ children* become *anak/ receive* become *menerima/ an education* become *pendidikan*.

The second by ML, the sentence **child has serious health problem** (source language) translating become *Anak memiliki masalah kesehatan serius* (target language) this is also literal translation. Because, the word **child** become *anak/ has* become *memiliki/ serious* become *serius/ health* become *kesehatan/ problem* become *masalah*. And also they have a good grammar it means that, the translator translate it with equivalence between source language and target language. Because, the word **child has serious health problem** didn't translate become *anak memiliki serius kesehatan masalah*.

The last example by AR, the word **whatever the reason** (source language) translating become *apapun alasanya* (target language). This also literal translation or translating word by word. Because, the word **whatever** become *apapun/ the reason* become *alasanya*. This is some example about analysis technique of literal translation

### Established Equivalent

Table 2. Established equivalent technique of translating.

No	Students initial	Example Of Data	
		Source Text (ST)	Target Text (TT)
1	NR	Personalities.	Personalitas
2	AR	Pros.	Pro
3	IR	Motivated.	Motivasi
4	OR	Serious.	Serius
5	WS	Cons.	Kontra
6	OO	Social.	sosial
7	MR	Subject.	Subjek
8	NA	Figure.	Figur

On the table.2 the researcher can state that, from 24 students there are 10 students that translating students test using established equivalent technique. It is the using of a term or expression recognized (by dictionaries or language in use) as an equivalent in the TT

(Target Text). From the eight students above the translator only change some elemen of source text. Not change source text in the other words because, that words just take from English and translator only adapt to Indonesia but that have same meaning with the source text (ST).

For example, the word **Personalities** source text (ST) translating into target text (TT) become *Personalitas*. **Pros** become *pro*, **motivated** become *motivasi*, **serious** become *serius*, **cons** become *kontra*, **social** become *social*, **subject** become *subjek*, **figure** become *figure*. This is adaptation technique because, the translator just adapt from source language (ST).

### Borrowing

No	Students initial	Example Of Data	
		Source Text (ST)	Target Text (TT)
1	ML	Full. Figure.	Full Figure
2	AS	Subject.	Subject
3	VA	Social.	Social
4	NR	Special	Special

Borrowing is a type of translation which takes a word or expression straight from another language. From the table 3 about borrowing technique, the researcher can be stated that there are 4 students translating students test in the borrowing technique namely: ML, AS, VA, and NR. The all words on the table 3 are borrowing. Because, the translator not change source text to target text. For example the word **Full** become *full*, **Figure** become *figure*, **Subject** become *Subject*, **Social** become *social* and **Special** become *special*. Because, from the explanation before about borrowing technique on theory Molina and Albir stated that it can be pure without any change.

### Reduction

The Reduction technique present as follow:

Table 4. Reduction Technique of Translating

No	Students initial	Example Of Data	
		Source Text (ST)	Target Text (TT)
1	NR	Did you know that a number of parents make / <b>special arrangements</b> / to educate their children at home?	( <i>tahukah kalian bagaimana orang tua / / mendidik anak-anak mereka di rumah?</i> )
2	OR	This happens / <b>mainly cases</b> /where the child has serious health problems or learning difficulties.	<i>Ini terjadi karena /_____/ anak memiliki masalah kesehatan yang serius atau masalah dalam belajar.</i>
3	KT	The pros and cons of / <b>parents</b> / educating children at home.	<i>Pro dan kontra /_____/ terhadap pendidikan anak di rumah.</i>

Table 4 is about reduction technique of translating. From the result of nalyze students test there are 3 students that translating with used reduction technique they are: NR, OR, and KT. The researcher just found 3 of 24 students that translating students test into reduction technique. For example of data above the translator omitted some of words like the word

that has bold by researcher on the table four like word **special arrangements**, **mainly cases**, and **parents**. The translator not translating that words because basic of theory Molina and Albir stated that, it just suppress a ST (Source Text) information item in the TT (Target Text). We can see in the table five.

#### Modulation

Table 5. Modulation Technique of Translating

No	Students initial	Example Of Data	
		Source Text (ST)	Target Text (TT)
1	NR	Did you know that a number of parents make / <b>special arrangements</b> / to educate their children at home?	( <i>tahukah kalian bagaimana orang tua / / mendidik anak-anak mereka di rumah?</i> )
2	OR	This happens / <b>mainly cases</b> /where the child has serious health problems or learning difficulties.	<i>Ini terjadi karena /_____/ anak memiliki masalah kesehatan yang serius atau masalah dalam belajar.</i>
3	KT	The pros and cons of / <b>parents</b> / educating children at home.	<i>Pro dan kontra /_____/ terhadap pendidikan anak di rumah.</i>

Modulation is to change the point of view, focus or cognitive category in relation to the ST (Source Text). From the table above the researcher will show that, from 24 students there are three students translating students test into modulation technique they are: NR, AS, and AR.

For example the words **Distraction of noisy** source text (ST) translating into *berisik* target text (TT) the translator not translating **Distraction of noisy** become *keributan* in the target language but, become *berisik*. Then, the word **Mixing** translated into *Berbaur*. translator not translating **Mixing** become

The translator not translating **Mixing** become *campur* but become *berbaur* in the target language. The last example is **Drawbacks** translating become *kelemahan*. The translator not translating **Drawbacks** become *kekurangan* but, become *kelemahan* in the target language. This example is modulation technique because, from the explanation above this technique only change point of view.

Fom the findings above, most of the students translating students test with used technique of literal translation they are: NR, ML, AR, AR, IR, OR, WS, OO, MR, RM, RZ

NE, OS, IK, KT, RB, IN, DF, GG, AS, NA, SA, VA, NG. Many of students translating into literal translation because, when the researcher gives test to the students, they are still used dictionary for translate it into Indonesia. Then, the students translating with used Established equivalent technique of translation they are: NR, AR, IR, OR, WS, OO, MR, NA. And also there are only four students that use borrowing technique of translating they are: ML, NR, VA, AS. While students that used reduction technique of translating they are: NR, OR, KT. And the last technique that used by students is modulation. There are three students they are: NR, AS, and AR.

It means that, from the explanation above there are five techniques that used by students namely: literal translation, modulation, reduction, borrowing, and Established equivalent. From this research it can be said that most of the students used literal translation, because there are 24 students that translate it into literal technique. While modulation, reduction, borrowing, and Established equivalent there are only 3 to 4 students used that technique.

### **Conclusion**

After analyzing the data from English-Indonesian translation techniques on students

test result, there are some conclusions that can be presented by researcher. Based on the data analysis in the previous chapter, it can be concluded that there are 5 techniques found in the data. They are, namely, Established equivalent, borrowing, literal, reduction and modulation. The total data is 24 direct students result of translation test and also still most of the students or a translator that use literal translation.

### **Suggestion**

From the conclusions above let me provide the following suggestions:

1) To the students

The students are expected to be able to use target text when translating text from source language to target language.

2) For the lecturer

The lecturer are expected to be able to see the students needs related to translation technique theory needed in translating text from source language to target language.

3) For further researcher

This research is expected to be a reference for other research when they are doing a research on translation technique. The other researchers may use certain or particular text to gain accurate data.

### **REFERENCES**

- Bassnet, S. (1988). *Translation Studies*. London and New York: Routledge
- Hatim, B., & Munday, J. (2004). *Translation: An advanced resource book*. London and New York: Routledge.
- Molina, L. and Albir Hurtado. (2002). 'Translation Techniques Revisited: A Dynamic and Functionalist Approach'. *Meta: Translators' Journal*, vol. 47, no.4, 2002, p. 498-512. Retrieved on March, 24 2015, from <http://id.erudit.org/iderudit/008033ar>
- Sugiyono, 2010. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.

### **About the Author**

**Ika Paramitha Lantu** is a lecturer at English Education Department of Universitas Sintuwu Maroso. Her interests are in Applied Linguistics in Teaching English and Literacy. She can be contacted at [ika.lantu@yahoo.com](mailto:ika.lantu@yahoo.com)

**Defrianto Nesika** earned his bachelor degree in English Language Teaching from Universitas Sintuwu Maroso