

ANALYZING STUDENTS' TRANSLATION METHODS IN WRITING DESCRIPTIVE TEXT

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Abstract: This study examined the translation procedures employed by students when writing descriptive texts using Newmark's theory (1988). There are eight different sorts of translation methods: word-for-word translation, literal translation, faithful translation, free translation, semantic translation, adaptation translation, idiomatic translation, and communicative translation method. The descriptive qualitative technique was used in this study, with interviews and documentation serving as the primary instruments. According to the findings of this study, students employed just three translation strategies when creating descriptive text: literal translation, free translation, and word-for-word translation. It might be determined that students used translation methods when producing descriptive texts, however, not all translation methods were used.

Keywords: Writing, Descriptive text, Translation

INTRODUCTION

English nowadays plays a crucial function lays an important role in education. In the aspect of education, English is also the primary language of academics, since at the university level, students from a variety of nations study nearly all of their disciplines in English in order to make the material more accessible to foreign students. English is still used as a

primary language of instruction in schools and universities. There are numerous English-language novels available. Many of the most recent scientific findings are recorded in English. For example, textbooks, magazines, and other information from knowledge and science are published in this language and mostly disseminated through print media papers. According to Dardjowidjojo (1999:1), English is used in roughly 85% of scientific reference books. English has influenced many elements of life. The global period has increased the importance of English in global communication. English is known as an important language that could be learned by users who are not English natives. The English language constitutes the language that is seen and considered a foreign, second, and first language in several countries. However, those depend on English existence in a certain country, for instance in Indonesia English Language as a foreign language.

To have smooth communication, we need to know the target meaning of the language used. This is one way to solve or avoid misunderstandings between natives and learners. One significant ability that someone who wants to communicate with others must master is translation. Translation is the process of comprehending the target language from the source language, which includes the entire word's meaning as well as the text's message. Some experts believe translation is a language operation: the process of substituting a text in one language for a text in another (Catford, 1978), whereas others believe translation is the reproduction of the closest natural equivalent of the source language message in a receptor language, first in terms of meaning and then in terms of style (Nida and Taber, 1974). The meaning of one language is translated into another, and the source language text is replaced by the equivalent text in the source language.

Related to the significance of the translation, as described above, the writer tries to input the problems that are based on the experiences of previous research that investigated the student's problems in translating narrative text. Several problems appeared in understanding meaning that can take the shape of lexical meaning, grammatical meaning, contextual meaning, textual meaning, or socio-cultural meaning. Students' main issue was lexical meaning because they lacked vocabulary and did not have a

relevant dictionary to utilize when translating narrative text into the Indonesian language as the target language. Therefore, if referring to that context means problems in translating the narrative text above, then this research is urgent to conduct because the method of translation will be the primary solution to resolve the students' problems in translating the text, which is why this research is focusing on translating the descriptive text.

Writing, as one of the language skills, is vital in learners' everyday lives, such as when they write letters, emails, and papers for both informal and official purposes. Nowadays, written language has a significant social and educational purpose, and its social standing is high. Previous research has proved the importance of translation analysis, such as a study done by Fahruri (2022), who talked about translation analysis in translating a poem. He discovered that the most popular translation approach was literal translation. Kusmayanthi and Fitria (2020) discovered that the most dominant translation analysis was a literal translation in their research on the translation approach to translating an article. Furthermore, Sianturi and Marpaung (2021) conducted a study on several translation approaches for translating descriptive text from English to Indonesian. The study discovered that word-for-word translation and free translation methods were the most dominant. Those previous studies highlighted only translation analysis in translating available text or full-text English into Indonesia. As a result, past research did not investigate translation methods in creating the text, which is the descriptive text from Indonesian (source language) to English (target language). As a result, the current study intends to investigate how students translate descriptive text from Indonesia to English.

METHOD

The writers used descriptive qualitative research to examine data in the form of words, phrases, or sentences related to the student's experience translating descriptive material. For this current study, the data to be analyzed were taken from the students' descriptive text writing text. The students were asked to write a descriptive text in Indonesia then they translated the text into English. In addition, the participants of this study were chosen using a set of criteria based on the purpose of this current

study. The main criteria for this study were the students mostly got B for the Basic Writing course. Thus, they became the subjects who met the criteria were the 2022 A grade students of the English Language Study Program, Universitas Katolik Indonesia Santu Paulus Ruteng. Moreover, to analyze the data found in this study, the writers applied the procedure of data analysis based on Miles and Huberman's theory who proposed three stages of data analysis: data reduction, data display, and drawing a conclusion.

RESULTS

The following would be the explanation of this study's findings and discussion part. The writers presented the data result in the form of paragraphs that showed students' writing of descriptive text. The students were asked to write the text in the source language and then translate the text into the English language. As seen below, only a few of the students wrote descriptive text since there were students who did not translate their text from the source language to the target language.

Literal Translation

Source Language:

FK: *Taman nasional Komodo terletak di Manggarai Barat, di bagian barat Labuan Bajo. Taman ini didirikan pada tahun 1980 untuk melindungi Komodo dan lingkungan mereka. Komodo sendiri, pada mulanya ditemukan oleh Van Steyn dari Belanda. Ia Pertama kali datang ke Labuan Bajo pada tahun 1911 dengan bertujuan untuk berdagang. Dia membawa beberapa Komodo ke kebun binatang Bogor untuk membuat penelitian lebih lanjut dan hasilnya Komodo diketahui sebagai kadal raksasa terbesar di dunia dan hewan kuno yang masih hidup di dunia. Sejak saat itu Ia menulis sebuah buku yang menjelaskan tentang Komodo yang membuat orang datang untuk melihat keberadaan Komodo...*

Target Language:

EP: Komodo national park is located in West Manggarai, at the western part of Labuan Bajo. It was established in 1980 to protect Komodo dragon and their environment. Komodo dragon initially found by Van Steyn from Holand. He came to Flores especially in Labuan Bajo in 1911 for trade purpose. He bought some of the Komodos to Zoology museum in Bogor to do deep experiment and its resulted that komodo dragon are the largest living lizard on the world and also the ancient that is still alive on earth. From that time, he wrote a book that explained the komodo dragon, that makes more people come to see the existence of the komodo.

Source Language:

AB: Batu Cermin adalah salah satu wisata yang ada di Labuan Bajo, Manggarai Barat. Batu cermin adalah tempat yang terkenal di Labuan Bajo. Batu cermin memiliki alam yang indah dan pemandangan yang indah. Di gua tersebut memiliki pantulan cahaya seperti cermin. Disana juga terdapat banyak pengunjung yang ingin membuktikan bahwa dinding dinding tersebut benar benar memantulkan cahaya seperti cermin. Banyak orang yang tertarik untuk mengunjungi batu cermin.

Target Language:

TP: Batu Cermin is one of the tourisms in Labuan Bajo, West Manggarai. Batu Cermin is a famous tourism place in Labuan Bajo. Batu Cermin have a beautiful nature and beautiful view. In that cave has a light reflecting like mirror. There are also many tourists who want to prove that walls really reflect light like a mirror. Many people are interested to visit to the Batu cermin...

Word for Word translation

Source Language:

AS: ...Air terjun terletak cukup jauh dari kota. Kami dulu sangat bahagia untuk mengunjungi tempat yang indah ini. Sawah disekitar air terjun

sangat cantik. Disana ada 3 air terjun besar dan juga kami melihat rumah kecil di sekitarnya. Rumah rumah itu terbuat dari bambu dan kita bisa datang ke dalam rumah jika dibutuhkan...

Target Language:

FK: ...The waterfall located quite far from the city. We were so happy to visit this beautiful place. The rice field around the waterfall is beautiful. There are three big waterfall and also, we found some small houses around it. The houses are made from bamboo and we can come into the house if it needed...

Source Language:

BSH: *Liang Bala adalah salah satu tempat destinasi wisata yang menyuguhkan pemandangan yang indah dan memukau selain Cepi watu. Destinasi wisata Liang Mbala ini terletak jauh dari Borong ibukota dari kabupaten Manggarai Timur, provinsi NTT. Jarak dari Borong ke Liang Mabala sekitar 2 km...*

Target Language:

AAYU: Liang Mbala is one of the tourism destinations that presents the beautiful and stunning views besides Cepi watu beach. This Liang Mbala tourism destination is not far from Borong the capital of East Manggarai, NTT Province. The distance from Borong to Liang Mbala is about 2 km...

Free Translation

Source Language:

MFP: *Pantai Ketebe adalah salah satu tempat kunjungan para tourist yang paling banyak dikunjungi. Pantai Ketebe terletak di sebelah Barat Reo. Jaraknya dari Reo mencapai 4 km dan bisa ditempuh dalam waktu 2 jam. Pantai Ketebe memiliki daya kecantikan tersendiri. Daya tariknya dilihat dari lautanya yang biru, pasir putih, dan keindahan dari pemandangannya*

dan tentu saja bersih. Pasir putih di Ketebe sering juga dijadikan nama panggilan untuk pantai Ketebe atau julukan dari pantai tersebut...

Target Language:

ER: Ketebe beach is one of the tourism attractions most frequently visited by tourist. Ketebe beach is too west of Reo. The distance of Reo is about 4 km and can take 2 hours. Ketebe beach has its own beauty. The beauty of Ketebe is can be seen from the blue sea water, white sand, beautiful scenery, and of course clean. The white sand of Ketebe is often the name called by people for Ketebe beach...

Source Language:

PRM: *Mau Sui adalah padang yang besar. Selain melihat rumput yang hijau, kamu juga bisa mendengar kicauan burung. Selain itu, Padang Mau Sui adalah tempat yang bagus untuk berlibur bersama keluarga dan juga bagus sebagai tempat untuk berfoto karena tempat ini memiliki pemandangan yang sangat indah. Dari Wae Lengga menuju padang Mau Sui memiliki akses jalan yang sulit, jadi saya menyarankan anda jika pergi ke padang Mau Sui untuk menggunakan motor...*

Target Language:

OTNJ: Mau Sui is big desert. Behind enjoy with the green grass, you can hear the bird voice. After that Mau Sui desert is a good place to holiday with your family and good to take a picture because the place is beautiful by the beauty of background. From Wae Lengga to Mau Sui have difficult road, have bad road, so I want, if you go there you use your motorcycle...

DISCUSSION

The findings of this study led the students to employ three different kinds of translation techniques. The students' translated texts contained those techniques. Most of the students' translations were done literally, using the first translation approach. While only

a small number of students translated papers use either of the two translation techniques – free or word-for-word translation.

Based on the results of this study, three different kinds of translation techniques were employed where the lexical terms are translated individually in the literal translation approach, while the source language's grammatical constructs are translated to their closest equivalents in the target language. The discovery and identification of this approach were made possible by the students' data and their translations of the text. Since the translators translate each word in the text literally and singly from the source language into the target language, then they translate the sentence's grammatical structure into English grammar, and the source language of the sentences is translated using the literal translation method.

Furthermore, free translation replicates the material without maintaining the original's form or style. It is typically a considerably longer paraphrase of the original. Based on identification using student data and their translation of the text, this approach was discovered. This represents the third technique that students have been observed to employ. Because the translator paraphrases disregards the original form, and simply conveys the text's core idea, some of the texts written in the source language were translated utilizing the free translation approach. Moreover, the target language words are positioned right below the source language terms in the word-for-word translation process. The word order in the original language is maintained, and each word is translated separately, out of context, according to its most prevalent meaning. The discovery and identification of this approach were made possible by the students' data and their translations of the text.

Nonetheless, based on the findings of the study, there exist theoretical discrepancies in their comprehension of the word-for-word translation technique and their knowledge of the same. The theoretical word-for-word translation method says that the words

in the previous sentence are translated individually according to their most common meanings and that the target language words are positioned below the source language words right away so that they share the same grammatical structure.

This study's findings are consistent with those of three earlier investigations. First, the study done by Fahuri (2022) on the use of analytical translation techniques while translating poetry. The findings of this investigation demonstrate that literal translation was the translation strategy employed. This was the most popular way of translating a poem. Second, the translation process employed the literal, word-for-word, and free translation methods, according to a study by Kusmayanti and Tiara (2020) on the translation process. When translating that article, the most common approach was literal translation. Third, the study by Ester, Elen, and Friends (2021) on the analysis and translation techniques applied to the descriptive text reveals that the free, literal, and word-for-word translation techniques were the most often employed techniques.

As a result, the researcher draws the conclusion that, based on a number of earlier studies that looked at translation, methods used to translate texts, and the outcomes, there were a number of translation strategies that produced the same outcome as the current study, including literal translation strategies, free translation strategies, and word-for-word translation strategies. This indicates that while translating literature, three translation techniques are commonly applied.

CONCLUSION

The aim of this study is to ascertain the translation technique applied by students when they write descriptive texts. Three different translation strategies were applied by the students while translating their descriptive writing, according to the analysis's findings. These three translation techniques are literal, word-for-

word, and free. Conversely, the students did not employ other translation techniques such communicative translation, faithful translation, idiomatic translation, adaption translation, and semantic translation. The text cannot be translated entirely using the available translation techniques. This study only discovered three techniques.

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