



## **AN ANALYSIS OF METHODS OF TRANSLATION USED BY THE THIRD YEAR STUDENT OF ENGLISH DEPARTMENT OF UNIVERSITAS NEGERI PADANG IN TRANSLATING SHORT NARRATIVE TEXT FROM ENGLISH TO BAHASA INDONESIA**

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### **Abstract**

Penelitian ini menganalisa metode dan teknik menerjemah yang dilakukan oleh mahasiswa yang teregistrasi tahun ajaran 2013 di Jurusan Bahasa Inggris program studi Pendidikan Bahasa Inggris. Tujuan dari penelitian ini adalah untuk mengetahui metode dan teknik penerjemahan yang paling banyak digunakan oleh mahasiswa Bahasa Inggris program studi Pendidikan Bahasa Inggris dalam menerjemahkan cerita naratif pendek berjudul "Pinocchio". Hasil dari penelitian ini adalah menunjukkan mahasiswa Bahasa Inggris program studi Pendidikan Bahasa Inggris menggunakan Communicative method sebagai metode yang sering digunakan untuk menerjemahkan cerita pendek "Pinocchio". Sedangkan teknik menerjemahkan yang ditemukan sebagai berikut: Establish Equivalence (92,4%).reduction (3,32%) .adaption (2,52%) .addition (0,65%). Generalization (0,04%) .transposition (0,11%). description (0,11%) .ommission (0,34%). Berdasarkan keterkaitan antara metode dan teknik dapat dilihat bahwa mahasiswa sebagai sampel sangat cenderung melakukan penerjemahan yang berfokus pada bahasa sasaran. Hasil dari penelitian juga menunjukkan bahwa mahasiswa Bahasa Inggris sudah dapat melakukan penerjemahan dengan baik dan sesuai dengan tujuan dari teks. Namun, ada hal yang perlu dipertimbangkan kembali dari hasil penelitian ini yaitu kemampuan siswa dalam penerjemahan teks yang tujuan dan jenis yang berbeda, Sehingga mahasiswa Bahasa Inggris dapat menerjemahkan dengan teknik yang berbeda beda sesuai dengan teks dan tujuan penerjemahan

**Kata kunci:** *metode menerjemah, teknik menerjemah, Bahasa Inggris, penerjemahan*

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## INTRODUCTION

One of the skills in language learning is translation. Translating is the process of transferring the meaning of a text in one language into a text in another language (Rachmadie, et al 1988). Bassnet (2002:12) says that, "translation involves the rendering of a source language (SL) text into the target language." Based on the definition of translation above, it can simply be said that translation is the process of transferring the meaning of one language and find an equivalent meaning in the other language in order to get the message that is being conveyed.

Translation is needed as one of ways to get information. In language learning, students do this translation process in order to get the meaning of the words that they do not know and to get a more understanding towards the language. In order to acquire the target language, many difficulties may be faced by the English learners. The different grammatical systems between the target and source language, the contextual problems in case the students do not understand the text, and vocabulary mastery can be a problem in translating.

All of the matters above occur because every translator chooses and uses his/her own method to translate. Method of translation is element which very important in process of translation. It consider as tendencies of translator to translate the text. One method reflected idea and translator personality. Newmark (1988) divides it into eight methods: word-to-word translation, literal translation, faithful translation, semantic translation, adaptation, free translation, idiomatic translation, and communicative translation. Those methods are the first foundation of addition of other methods in Nababan (2000) Guide of translation book.

In purpose to search about methods of translation, researcher will use a narrative text. This text is chosen because it has included eight methods of translation. In other text, eight methods will be hard to find and analyze. For example, the method which used in scientific text only appears around two until three methods. Meanwhile, in narrative text, contain has an esthetic and scientific word for analyzing. It makes all of the methods of translating whether in source or target language will be easier to analyze and find out meanwhile in other type of text. This condition contrast happen in other text such as scientific text or news item which has only two or three method include in other text.

The reason why the researcher wants to do the research about method of translation is to see English Department Students of Universitas Negeri Padang method and technique of translation which they use in translating narrative text. Besides, there was a research which also studied about UNP students' technique to translate conducted by Rosita (2013) but it discussed

about students' techniques in translating Indonesia beverage terms into English.

## RESEARCH METHOD

This research was a descriptive research which was done to see the third year English Department students' ability in translating phrasal verbs. This research used a translation test. The writer used a quantitative descriptive design. According to Baudah (2011:10), the descriptive research is a type of research through which the researcher tries to understand and report what already exist and the characteristics of a current or past situation. By conducting this research, the researchers described the English Department students' ability in translating phrasal verbs and also the difficulties that they faced in translating phrasal verbs.

The population of this research was the third year educational program students of English Department of Universitas Negeri Padang. Gay (2009:124) mentioned that the population was the group which makes the researcher interested to research and the population was accessible and available. The population of this research was the students who had learned everything that related to method and technique of translation. They were the students who registered in year 2013. The type of sampling technique used in this research was simple random sampling. Gay (2000:123) states that random sampling is a good way to process the sample selection as it gives each individual in a defined population an equal and independent chance of being selected for the sample. He also adds that the sample for descriptive research is at least 10%. This research used about 30% samples of the population. The bigger the sample the least mistakes could be seen in generalisation.

In choosing the samples, all of the students were identified. Then, the researcher took several pieces of papers than spilt up those papers into 95 parts. After that, all papers were rolled. Last, one by one the split of papers were pick up by the researcher until she got 30 students as the sample of the research. These 30 students would represent all of the third year educational students of English Department. The classification score level used in this research was taken from Panduan Akademik UNP. It can be seen in the table below.

**Table 1. Population of the Research**

Class	Number of Student
K1	26
K2	27

K3	22
K4	26
TOTAL	101

## RESULT AND DISCUSSION

The data of this research were the results of the test done by the students. The test consisted of 29 sentences about "Pinocchio". Student should write the target language and researcher will divided it into each method with considering characteristic of method.

### 1. Students' method of translation

Table 2: student' method of translation result.

No.	Method of Translation	Explanation	
		Source Language	Target Language
1.	Free Translation	When Pinocchio finally came home, Geppeto asked him	Pinocchio ditanyai Geppeto ketika sampai di rumah
2.	Semantic Translation	Instantly, Pinocchio's nose <b>grew longer and longer</b> and it meant that Pinocchio has lied.	Tiba-tiba hidung Pinocchio tumbuh lebih panjang dan itu artinya Pinocchio telah berbohong.
		He always thought it on <b>his mind</b> in his dream.	Dia selalu memikirkannya dalam mimpinya
		Geppeto worried about him because Pinocchio had not been going home <b>for almost</b> two days.	Geppeto mengkhawatirkannya karena Pinocchio tidak pulang selama dua hari
		One night, Geppeto prayed to the God to <b>become a real boy</b> .	Suatu malam, Geppeto berdoa kepada Tuhan.
3.	Idiomatic Translation	In the past, there was a puppeteer whose name is Geppeto.	Dahulu kala,hiduplah seorang dalang bernama Geppeto.
		He made a puppet all day long.	Ia membuat wayang tersebut seharian
4.	Communicative Translation	One day, Pinocchio felt bored and it made him	Suatu hari, pinocchio merasa bosan dan

	go home late.	pulang terlambat
	He tried to find Pinocchio everywhere but he found nothing.	Ia mencoba mencari Pinocchio kemana saja tetapi tidak menemukan apa pun

There are 4 methods found from students result of translating narrative text “Pinocchio”. They are free translation, semantic translation, idiomatic translation, and communicative translation. Percentage of each method will be present in the table below:.

**Table 3: Percentage Method of translation used by student**

No	Method of translation	Frequency	Percentage
1	Free translation	1	0,11%
2	Semantic translation	33	3,82%
3	Idiomatic translation	22	2,55%
4	Communicative translation	807	93,61%
Total		862	100%

Based on table above, communicative translation is mostly used method (93,61%). The second method mostly used is semantic translation (3,82%), third is idiomatic translation (2,55%) and the last one is free translation (0,11%). It show student method more focus on traget language reader understanding than stay with source language principles.

## 2. Student’s technique of translation

Eventhought technique of translation and method have different scale in translation studies; moreover, the foundation of method came from the technique of translation. Researcher did an analyze student technique with advise by Havid Ardi, S. Pd., M. Hum. These were the percentage of technique had been used by student in translating narrative text “Pinocchio”

. Table 4: Percentage of students’ technique of translation

No	Technique of Translation	No. of Data	Percentage
1	Establish equivalent	805	92,4%
2	Reduction	29	3,32%
3	Adaption	22	2,52%
4	Addition	6	0,68%
5	Ommision	3	0,34%

6	Transposition	1	0,11%
7	Generalization	4	0,04%
8	Description	1	0,11%
	Total	871	100%

#### a. Free translation

Free translation produces the TL text without considering the style, form, or structure of the original. This method can delete, add, or rearranged the contain of text as free as it should. It is found 1 method in total data. Example of free translation

No	Method of translation	Source language	Target language
1.	Free translation	When <b>Pinocchio finally came home</b> , Geppeto asked him	<b>Pinocchio ditanyai Geppeto</b> ketika sampai di rumah (Std 28/S 13)

#### b. Semantic translation

Semantic translation focused on source language. It takes more asthetic value on SL text and transfers it for reader understanding. Translater can reconstructed but it must be accepted in SL and TL. Example of semantic translation

No	Source language	Target language
1.	Instantly, Pinocchio's nose <b>grew longer and longer</b> and it meant that Pinocchio has lied.	Tiba-tiba hidung pinnochio tumbuh lebih panjang dan itu artinya pinnochio telah berbohong. (Std 7/S 15)
2.	He always thought it <b>on his mind</b> in his dream.	Dia selalu memikirkannya dalam mimpinya. (Std16/S 8)

#### c. Idiomatic translation

Idiomatic translation reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms, where these do not exist in the original. Example of idiomatic translation

No	Source language	Target language
1.	In the past, there was a <b>puppeteer</b> whose name is Geppeto.	Dahulu kala, hiduplah <b>seorang dalang</b> bernama Geppeto. (Std 18/S 1)
2.	He made a <b>puppet</b> all day long.	Ia membuat <b>wayang</b> tersebut seharian. (Std 4/S 4)

From the finding above, it could be seen that techniques of translation mostly used by English department students are Establish Equivalent. Establish equivalents were used almost by all student. Even though this technique fit with narrative text, English department student has a poor knowledge about other technique. Establish equivalent also affect the method of translation which appear in the text. Based on data finding, there are eight technique used by student in translating “Pinocchio” text. Establish equivalence (92,4%), reduction (3,32%), adaption (2,52%), addition (0,68%), generalization (0,60%), omission (0,03%), transposition (0,11%), description (0,11%). Based on the percentage of data, student did not apply all the technique properly. It may happen because lack of knowledge of technique or student doubt to apply technique.

## D. CONCLUSION AND SUGGESTIONS

### 1. Conclusion

Through the analysis of student test in translating narrative text “Pinocchio.” It is found communicative translation is most method which used by student and fit with the narrative text type and purpose. This situation happens because all of the students use a contextual meaning and transfer the idea of Pinocchio story in focus of TL reader. In condition, student tried to deliver the message of this text by using proper contextual language and term in daily activity.

Based on student test too, the researcher found almost all of the text translated by using Establish Equivalence technique (92,4%) from 805 number of data from 871 data. Reduction (3,32%) from 29 number of data. Adaption (2,52%) from 22 number of data. Addition (0,65%) number of data 6. Generalization (0,04%) from number of data 4. Transposition (0,11%) from 1 number of data. Description (0,11%) from 1 number of data. Omission (0,34%) from number of data 3

### 2. Suggestions

Based on the analyze and result of the reasearch, these are some suggestions for english learning and study of translation. The result of the research shows student translated with proper technique of translation in several part of text. However, they focus to make understand TL reader and forget about other technique which suitable for a sentence. Student needs to improve their knowledge about method and technique of translation to give more suitable product of translation.

For lecturer, especially in translation studies, the researcher hopes that technique and method of translation will teach deeply in the class. Lecturer also could give a good weekly or daily test to keep student understanding of type text in order to give good product of translation

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