



## The Students' Accuracy in Translating Positive Politeness Markers in English Department of Universitas Negeri Padang

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### Abstract

*This research was aimed to find out the students' accuracy in translating positive politeness markers in the novel "Dilan 1990" at third year students of English Department of Universitas Negeri Padang. The subject of this research was the third year students of English department of Universitas Negeri Padang. The focus is the students' accuracy in translating positive politeness markers. This research is qualitative descriptive study. Out of 60 students, 35% of them were chosen to be the sample by using cluster random sampling. The data were collected by using test. The results of this research show the students' accuracy was (76%). Related to the result found, the students' accuracy in translating positive politeness markers was good. The difficulty in translation cannot be seen from the type of strategy used only, but also many aspects affect the result of students' translation. Based on the research that the author did, students need to know about the context and situation appear in each utterance. The most commonly problems that the students did in their translation process is they did not pay attention to the whole context. There were also some changes in the strategy used in politeness. It is shown by the utterances strategy change in their translation product. The understanding politeness strategy gives an advantage for the students in producing accurate translation product.*

### Keywords:

Accuracy  
Translation,  
Politeness,  
Positive Politeness  
markers

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## INTRODUCTION

Indonesia is a country with a huge number of cultures. In the presence of this loads several differences among the society, especially in communication. Politeness needs to be embedded in the communication. It has an important position in interpersonal and social interaction. Moreover, the use of politeness is almost used in various aspects of public life, both formal and non-formal.

Brown & Levinson (1988, pp. 77–74) add that self public image is influenced by three factors such as power, distance, and ranking of imposition. Politeness is expressed in a good or ethical way. It can be manifested by showing respect, good social behavior, and ways of good expressing opinions. As an illustration, a student calls his teacher "sir" instead of calling his name. When communicating, it is necessary to be aware of the importance of guessing the response we will get in conveying ideas.

The use of politeness in academics is usually involved with learning material and the classroom interaction. To carry out successful and effective communication. The use politeness in non-academic life can be seen in most of the literary works in Indonesia. They fill the literary works with culture, ideology, history, etc. One of the genre in literary works is fiction. Fiction consists of implicit and explicit meaning. There are words, phrases, clauses, and sentences using certain terms. Jansen & Janssen (2010) argue that translation needs should follow the demands of the communicative situation. It means, the results of translation can be accepted socially and linguistically. Hatim and Mason (1993, pp. 3–20) add the use of language by applying appropriate choice of words and phrases using elements of cultural, social, and individual perspectives.

Brown & Levinson (1988, pp. 94–180) state that there are four strategies in doing politeness translation, namely, bald on record, positive politeness, negative politeness, and off record. This strategies aim to minimize that face-threatening acts (FTA) in doing communication. These strategies become basic principles that should be known by the translator. Based on the information above, it relates to our daily life, especially in academic life. The use of politeness becomes an obligation that should be comprehended by the students. English is major in several universities in Indonesia, one of which is Universitas Negeri Padang (UNP) offers translation courses as one of the elective courses. The translation subject has been learned by English students. However, the use of politeness in learning translation is quite interesting to be explored deeply. Does politeness markers make it easier to understand the text? Therefore, it is necessary to do a research about politeness strategy and students' ability in translation. In addition, students are prepared to be truly successful in mastering translation after their graduation and to be ready to enter the work environment (related to translation).

Nababan, Nuraeni, & Sumardino (2012, p. 44) state that there are some criteria in a good translation such as accuracy, readability, and acceptability. Accuracy is a similarity between source language and target language. Acceptability means of a translation has been expressed following the norms and cultural values that apply to the target language. Readability in general can be defined as the convenience of an arrangement of letters so that it is easy to read.

The topic of politeness is also discussed by several researchers. The researcher raised studies related to strategy politeness, such as Saputra (2016) and Ardi, Nababan, Djatmika, and Santosa, (2018). Both of these researchers used the literary work as the data source. The research was done by a professional translator. While this research focuses on the translation learner as the sample of the research. This will be very different in the analysis because the results of the research is the level of students' ability to do politeness translation. Zatil Imandri, Suhartono, & Wijaya (2018) conducted research on the ability of students to translate from English to

Indonesian. There is research conducted by Septiyani (2016) with the research title "The use of Brown and Levinson" politeness strategies by the main characters of *Bride Wars*" Those researches focus on the politeness used by the main character in the novel. It is almost the same as Ardi et al (2018) and Saputra (2016) did in their research. The research conducted by Septiyani (2016) focuses on the use of politeness by the main character in the novel *Bride Wars*, but she also adds payoffs and social factors as the cause of the use of politeness. The researcher chooses the Novel "Dilan 1990" as a data resource not without any reason. The novel "Dilan 1990" is famous. This novel is a romantic drama genre. Based on Afdian & Wahyuni(2020), teenagers prefer music content, writing, a novel with an element of romance in it. The research relates to politeness markers especially positive politeness markers are intended to find out the students' ability in translating positive politeness markers. In addition, the emergence of politeness in literary works requires a translator to understand the strategy. There will be some expressions relate to politeness that the translator needs to understand and be able to carry out the translation process without hesitation. Therefore, this research aims to identify the students' accuracy in translating positive politeness markers in English Department of Universitas Negeri Padang.

**METHOD**

The research was descriptive study. Since, this study is to describe the students' accuracy in translating positive politeness markers from Indonesian (SL) to English (TL). Population of this research is the third-year students of English department of UNP majoring English Education in 2021. The research used cluster sampling technique. The samples were taken from the third year students of English Department of UNP in 2020 who have taken translation subject. 21 students had become the sample in this research. The researcher chose cluster random sampling. Translation test was used as the research instrument to collect the data. There were 39 utterances containing positive politeness that need to be translated by the students. The researcher chose the method proposed by Nababan et al., (2012) namely accuracy and acceptability.

**Table 3.1. Criteria of Accuracy**

Translation Category	Score	Qualitative Parameters
Accurate	3	The meaning of words, technical terms, phrases, clauses, sentences or source language texts are accurately transferred to the target language; there are no meaning distortions.
Less Accurate	2	Most of the meanings of words, technical terms, phrases, clauses, and sentences of the source language text have been accurately transferred to the target language. However, there are still distortions of meaning or multiple or deletion meanings (ambiguity), which interfere the whole message.
Inaccurate	1	The meaning of words, technical terms, phrases, clauses, sentences or the source language

	text is inaccurately transferred to the target language or omitted.
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Count the students ability in translating positive politeness markers from Indonesian into English in percentage by used formula:

$$P = \frac{F}{N} \times 100\%$$

P= Percentage score of students' ability

F= Total Score that the students get

Classify the students' ability by using four parameter,

Level Mastery	
Scale	Categories
80%-100%	Excellent
60%-79%	Good
50%-59%	Fair
0% -49%	Poor

## RESULT AND DISCUSSION

### A. Data Description & Analysis

After distributing 39 utterances with their context, the product of the assessment were scored by the researcher and the second rater as inter-reliability to avoid subjectivity. The maximum score is 117, the product of accuracy can be shown as follows:

**Table 4.1. Score Accuracy**

No	Name	Rater 1	Rater 2	Mean	Level Mastery
1	Student 1	85.5%	73.5%	79%	Good
2	Student 2	90.6%	82.9%	87%	Excellent
3	Student 3	86.3%	70.9%	79%	Good
4	Student 4	84.6%	77.8%	81%	Excellent
5	Student 5	85.5%	69.2%	77%	Good
6	Student 6	89.7%	80.3%	85%	Excellent
7	Student 7	78.6%	68.4%	74%	Good
8	Student 8	76.9%	73.5%	75%	Good
9	Student 9	78.6%	72.6%	76%	Good
10	Student 10	81.2%	76.9%	79%	Good
11	Student 11	82.9%	73.5%	78%	Good
12	Student 12	83.8%	81.2%	82%	Excellent
13	Student 13	85.5%	68.4%	77%	Good
14	Student 14	76.1%	71.8%	74%	Good
15	Student 15	82.1%	76.9%	79%	Good

16	Student 16	67.5%	57.3%	62%	Good
17	Student 17	69.2%	59.0%	63%	Good
18	Student 18	82.9%	65.0%	73%	Good
19	Student 19	78.6%	76.9%	79%	Good
20	Student 20	55.6%	61.5%	59%	Fair
21	Student 21	79.5%	81.2%	79%	Good

The table above is a description of the students, accuracy in translating positive politeness markers in a form of percentage. It shows that 4 (19%) students reached excellent mastery level, 16 (76%) students reached the good mastery level and one student got fair mastery level. The overall accuracy score is 76%. Thus, if it is calculated, it is found that the student's ability in the accuracy score overall is good.

For the data findings can be seen as followed:

a. Accurate translation made by students.

The accuracy score in this research are analyzed not only about the accuracy of the grammatical, phrase, word, and technical term but also about the accuracy of positive politeness translation, whether the utterance has been translated accurately without removing or changing the strategy.

The following are examples of positive politeness utterances that are accurately translated by students:

Translation product was made by student 2

“Ah banyak!” kata Wati. **“Pernah, tuh, waktu malam minggu, kamu tahu. Dia motong ayam ibuku. Diambil gak bilang-bilang.”**

TT: Once, on a Saturday night. He slaughtered my mother's chicken. Taken without permission.

TT: Target Text (Translation product made by students).

The positive politeness marker is “*Pernah tuh*”. Student 2 translate the marker by using “once”. The meaning are transferred accurately by the students. The positive politeness strategy used in this utterance is strategy 1 (Notice, and attend to hearer wants’, needs, goods).

“Aku mau nemenin Lia dulu.”

TT: I want to accompany Lia first.

This utterance uses strategy 4 (use in groups identity markers) in positive politeness markers. These include in-group usages of address forms, of language or dialect, of jargon or slang, and of ellipsis. Student 1 does not change the word “Lia”. It will be less accurate, if the students change the word “Lia” into “her”. The utterance transferred accurately.

b. Less accurate translation made by students.

The translation product can be less accurate, if the students omit the markers from the utterance. The source language and the target language

can be understood as the same meaning, even there are some changes in some words.

The following are examples of less accurate translation product made by the student:

Student 8

“Tau, siapa yang nganterinnya?”

TT: Guess, who sent me that

The translation product can be “You know, who delivered it?” The student 8 omit the marker in the translation product. This utterance uses strategy 3. The speaker try to involve the hearer, pulls hearer into the middle of the situation.

Student 10

“ya maaflah, kalau dirasa Dilan mengganggu”. Kata Bunda

“enggak mengganggu kok Bunda,” kataku. “Malah seru, Bunda”

TT: It is not bothering, it is fun for me.

The translation can be “it doesn’t bother me Bunda, it is fun, though”. The student 10 omit the word “malah”. The marker on the utterance was removed which resulted in the loss of the positive politeness marker element in the translation product.

Translation made by the student 1

“Lia juga mau manggil Bunda, boleh?”

TT: Lia also wants to call Bunda, can I?

The student changes the word “Bunda”. The word “Bunda” should not be translated because it is the positive politeness markers in this utterance.

This utterance contains a group identity markers. Therefore, this utterance is less accurate. The student should use pure borrowing technique in doing the translation process.

c. Inaccurate translation product made by the student.

Inaccurate translation product means the meaning of words, technical terms, phrases, clauses, sentences or the source language text is inaccurately transferred to the target language or omitted (Nababan et al., 2012).

The followings are examples of inaccurate translation product made by students:

Translation made by student 8

“Ini yang mahalnya,” kata Kang Adi. “Ada juga, sih, yang murah, masa, buat Lia kasih yang murah, he he he”

TT: This one is expensive. I have the cheaper one, but for you Lia I won’t give it, he he he.

The translation can be “This is the expensive one. Well, there is the cheap one too, but there is no way I can give it to Lia, he he he”

Student 8 completely changed the meaning. He just said that there is the cheap one too, it does not mean that he has it.

Translation made by student 8

“Kita beresin, yuk, Bunda?”

TT: Would you mind if I clean this, Bunda?

The translation can be “Let’s clean it up, shall we, Bunda?” Students 8 changes the strategy to negative politeness. The meaning of utterance also change, because of the strategy changes in the utterance.

**Findings**

**1. Accuracy Score**

The aspect of accuracy is intended to evaluate whether SL and TL have the same meaning or not. In this case, reducing or adding content in the translated text is something that must be avoided. The parameter used in these scores is from Nababan et al., (2012) and the researcher makes some improvements in scoring the students’ translation product by adding positive politeness markers as one of the aspect in the scoring process.

The students’ score accuracy can be seen in table below:

Accuracy		
Level Mastery	Students	Percentage
Excellent	4	19%
Good	16	76%
Fair	1	4%
Poor	-	
Total and Average	21	79.8%

In the accuracy score data, it was found that 4 (19%) students reached excellent mastery level, 16 (76%) students reached the good mastery level and one student got fair mastery level. The overall accuracy score is 76%. Thus, if it is calculated, it is found that the student's ability in the acceptability score overall is good. Based on the findings that the researcher found the students’ ability in translating positive politeness markers need to be improved. Some utterances cannot be translated by the students accurately. This is proved by the students; scores have not been maximal.

The score obtained by students has not been maximal. Some students still get low scores. Errors that arise in students' translation results tend to be the same from one another. Students are not able to convey the message on the utterance as a whole. There is a change in the overall meaning of the students' translation results. This is a serious mistake made by a translator.

There are several additions and deletions of information on the results of student translation. This changes the meaning of the source language. In the end, students are not able to do the translation accurately. The addition and deletion of information should aim to get the message from the source language into the target language. It is hoped that it will not cause a different understanding for the readers of the translation.

There are several utterances that have a much different meaning from the source language. This can be interpreted as an error in understanding the meaning contained in the source language. Therefore, it is important to understand context in each utterance because it will help students in finding the right word equivalent.

### *Discussion*

Good translation quality must have an equivalence meaning in it. It comes to be the students' responsibility in sustaining the meaning from the source language. Accuracy is the important step to do in the translation product (Larson 1984, pp. 485-487). The equivalence of translation products are achieved since the accuracy the acceptability and readability of the text are maintained (Ardi, 2017). Equivalence between the SL and TL is the substantial role of translation (Hatim & Jeremy Munday, 2004, pp. 7–15).

As we know, a translator is not only a reader but also a writer. Therefore, students should understand that translating is not only finished at the stage of changing words from the source language to the target language, but analysing the source language message is also important to understand the text. According to Ma'mur (2007) when the utterance that students read can be understood well, then the translation process becomes easier to do.

The positive politeness strategy used by students can support the understanding of the context of the utterances to get an equivalence for both languages. It is in line with Ardi et al., (2018) explained that the importance of politeness markers in maintaining the value, form, and content of the characters presented in a novel. Jansen & Janssen (2010) also add that the use of politeness markers support the translator to make an effective translation process and maintain the equivalence meaning.

In the findings, it is found that the students do not pay attention the positive politeness markers in the utterance. Actually, the use positive politeness markers help the students get better translation product. According to (Ogiermann, 2019) Positive politeness can be used as a general understanding of a text by linking positive politeness with cultural values and integrating culture-specific politeness norms. There are some utterances cannot be translated word by word. It is in line with Azirovi, Syafe'i, & Fitrawati (2016) state that the students did not see the translation as an activity and process included. Eventually, students who successfully translate the positive politeness markers have a high accuracy score.

The importance of politeness is based on the appearance of politeness in some texts. Sa & Hatam (2014) in their research found that in-group markers was one of the major elements contributed to the politeness request. Furthermore, it can be seen that positive politeness markers are one of the strategies that most often appear in politeness requests. Therefore, the students should utilize positive politeness markers in doing the translation. The use of positive politeness is important which affects the meaning-transferred from the source language to target language.

Likewise, Widarwati (2014) researched about politeness strategies and the linguistic politeness markers in the comic titled "The Very Best of Donald Duck", in her research stated that the use of positive politeness, especially in the linguistic markers section, helps translators convey the meaning of politeness markers accurately. The emergence of politeness in the novel, text, news is something that is often found. Therefore, as a translator, the students should be able to produce an accurate politeness translation in order to be able to avoid the misunderstanding meaning result by the reader



Students should be able to analyse positive politeness markers in each utterance. It aims to provide a further comprehending of the meaning contained in the utterance. If there is a problem with the lack of vocabulary in the translation process, the students need to find the alternative word in delivering the word that they are not sure with. Additionally, Bell (1991) conveys a translator should find out the functional equivalence to preserve the communicative value of the text. In order that, the use of a positive politeness strategy can help students find more equivalence word.

The need for the closeness of the meanings of SL and TL is the form of implementing good translation quality. Accuracy shows that the exactness of the target meaning to be conveyed. If a comparison of each language is carried out, it is hoped that there will be no significant differences or even change the meaning of the source language. Therefore, how the language can be understood is the same as the source language. So translation is done not only by replacing each word into a different language but also the meaning of the word. This activity is intended to give images and the example of how the meaning should be constructed, the idea should be expressed and how the paragraph should be developed.

## **Conclusion**

This research try to find the students ability in translating positive politeness markers from Indonesia into English. Translation of politeness in cross-cultural communication would be of great importance in Translation Studies. Therefore, this research prepared some procedures to convey the students' accuracy and acceptability. Positive politeness needs extensive attention in translation.

The findings indicate that the students' accuracy is 76%. Based on the analysis of students' ability in translating positive politeness markers in the novel "Dilan 1990" at third year students in English department of Universitas Negeri Padang, the researcher got the product that the students have excellent level in translating positive politeness markers.

As a matter of fact, it has been mentioned in chapter 1, the objective of this research is to find out the students' accuracy in translating positive politeness markers. Based on the findings and discussions in the preceding chapter, the researcher comes up with the following conclusion. In fact, some students still get inaccurate translation product. Therefore, it proves that there are still problems that arise in the student translation process.

Eventually, positive politeness strategy helps the translator in getting the original meaning of the text. Translators need to maintain the original meaning of the source language. There was correlation between students' understanding of politeness markers into their translation product. The researcher also found, in some utterances, there are several translation products that are different from the context of the source language. In other words, students' understanding of utterance is far from the exact meaning of the source language. Based on the findings that researchers got from looking at the products of student translation, there are three problems that researchers most often encounter in student translation products, those are word choice, word by word translation, misunderstanding idea of context and grammatical errors.

The position in relation between source language and target language cannot be separated. Accordingly, it hopes that there are no big distinction in the meaning of

the translation product. The students cannot deny the role of politeness in translation process is necessary. The understanding positive politeness strategy in work related to translation implies that students must pay more attention to the use of positive politeness strategies in the translation process. Furthermore, it should be a stepping stone for students in developing their translation skills and broadening their understanding of source and target languages. The research from the other researchers also show that the translation of politeness markers give large contribution to the translation

In the end, the role of positive politeness markers in the translation process is to provide a clear understanding to the context and reducing errors that occur in product translation. This is proved by the students who successfully perform positive politeness translation tends to have high accuracy scores. It can be concluded that positive politeness markers are important to be mastered by students because of the frequent appearance of positive politeness markers in written works, especially novels.

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