



## Strategy Used by English Department Students of Universitas Negeri Padang in the Process of Translating Cultural Term From English into Bahasa Indonesia

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### Abstract

*This study analyzes the translation process in translating cultural text and strategy in translating cultural terms made by the students in the academic year 2018 at the English Language and Literature Department. The purpose of this research is to identify the translation process done by students when translating cultural text entitled "The second funeral" and how is strategy used when students face cultural terms. This study was descriptive qualitative research used in analyzing the process and the strategy in translating cultural terms on the text. The instrumentation of this research was translation activity. In the process of translation, 2 students did one line translation and one student did circle translation. The translation strategies were found as follows: Using Google translate (81%) from 39 number of data, check dictionary (6%) from 3 number of data, and eliminated cultural term (13%) from 6 number of data. The results of this study indicate that English Language and Literature Department students use Google translate as a strategy mostly used to translate cultural text entitled "The second funeral".*

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## INTRODUCTION

According to Newmark (1988), translation is rendering the meaning of a text into another language in the way that the author intended the text. It means more message meaning deliver, will make the translation result well, and it applies to the opposite. It is supported by Danila Seleskovitch in Newmark (1988:6) who said: 'Everything said in one language can be expressed in another – in a condition that the two languages belong to cultures that have reached a comparable degree of development.' In addition, Bell (1991) says that the expression in another language

(or target language) of what has been expressed in another, source language, preserving semantic and stylistic equivalences is a definition of translation.

In translation, a translator will go through a translation process. The translation process is the process of transferring information available in the source language (SL) to the target language (TL). According to Nababan (2012), the process of translation is divided into three stages, that is analysis, transfer, and restructuring, but in the globalization era, the development of translation is significant due to the development of communication and information technology. People easily do the process of translation by using an application of translation on their gadgets. Indeed, it offers an instant translation without consultation with the dictionary. But, the quality of the translation mostly not linear with that. Many aspects must be considered in the translation, whether it is the cultural element, the equivalence element of the language, what techniques are used, how was strategy used in the process itself. According to Rosa (2017), the process in translation has an important role in producing a good translation product. It indicated that translation, not an easy task that can be finished in one click.

Translators are the bridge between the writers and the reader coming from different cultures. The problem about culture in terms of translation if the translator faces some cultural terms in the source language text which are unknown in the target text since culture is unique. That is why the translator should be able to understand the culture of the target language. To produce a comprehensive text for the target reader so that he or she will understand the terms of culture in the text, the translators need some strategies and techniques in translating cultural terms of the source language to the target language.

Related to the translation process, there are also previous research studies related to this study. The research has been conducted in various places and a different focus to study such as Rosa & Sofyan (2015) in Padang and Medan, Rini (2014) in Jakarta, Rosa (2018) in Padang, Hilda (2018) in Medan. Research conducted by Rosa & Sofyan (2015) aim to investigate self-corrections during the translation process by using translog application. Then a research conducted by Rini (2014) an anlysis of the role of culture in the translation process through think-aloud protocols. This study investigates two aspects; first, the translation process of culture-bound words and second, the strategies taken by two translators. Rosa (2018) pauses by student and professional translators in translation process, this study aim to see or compare the pause that done by student translators and profesional translators. A rsearch was conducted by Hilda (2018) students' translation process in translating text at the twelve grade of SMA N 1 Air Joman. This research purposes to find out and describe the translation process in translating text at the twelve grade of SMA N 1 Air Joman.

From the previous studies above, it can be seen there is little explanation about the translation process in different topics and subjects of research. Because of that, the researcher will research strategy used in the translation process of the cultural term in English into Bahasa Indonesia in English Department students of Universitas Negeri Padang.

## METHOD

This research was descriptive qualitative research since it described the translation process used by students. The data was described and analyzed based on Suryawinata & Hariyanto (2003) theory and Albir (1999) theory of the strategy in the process of translation. By using this type of research, the translation process that done by students could be identified.

In this study, the population of this research was English Department Students batch 2018 who have taken translation course in 2020. Researcher as a key instrument helped by supporting instruments in the form of personal computer, screen recorder video application (Camtasia), Camera, Internet, dictionary, a text and playback interview about what the students translated.

Source of data in this research was video recordings of the translation process done by students and data from playback interviews after the translated text. There were three videos of the translation process by students. The students gave a cultural text titled “the second funeral” and it would be translated by students. The observation focused on the process done by students in translating text and how was the strategy used by students to translate some cultural terms in the text.

Based on the explanation above, the data collection techniques were divided into three stages: informing and preparing the subjects. During the pre- translation discussion, the students were introduced to the study and the methods of observation. They were informed that allowed to use anything to help them in translating process such as internet, web, google translate, and dictionary. then students did the actual translation process. Students were given a text to translate in a computer that have been installed screen recorder and given 45 minutes to translate the text. And the last students was given Playback Interview. After students finished their translations, they were given a playback interview about how the process of translation that doing by the students. the translators were asked to comment on their translation process with the *Camtasia* playback.

The researcher analyzed the data after the data collected. The researcher analyzed the data based on the observation result. According to Miles and Huberman (1994), there are three main elements in the process of data analysis in qualitative research, namely: data reduction, data presentation, conclusion. Data reduction is part of the process, namely the form of analysis to reinforce, shorten, focus, discard unnecessary things, to organize data so that conclusions can be drawn. Data reduction is a selection process, making focus, simplifying and abstraction of the rough data in the field notes. Then presentation data is the composition of information that can be used to complete the research. By looking at the presentation data, researchers will know what is happening and provide opportunities for researchers to do something on analysis or other actions based on their understanding. The last is the Conclusion, after the data is presented which is also in the data analysis series, the next process is drawing conclusions. The conclusions in the first stage are loose, remain open and skeptical, it is not clear then improve to be more detailed and firmly rooted.

## RESULT AND DISCUSSION

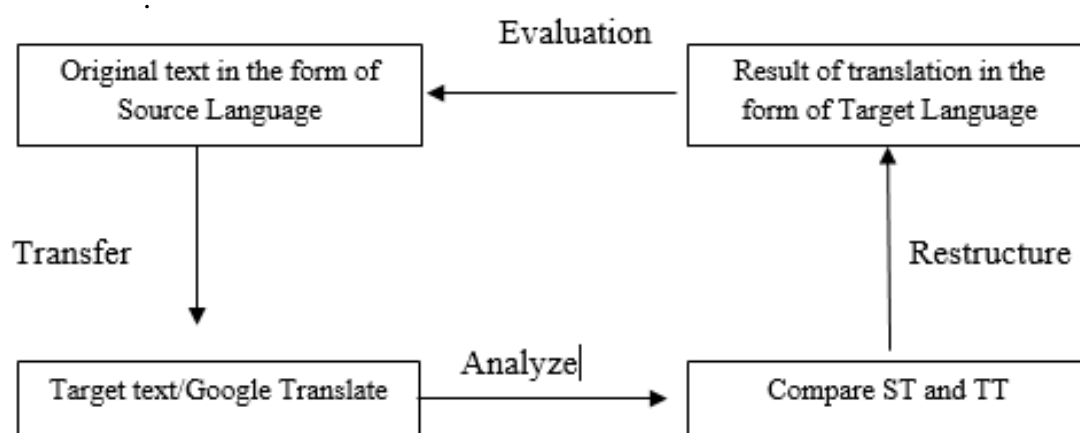
### A. Research Finding (tentative)

Three students translator translated the text by turn. First student was student who have Minangkabau culture background (T1), the second student was student with Javanese culture background (T2) and the last student was student with Sunda culture background (T3).

#### 1. Translation process

##### a. Translator 1

From video observation, T1 did not analyze first but directly translate/transfer the meaning from source text into target text in order to make it easy to analyse the text. The process of transferring was done on Google translate by T1. In his process of translation, google translate became the main tool that used. Then after transferring T1 analysed the text by compared target text into source text. In restructuring the text, T1 scanned each word or phrase that sounds wierd in target text, then edit or changed that word or phrase to the appropriate meaning.



**Figure 1. Translation process by Translator 1**

##### b. Translator 2

Different with T1 in his process of translation, T2 started his translation by read the text, but just to get the general meaning of text. Event read the text, In playback interview T2 explained that he needed to transfer the text first by used Google translate to analyse the text fully. Researchers found that Google translates usually became the main tool in helping students in the process of translation. In analyzing, T2 analyse sentence by sentence in Google translate by comparing each sentence, then if T2 thought the sentence was appropriate in target language, T2 rewrote the result from Google translate into translation shet(Microsoft word). It was the way how T2 restructure the text. Then at the end of translation, T2 did not do evaluation because

T2 had analyse word by word, sentence by sentence while restructuring the text.

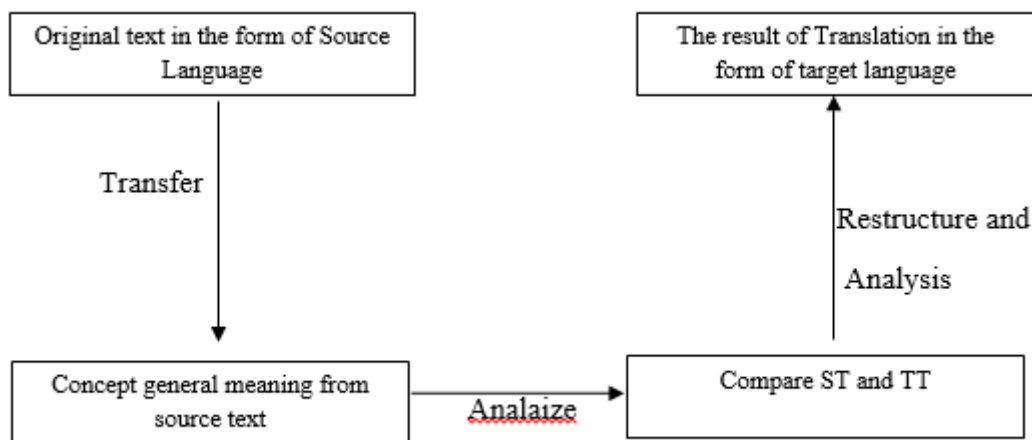


Figure 2. Translation process by Translator 2

Translator 3

At begining of translation, T3 directly transfered the source text by used Google translate without analaized the source text first. this was the same stage that the previous students did at the start of translation. After gained the translation from Google translate, T3 analaized the source text in the form of Bahasa Indonesia to get easy to analaized the soyrce text. After read and analaized the text, T3 did selection to the content of text. T3 summarized the text by took a part of paragraph as the final result of the translation.

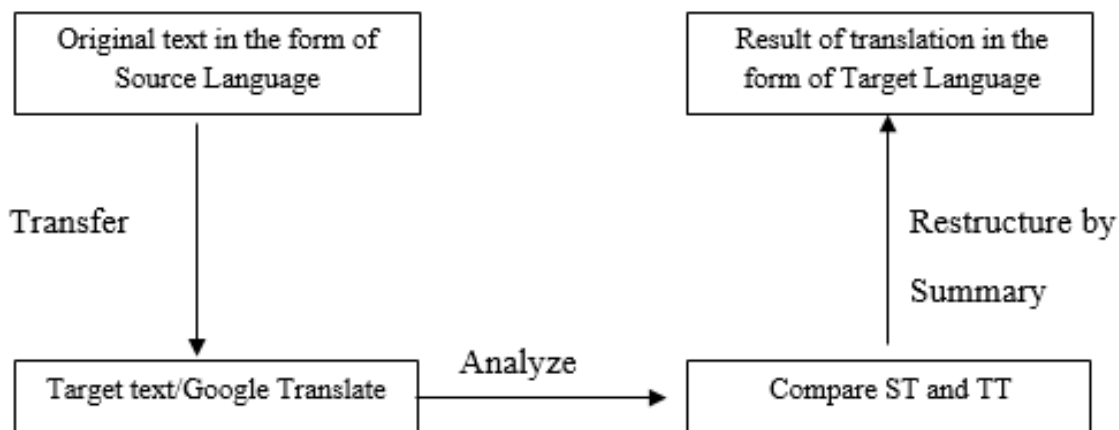


Figure 3. Translation process by Translator 3

The pattern of the translation process that the researcher found, from the three students, namely two of them T1 and T3, did one-line translation process pattern same with the pattern by Nida & Taber, Larson, Nababan, and Gamali. Whereas from T2, the researcher found circle translation process pattern same with the process translation pattern by Suyawinata & Haryanto. Eventhough they had the same pattern in the translation process, in detail, the stages of the process carried out by all students were

slightly different from the experts stages. when it compared with theory from Suyawinata & Hartanto, Nida & Teber, Nababan, and Larson. As researcher mentioned in Chapter 2, in the process of translation the expert found was doing analyse first before translate and need to concept the meaning in translator's mind. It means that a translator should understand the source text first before translate a text. But the stages done by students here was translator did transfer first then did analyse te text by compared both Source text and target text. Students translators did not concept the meaning of source text in their mind but directly transfer by used Google translate.

## 2. Translation Strategy in cultural term

There are 48 data strategy in translate cultural terms done by the student of English Department. From 48 data, 3 strategies were used by students in translation of cultural term in text “The second funreal”. They were used Google translate, Checked Dictionary, and Eliminated cultural term.

To make a conclusion, researcher count the percentage of data strategy in the research into a table below:

**Table 1. Percentage of data**

Students Translator	Number of data			Total	Percentage			Total
	Using Google translate	Check Dictinary	eliminate		Using Google translate	Check Dictinary	Eliminate	
<b>T1</b>	15	2	-	17	86%	14%	0%	100%
<b>T2</b>	15	1	-	16	93%	7%	0%	100%
<b>T3</b>	9	-	6	15	60%	0%	40%	100%
<b>Total</b>	<b>39</b>	<b>3</b>	<b>6</b>	<b>48</b>	<b>81%</b>	<b>6%</b>	<b>13%</b>	<b>100%</b>

It can be seen that students tended to use google translate to translate some cultural terms. Translator used 83% google translate, 4% Check dictionary, and 13% eliminated cultural term. From these data it can be concluded that in the strategy for the translation process, students are currently more inclined to use google translate. This happened because of the convenience provided by Google translate and also because of lack ability of students to identify some cultural terms, so that they only used google translate as a solution for translation.

The research findings in the form of research data are further discussed or critically interpreted with particular relevant theoretical approach. Data can also be supported with the presentation of tables, images, etc.

## B. Discussion

### 1. The process of translation

After conduct the study, the researcher found that from 3 students, 2 students did one line translation process and one student did signical translation process wich was T1 and T3 did one line translation process and T2 did circle translation process. Although found the same pattern with the expert theory of trstranslation process, the step that done by translator was not relatively same with the expert.

If compared to expert theory In the process of translation such as Theory from Nida & Taber, Nababan, Larson and Suyawinata, Translator 1 did his process with different way from the previous expert. If previous theory agreed to say that to translate a text, a translator must to analyze the text first to understand the source text, unlike what T2 did in his translation, he transferred the source text first before analyzed the source text. This was inseparable from the convenience provided by Google translation as a tool in helping students translate, because of that students tend to translate or transfer the meaning of the source text first and then did analyse after the source text was in the form of the student's main language. Eventhough T1 basically used Google translate, He did evaluation at the end of his translation such what Suyawinata explained in his theory that a translator need to look again to make sure that there was no mistake in his translation.

In other hand, The process done by T2 was little bit the same with the process done by T1 but T2 did not do evaluation at the end of translation like T1 did before. And if compared to the expert theory, the process done by T2 was also different with the theory from Suyawinata, Nida & Taber, Larson, and Nababan theory, because according to Nida & Taber, Nababan, and Suyawinata explained that the process of translation is start by Analyse the text first, then doing transfer after analyse and the last is restructure the text that have been transferred. Base on observation, T2 started his translation by transferred the source text first. It made his process was different with the previous theory and same with T1 that did transfer first before analysed. And the reason was also the same with T1 that the used of Google translate made the students tend to transfer the text first by using Google translate in order to make it easy in analyse the text in the form of Mother tongue.

If researcher looked at T3 process of translation, The process was still the same with the previous students. T3 also used Google translate as a main tool in translation. T3 directly transfer the text and analysed the text after it had been transferred and then restructured the content. But in his process of restructured the content, T3 was doing summary to make the result of his translation was not 100% same with Google translate. If the researcher looked into the theory from expert, the process done by T3 was different because he directly transferred the text without analysed and understood the source text.

The process done by students translator was different with the theory of the expert. all students did the same step each other, by doing transfer first before analysed the text. Different with the expert, the process of analysing or transferring was done in the mind of translator, but because the used of Google translate as a media that made their work easy, the process of analyse and transfer was done in Google translate practically. Eventhough used the same tool, both T1, T2, and T3, T3 did translation by summary, it was different with other translator who just edited some term from google translate in restructuring the content, T3 did summary in the process of restructuring by eliminated some sentences.

## 2. Strategy of Cultural term

In generell, All of translator used Google translate to translate every single word including cultural terms in the text. It proved by the data that found by the researcher that from 45 cultural term, 82% only used Google translate, 4% checked dictionary, and then 14% eliminated. The used of Google translate was the most

frequently strategy used by Students. This finding was related with the research conducted by Maulida (2017) *Persepsi Mahasiswa Terhadap Penggunaan Google Translate Sebagai Media Menerjemahkan Materi Berbahasa Inggris*. The finding was 90% of students of the STKIP PGRI Banjarmasin English Education Study Program use the google translate application to help translate English-language material. The advantages of google translate applications such as "fast" and "light" allow students to switch from using a print dictionary. Almost all activities needed to translate were taken over by google translate, starting from translated the text fully and then vocabulary only. This means that the dictionary is rarely used by students. It can be seen on the data that from 45 cultural term in the text, students only checked dictionary twice. They only checked dictionary when there were not satisfied with the result from Google translate.

The convenience provide by Google translate made students tend to use this application as main solution in translation without understand the weaknes of its used. Because of Google translate translate the text literally, sometimes the result of some cultural term in the text was not the same beetwen source text and target text. And it could be big mistake in translation if students did not relize the term that need to observe deeply. It was found by researcher in this research that students in this research did not have good ability and how to use media in translation.

In English translation teaching, the students still need to improve their skill in translation and media utilization when translate a text. How to analyse and get understanding the source text, how to translate a spesific term, how to use media in translation. According to Ardi (2012) to build students competence in English translation teaching, lecturer had to provide theory of translation, build competence and sub-competence to the students. These three-point played the important role to produce good translation. Lecturer have to give theory first to make students understand the basic of translation. Then doing practice to implement the theory that have given in translation. Sometimes students have to give exercise with text with the unfamiliar term on it. This exercise train students to detect the problem such us cultural term and lecturers can train students in the use of media in problem-solving when faced some cultural terms or unfamiliar term.

## CONCLUSION

Through the analysis of students' translation process and strategy of cultural term, the researcher found that in the process pf translation, the pattern that appear was one line translation process and signical translation process. From 3 students, 2 students did one line translation process. T1 and T2 did one line translation in their process like the theory from Nida & Taber, Nababan, and Larson. In the other hand T2 did signical translation in his process like Suyawinata's theory about translation process. each student translates the text by their own strategy. In specific term, especially cultural term, the strategy used by students in translate "The Second Funeral", the researcher found that using Google translation was most strategy used by students. Based on student test too, the researcher found almost all of cultural term translated by using Google translate (81%) from 39 number of data, Checked dictionary (6%) from 3 number of data, and eliminated cultural term (14%) from 6 number of data.



All of students used media in their process of translation. the use of media in translation makes the process different from the explanation of the experts. And the result of the research shows that in the strategy of translate cultural term, each students were failed to understand the source text and just used Google translate to transfer the meaning. students translated easily but forgot about the important point of translation. Students failed to translate some cultural term because of the use of Google translate made they thought that translation is a practical activity.

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