

An Analysis of Translation Method Used by Students of the Sixth Semester

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Abstract

This study aims to determine the translation method used by students and the reasons they use it. This research is a qualitative research conducted on sixth semester students of English Education Study Program at Megarezky University Makassar. This study used five samples with purposive sampling technique. Researchers used instruments, observations, tests, interviews, and documentation. The data obtained were analyzed through data reduction, data presentation and conclusions. The results of this study indicate that there are several translation methods used in translating by students, of the eight translation methods students only use four translation methods, namely word by word translation, literal translation, free translation, and semantic translation. Where students use two to four methods in translating, and the reason they use these methods is because these methods are easy to apply in translating. Therefore, the researcher concludes that of the eight methods, only four translation methods are often used by students because they are easy to apply.

Keywords: Translation Method, Students' Translation, easy to apply

INTRODUCTION

Language is an important thing in human life because language is the most effective tool used in communicating to convey ideas, thoughts, intentions and goals to others (Rajab, et al., 2022; Sujarwo, et al., 2022). According to Pateda cited in Suleman (2018) stated that language is a channel conveying everything that a

person feels, thinks and knows to others. Language also allows humans to work together with other people in society, it is closely related that the nature of humans as social beings requires language to fulfill their desires.

In this modern era, to communicate with other countries a language is needed (Rezeki, et al., 2022). Where English is international language that can connect humans with the world in various aspects, including aspects of education. English is used and taught as the first foreign language in Indonesia. Its role is important in our daily life, especially in formal education. Therefore, English has been studied from elementary school to college. In the other hand, students who study English are expected to become good translators. However, in translating properly and correctly is not an easy thing to do. because in translating, sometimes the results of the translation do not match the grammatical structure, making it difficult for students to translate English in to Indonesia.

Translation is the process of how to change from the source language (SL) into the target language (TL). According to Setiawan (2020) stated that translation is an effort to gain the meaning of one language (usually foreign language) so that the meaning can be conveyed into another language or target language. While, Arsitawaty and Ilmi (2022) stated that translation is the process of changing from one language or source language into another language or target language.

There are several things that need to be understand in translating, both language structure and grammar as well as understanding methods or strategies in translating. But in translating well is not easy job, therefore in translating students must know of the method or strategies used in translating. According to Newmark (1988) argued that there were eight translation method used in translating, namely: (1) word for word, (2) literal translation, (3) faithful translation, (4) semantic translation, (5) adaptation translation, (6) free translation, (7) idiomatic translation, (8) communicative translation.

Megarezky University is a place of researcher to study, where the campus consists of five faculties. One of which is FKIP which has a major in English education. Where researcher will do research in the English education department, especially in sixth semester. In English education department there are courses that are taught, one of which is translation. Where the courses are given for three semesters, namely: fourth semester, fifth semester and sixth semester. In the fourth semester, the subject is theories of translation. In the fifth semester, the subject is digital translation. While, in semester sixth is Translation and interpreting practice. Where the goal is that students are able to understand the theory of translation and be able to translate text from English into Indonesia well. Thus, the researcher wants to examine the students' translation method of sixth semester, because the students have passed the translation subject in the fourth and sixth semester, where they have studied translation, one of which is the theory of translation method.

Based on the observation that the researcher found several problems faced by the rest of the translation, namely: lack of understanding of the translation method, lack of vocabulary mastery and difficulty in adjusting the right words.

According to Newmark cited in Susany (2019) stated that understanding a text esquires not only reading in general but also how to read carefully. Besides that, students also need to understand the eight-translation method in translating.

Based on the explanation above, it can be concluded that researcher want to do research to find out what kind of method is use by students with the title "An Analysis of Translation Method Used By Students of the Sixth Semester of English Education Department at Megarezky University".

According to the research problem above, this research aims to:

To find out what kinds of translation methods that used by students of the sixth semester of English education department Megarezky University, to find out why the students used the translation methods of the sixth semester of English education department at Megarezky University. This research would help lecturers to find out the translation method use by students in translate English into Indonesia. Therefore, it can provide more explanations about the translation method and practice in use the translation method. This research focus on Students' translation methods used of the sixth semester of English education department at Megarezky University.

There were some researchers related to this research that have been conducted by other researchers Astria (2017) found that there were several methods used by students in the translation process. There was free translation method, word by word translation method, literal translation method, and communicative translation method. In fact, students used two until three method in translating a text. Moreover, the students used literal translation method and communicative translation method. Zahrah (2018) found the result if there were four methods that most students used, out of eight methods they were formulated by Newmark. They were communicative translation, semantic translation, idiomatic translation and faithful translation. Around 40% students' reason in choosing translation method was the easy of the method, while 15% students' reason in choosing translation method is suitability. Sinaga (2019) shows that there were two translation methods applied in the Zootopia movie subtitles, namely: communicative translation and free translation. The translation method that is mostly used is communicative translation; there are 23 communicative translation used out of 24 samples and only one free translation method used by the translator.

From all the previous research above, the relationship with this research there are similarities between the variables with this research, namely the translation method in translating. While, the difference is the population and the sampling technique. So that researcher interested in connecting this research.

Literature Review

Many definitions of translation have been put forward by the experts. The proposed definitions are different according to their background and point of view against translations. Due to different points of view, the meanings can be different, support each other or complement each other. There are several meanings of translation, namely:

According to Newmark (1988) stated that translation is a craft consisting in the effort to replace a non-verbal message or a statement in one language by similar message statement in another language. Another supporting by Margret Amman cited in Pradita (2012) stated that translation is when a source text, both verbal and non- verbal has, for certain purpose been used as the model for the production of a text in the target culture.

According to Nurhkolis and Barati (2022) stated that translation is defined as the transfer of a message from the source language to the receptor, this is accomplished by using semantic structure to transfer the message from the source to the target language, where the meaning that is being transferred should be maintained at all times, only the form change. On other hand, Rahmatillah (2013) stated that translation is similar with communication in a way that we transfer information from the sender to receiver in written texts. According to Sigalingging (2017) stated that translation can be understood simply as a transfer of message using the equivalent word from the source language (SL) to the target language (TL), a translator must completely master two language and two cultures involved in a translated text, the quality of the translation is closely related to the responsibility as a translator.

Sundari and Febriyanti (2016) Defined that translation is the activity of interpreting the text or changing the form from the source language (SL) into the target language (TL). While, Djuwariah cited in Sianturi (2021) stated that translation is delivery discussion from source language (SL) to the target language (TL) from the results of the translation exercise. According to Hendrawati and Budiarti (2017) translation is the process of transferring message or meaning from source language to target language.

Hatim and Munday (2004) Stated that "the first translation as a process, the second to the product. This immediately means that the term translation encompasses very distinct perspectives. The first sense focuses on the role of the translator in taking the original or source text (ST) and turning it into a text in another language (the target text, TT). The second sense centers on the concrete translation product produced by the translator

Translation Method

According to Aditya (2016) stated that method is a set of steps or what to do which is arranged systematically or logically. According to Ramayulis cited in Samiudin (2016) stated that the method in Arabic is known as ahariqah which means strategic steps are prepared to do work. While, according to Aqib (2013) stated that method from Yunani (Methodos) which means way, in general a method is defined as a way of doing something.

In translating there are several elements that need to be considered, one of which is the method use in translating. Therefore, the researcher wants to examine the translation method in translating from the source language into the target language. According Newmark (1988)classified them into two major groups. Four the first method is more likely to be used to translate the more in favor of the source

language (SL), namely: word by word translation, literal translation, faithful translation and semantic translation. While the next four method are more in favor of the target language (TL), namely: adaptation, free translation, idiomatic translation and communicative translation.

Source language	Target language
Word by word	Adaptation
Literal translation	Free translation
Faithful translation	Idiomatic translation
Semantic translation	Communicative translation

Newmark's translation method

METHOD

In this Research, the researcher used a qualitative method. According to Creswell (2009) stated that qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involved emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation. According to Sugiyono cited in Sujarwo (2020) qualitative research method is called as a new method, because its popularity is new, planted post positivistic because based on the philosophy of post positivism. Qualitative approach used to reveal information about what kind translation method in translating and why the students used the translation method. This approach is a systematic and intensive data collection process to obtain information about translation method that will be use by students of sixth semester at Megarezky University.

The subject of this research were students of the sixth semester at English education department at Megarezky University in academic 2021/2022. Which consist of one class of fifteen students. In English education department, students study translation for three semesters, namely: in the fourth semester they study translation theory, in the fifth semester they study digital translation and the sixth semester they study translation and interpreting practice.

Therefore, the researcher takes the sixth semester as the subject in this research because they have studied translation theory and digital translation. Then, in the

sixth semester they learn translation and interpreting practice. The researcher has selected five students as sample with the criteria, have passed from the theory of translation course, get the highest score and the students recommended by the lecturer. In this case the researcher used a purposive sampling technique. According to Sugiono cited in Chan (2019) stated that in qualitative research, the more frequently used sampling techniques are purposive sampling and snowball sampling. The researcher used the purposive sampling in collecting data because the researcher wants to get data from students who have met the criteria.

Instrument of the Research

Qualitative research methods were research method that used to examine the condition of natural object, where the researchers were as a key instrument, data collection techniques carried out by triangulation, data analysis is inductive, and the results qualitative research emphasizes meaning rather than generalization (Abdussamad 2021). The researcher was an effective data collection instrument, because in qualitative research participant data is collected. Researcher is a key instrument with the help of another supporting instrument, including:

Observation

Data collecting used observation is shown to reveal the meaning of an event from particular setting, which is an essential concern in qualitative research (Salim and Sahrum 2012). Nasution cited in Sugiyono (2013) stated that observation is the basis of all science. In this case, the researcher will follow the learning process in the sixth semester of English education department. The researcher will observe the activities of the teaching and learning process to get the data from student by used the checklist observation prepared by the researcher. The researcher has made observations for three meetings.

Test

In this research, the researcher used the test as supporting data from observation and to be more convincing. Where the researcher gave an abstract test to be translated by students. Where the researcher gave a test after the observation has done.

Interview

According to Esterberg cited in Sugiyono (2013) stated that interview a meaning of two persons to change information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic, while Raco (2010) stated that interviews were conducted to obtain information, which cannot be obtain through observation or questionnaire, this is because the researcher cannot observe all.

According to Esterberg cited in Sugiyono (2013) stated that there were several types of interviews, namely: structured, semi-structured and unstructured interviews. In this research, the researcher used a type of interview structure, where the researcher refers to a series of questions that have been prepared. The purpose of this type of interview is to find problems more openly, where the parties invited

interview were asked for their opinions. In conducting interviews, researcher need to listen carefully and record what stated by the informant.

In interviews, the researcher collected information from respondents' through verbal interaction. Where the researcher used the script as interview material for informant. The researcher used interviews to find out the translation method used by students in translating and why the students used that method.

Documentation

In this research, the researcher used a handphone. In this section, the researcher taken the data by documentation such as takes tape recorder and pictures, this process of recording sound or a performance for subsequence reproduction of broadcast to get the data to be more valid.

Data Collecting Procedure

1. The researcher asked permission from a lecturer to conduct research.
2. Then, the lecturer has introduced the researcher to the students and explain the intent and purpose of the researcher follow the teaching and learning process in the class of the sixth semester.
3. Then, the researcher has observed the teaching and learning process.
4. The researcher gave a text (abstract) of the students
5. The Researcher conducted interviews the students one by one
6. Finally, the researcher analyzed the data

Data Analysis Technique

Miles and Huberman cited in Sugiyono (2013) suggested that the activity of qualitative data analysis, it is carried out interactively and takes place continuously until it is complete, so that the data is saturated. Activities in data analysis, namely:

Reduction

The data obtained from the field is quite a lot, for that then need to be carefully and detailed. As has been stated, the longer the researcher is in the field, the more the amount of data will be complex and complicated. For this reason, it is necessary to immediately conduct data analysis through data reduction. Reducing data means summarizing, choosing the main things, focus on the thing that are important, look for themes and patterns. Thus, the data that has been reduced will provide a better picture clear, and makes it easier for researcher to collect data.

Data display

The next step is data display or present the data in order to have clearer visibility. The presentation of the data referred to here can be as a simple, table with a neat format, charts, pictograms. Through the presentation of the data, the data is organized, arranged in a pattern of relationship, make it easier to understand.

Conclusion drawing

The third step in qualitative data analysis according to Miles and Huberman is drawing conclusion. The initial conclusion that stated is still temporary and will change if not found strong evidence to support the collection stage the data. However, if the conclusions raised at an early stage are supported by valid and

consistent evidence when the researcher return to the field to collect data, then the conclusions put forward is credible conclusion.

In this research, the validity of the data use triangulation that refers to the use of multiple methods or data resources in qualitative research to develop a comprehensive understanding of phenomena. The researcher uses data triangulation, which is to recheck the data. Data triangulation involves the use of different sources of data/information by using various data sources such as documents, archives, interviews or observation to enhance the credibility of the research (Sugiyono, 2013). The researcher will collect data after interviewing students and then provide each code related to the translation methods.

RESULTS AND DISCUSSION

In this research, the researcher was conducted on June 06th to July 6th 2022 at Megarezky University. The campus was one of the University located at Jl Antang Raya No. 43, Kec. Manggala, Makassar City, South Sulawesi. The researcher collected the data through observation, interview, test and documentation. Below, the researcher described all the result of the data obtained through observation, interview and test.

Observation

In this research, the researcher was conducted observation for the three meeting, where the researcher followed the teaching and learning process in class of the sixth semester of English education department at Megarezky University.

In this research, the researcher was conducted the first observation on June 06th 2022 at Megarezky University. After the researcher saw the activities carried out in teaching and learning process, the researcher found that the student one used word by word translation method, student two used literal translation method, student three and student four used literal translation method, student five used free translation method.

The second observation was carried out on June 22th 2022 at Megarezky University. In this second observation, the researcher only found that the method used by student five, namely: word by translation method and literal translation method.

The third observation was carried out on Wednesday, June 29th 2022 at Megarezky University. After the researcher saw the activities carried out in teaching and learning process, the researcher found that the student one used free translation, student two used literal translation method and word by word translation method, student three used literal translation method and free translation method, student four used literal translation method

In this research, the researcher given a test of students as supporting data to ensure from the result of observation.

The result of test of the student one can be seen of follow:

Table 1.1 the result test of student one

Source language	Target language
This research aimed at improving students' reading comprehension in narrative texts through picture stories at SMAN 12 Makassar in academic year of 2018/2019 This research is a classroom action research conducted into cycle	Penelitian ini bertujuan meningkatkan kemampuan membaca siswa dalam naratif teks dengan menggunakan gambar cerita SMA 12 Makassar dalam academi tahun yaitu 2018/2019 (word by word) Jenis penelitian ini merupakan jenis penelitian tindakan kelas yang terdiri dari beberapa siklus dalam melakukan penelitian (Free Translation)

From the result of the test, the student one used word by word and free translation. Can be seen from the result of test, where the source text "picture stories" be "gambar cerita".

The result of test of the student two can be seen of follow:

Table 1.2 the test result of student two

Source language	Target language
Each cycle consists of four meeting. The result of this research showed that the average score of students increased from pre-test to the test of cycle 2. Researcher used pictures stories as a medium to improve students' reading comprehension in the narrative text of class XI IPS 2 which consists of 26 student	Setiap siklus terdiri dari empat pertemuan (word by word translation) Pada penelitian ini menemukan bahwa siswa mengalami peningkatan nilai rata-rata siswa dari test pre-test ke siklus dua (free translation) Penelitian ini menggunakan cerita bergambar sebagai media untuk meningkatkan kemampuan membaca siswa dalam teks naratif pada kelas 12 IPS 2 yang terdiri dari 26 siswa (literal translation)

The result of test of student three can be seen of follow:

Table 1.3 the test result of student three

Source language	Target language
Each cycle consists of four meeting. The result of this research showed	Setiap siklus terdiri dari empat pertemuan (word by word translation) Hasil penelitian menunjukkan bahwa nilai rata-rata siswa meningkat dari uji

that the average score of students increased from pre-test to the test of cycle 2	coba awal ke test siklus dua (semantic translation)
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The result of test of the student four can be seen of follow:

Table 1.4 the test result of student four

Source language	Target language
The result of this research showed that the average score of students increased from pre-test to the test of cycle 2	Pada penelitian ini menyatakan dimana hasil yang ditemukan pada penelitian yang telah dilakukan oleh peneliti yaitu pada tes siklus ke dua nilai rata-rata dari siswa mengalami peningkatan daripada pada nilai rata-rata siswa pada saat pre-test.
This research is a classroom action research conducted into cycle	(free translation) Penelitian ini merupakan penelitian tindakan kelas yang dilakukan secara siklus (literal translation)

The result of test of the student five can be seen of follow:

Table 1.5 the test result of the student five

Source language	Target language
The result of this research showed that the average score of students increased from pre-test to the test of cycle 2	Hasil penelitian ini menunjukkan bahwa nilai rata siswa meningkat pada siklus ke dua (literal translation)

Interview

In this research, the researcher conducted interview for five meeting, but the researcher conducted interview one by one. The first meeting the researcher conducted interview of the student one on June 29th 2022, the second meeting the researcher conducted interview of the student two on June 30th 2022, the third meeting the researcher conducted interview of the student four on July 2^h 2022, the fourth meeting the researcher conducted interview of the student four on July 4th 2022, the last meeting the researcher conducted interview of the student five on July 5th 2022. From the result of interview, the researcher found there were types of methods used and the reasons why they used these methods.

Students one: *"eee... kalau yang sering saya gunakan metode penerjemahan yaitu eee... word by word atau kata demi kata dan free translation, karena metode tersebut mudah saya aplikasikan"*

From the results of interview, the researcher found that the student one used word by word translation method and free translation method because it was easy to applied.

Student two: *"yang pertama word by word free translation dan literal translation dan free translation, karena mudah dipahami dan dengan menggunakan metode free translation kita bebas menerjemahkannya secara bebas sesuai eee... dengan yang kita pahami"*.

From the results of the interview, the researcher found that student two used three methods in translating, namely: word by word, free translation and literal translation. Student two used this method because the methods was easy to understood and the student also said that with the free translation method is free to translate according to what the student understand.

Student three: *"eee... kalau sering dipakai untuk menerjemahkan itu biasanya word for word, metode word for word kemudian e metode semantic, kemudian e metode free, free translation dan literal translation method. E saya rasa emm menggunakan metode tersebut itu lebih mudah bagi saya untuk eee... menerjemah"*.

From the result of interview, the researcher found that student three used four methods in translating, namely: word by word translation, free translation, semantic translation, and literal translation method. Student three used the methods because the method was easy to use in translating.

Student four: *"kalau kami pribadi, eee... kami biasa menggunakan literal translation, word by word biasa juga menggunakan eee... metode bebas. Karena menurut saya dari beberapa metode yang telah saya pelajari hanya metode word to word yang lebih mudah gunakan dalam penerjemahan, eee... selain itu saya juga menggunakan metode bebas"*.

From the result of interview, the researcher found that student three used three methods in translating, namely: literal translation method, word by word translation method, and free translation method. The reason of the student three chose the method because the method easier to use in translating.

Student five: *"metode word for word, teruss literal translation sama free translation. karena menurut saya, metode itu antara delapan metode itu, beberapa metode itu yang lebih mudah yang saya gunakan makanya lebih sering saya gunakan metode itu daripada metode lainnya"*.

From the result interview, the researcher found that the student five usually used three methods in translating, namely; word by word translation, literal translation and free translation. Student five used these methods because these methods was easier to use in translating compared to other methods.

Based on the result of observation, test and interview, the researcher found that the students of the sixth semester of English education department at Megarezky University used several methods in translating. The result from observation, test and interview the researcher was found that of the five students have the same method is free translation method. Free translation method is emphasize the message to be

conveyed however, there are differences in several method, namely: student one used word by word and free translation method student two was used word by word translation method, literal translation and free translation, student three used four method, namely; word by word translation method, literal translation method, free translation method, semantic translation method, and literal translation method, student four was used three methods, namely; literal translation method and free translation method, and word by word translation method student five used three methods in translating, namely; word by word translation method, literal translation method and free translation method.

Of the five students also used the same method, there were word by word, in the word by word translation method, sentences will be translated one word after another in sequence regardless of the context, and only one student used semantic translation method. While the four students used the literal translation method. Literal translation method was almost the same as the word by word translation method, which does not pay attention can also be used in the early stages of translation (pre- translation) to understand difficult texts. The difference between this method and the previous method is that this method has tried to change the structure the target language.

According to Newmark (1988) stated that there were eight translation method including, word by word is a translation method that is tied to the word level where the translator looks for the equivalent of the source language word into the target language and the wording of the translation is exactly the same as the source language wording, literal translation is initially carried out like a translation word by word but the translator then adjusts the wording according to the grammatical, free translation is the method that prioritizes content rather than the form of the source language text, semantic translation is more flexible than faithful translation.

Based on the previous research, there were several the researcher who has researched of the translation method, according to Astria (2017) there were several methods was used by students in translating from source language into the target language, namely: word by word translation method, literal translation method, free translation method and communicative translation method.

In this research, the researcher found that the reason why the students used the several methods in translating from the source language into the target language, because the methods were easy to applied in translating from the source language into the target language and based on the result of interview from the eight translation methods, the students only know a few translation methods. From all the data the results of this study answered the research question: what kinds of translation methods used by students and why the students used the translation method of the sixth semester of English education department at Megarezky University.

CONCLUSION AND RECOMMENDATION

Based on the result of the research from observation, test and interview, the researcher concluded that of the eight-translation method, there were several methods that students usually used in translating, namely; word by word translation method, literal translation method, free translation method, and semantic translation method, but only one person used semantic translation method. The students used this method because the method had easier to applied. After conducting the research, some suggestions would be directed toward the students and the researchers. For the students, the students should better understand the eight-translation method. For the other researchers who want to do research with the same problem in this research, the researcher recommended to do action by explaining the eight translation methods.

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