An Analysis of Translation Method Used by College Students in Translating An Article

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Abstract:
The aim of the study is to find out the type of translation method that the college students use most in translating a text from English into Indonesia, and challenges that the college students face in translating the material. The subject of this research takes place in one College in Cimahi. The participants of this study are 10 college students who will translate a text from English into Indonesian. The college students translation method in translating a text from English into Indonesian are the research object. The data collection techniques used in this study involved doing the test, and interview. This research reveals that (1) the students use Literal translation as the method in translating a descriptive text as the most used translation method is Literal Translation that reached 69.4% as there are 125 sentences that are indicated as the Literal Translation Method out of 180 sentences of total. (2) The challenges of students that face in translating a descriptive text goes to the lack of vocabulary.

INTRODUCTION

Translation has been regarded as a branch of applied linguistics (Nord, 1997). The definition of translation based on Nord (1997) translating consists in reproducing in the receptor language the closest natural equivalent of the source-language message. Translation is similar with communication in a way that we transfer information from the sender to the receiver in written texts. In this process there are at least two factors involved, one is the sender or the one who wants to send the message to someone else, second is the receiver or the one who will receive the message. The problem is that the sender send message through language that the receiver do not understand. That is why they both need someone who can help them to translate the language so that the message will be understood by the receiver.

The researcher already knows so far that translators transfer information from one language to another language in order that people with different knowledge of a certain language will know the information. The question is that how can translators be successful in translating something? What is the main factor that they must follow in order that people with knowledge of different language from his/hers can understand the information? The answer is that translators must overcome all problems which they will face during the translation process because translation is the matter of mixing two cultures,

two perceptions, two languages and others into a one solid written material that will be understood by the receiver.

To fill the gap, this research chooses translation topic in order to find out the type of translation method the college students used most in translating a text from English into Indonesian based on Newmark's (1988) types of translation theories. The reason why the researcher chooses Newmark's (1988) theory about translation types is because Newmark (1988) provides a clear image about the translation product, and easily considerable. Furthermore, Newmark's (1988) translation method theory has been used as a measurement in translation quality which includes Word for Word Translation, Literal Translation, Faithful Translation, Semantic Translation, Adaption Translation, Free Translation, and Communicative Translation, but in this study, the researcher takes only Literal Translation, Word for word Translation, and Free Translation for these three methods are the only taught by the lecturer commonly. By the provided theories above, this study is entitled "AN ANALYSIS OF TRANSLATION METHOD USED BY COLLEGE STUDENTS IN TRANSLATING ARTICLE". The research takes place in one College in Cimahi. The participants of this study are 10 college students who will translate a text from English into Indonesian, and by that the aims of the study are to find out (1) the type of translation method that the college students use most in translating a text from English into Indonesia, and (2) challenges that the college students face in translating the material.

This research attempts to find out the type of translation method that college students used in translating a text from English into Indonesian that will be analysed by descriptive method. This research consists of 1) Translation Method, and 2) English-Indonesian Translation Done by College Students. This research is only limited to describe the method that is used most by college students based on their translation product. The data in this research will be taken based on the descriptive method that consists of doing test, and supported with the interview session.

The literature review focuses on Types of Translation Method, and The Problems in Translation Method in order to answer the research questions which include: (1) the type of translation method that the college students use most in translating a text from English into Indonesia, and (2) challenges that the college students face in translating the material.

Types of Translation Method
Newmark (1988) designed and classified the translation method that is divided into eight methods of translation which are:

Word-for-word translation: Target Language (TL) immediately below the Source Language (SL) words. The SL word-order is preserved and the words translated singly by their most common meanings, out of context. Cultural words are translated literally. The main uses of word-for-word translations either to understand the mechanics of source language or to construe a difficult text as a pre-translation process (Newmark, 1988).

Literal translation: The Source Language (SL) grammatical constructions are converted to their nearest Target Language (TL) equivalents but the lexical words are again translated singly, out of context. As a pre-translation process, this indicates the problems to be solved (Newmark, 1988).

Faithful translation: A faithful translation attempts to reproduce the precise contextual meaning of the original within the constraints of the Target Language (TL) grammatical structure. It 'transfer' cultural words and preserves the degree of grammatical and lexical 'abnormality' (deviation from Source Language (SL) norms) in the translation (Newmark, 1988).
Semantic translation: A method that may translate less important cultural words by culturally neutral third or functional terms but not by cultural equivalents may become 'a nun ironing a corporal cloth' and it may make other small concessions to the readership. The distinction between 'faithful' and 'semantic translation is that the first is uncompromising and dogmatic, while the second is more flexible, admits the creative exception to 100% fidelity and allows for the translator's intuitive empathy with the original (Newmark, 1988).

Adaption: This is the 'freest' from of translation. It is used mainly for plays (comedies) and poetry, the themes, characters, plots are usually preserved, the Source Language (SL) culture converted to the Target Language (TL) culture and the text rewritten. The deplorable practice of having a play or poem literally translated and then rewritten by an established dramatist or poet has produced many poor adaptions, but other adaptions have 'rescued' period plays (Newmark, 1988).

Free translation: Free translation reproduces the matter without the manner, or the content without the form of the original. Usually it is a paraphrase much longer than the original, a so-called 'intralingual translation', often prolix and pretentious, and not translation at all (Newmark, 1988).

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 (Newmark, 1988).

Communicative translation: Communicative translation attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership (Newmark, 1988).

The Problems in Translation
In general, L2 readers, especially in their introductory stage, are likely to translate words from English into their first language. They feel that they are unable to understand what a text is about without understanding the meaning of each word. They stop at a point when they encounter unknown vocabulary and look up a word in the dictionary to confirm its meaning (Iwai, 2010, p. 3). The type of errors made by the students in translating can be classified into some causes of errors. In analyzing the students' errors in translating English into Indonesian the writer uses ITR (International Translation Resources) Black jack classification that consists of: Wrong Terminology or word or compound word used in specific context that provide information on how to use the term, and ideally, provide information about the concept in order to ensure translators use the precise form to refer to a specific content. Grammatical Error which found in grammar of the target language including error of usages, collocations, syntax and tenses, and the last is Omission which means, missing the difficult word. Usually, most of the students are missing the difficult word when they do translate English texts or sentences. It means, some of the students do not translate the word because they do not find the meaning correctly

METHOD

In this matter, the researcher chooses descriptive method. Descriptive method is the method that can solve, investigate, and describe events that happens these days, by the purpose to get clearer, systematic, factual accurate illustration about the facts, characteristic and the phenomenon found in the research as Sudjana (1998) explains that, "descriptive research is a research which is trying to describe a phenomenon or event happen in the future time.
The population of the research is the fourth grade students of English Study Program of STKIP Pasundan Cimahi, consisting of 40 students.
The sample is out of 40 students, 15 students are taken randomly as the sample of the research. The selected students from each class shall be guided to translate an article and answer the interview questions in order to obtain the data.
In this research, the researcher herself is the instrument of research, so the researcher should have the theory and wide insight about what was being researched on and implemented the theory in the field and going on with the research. Then, to get the deep understanding about the object of research, the researcher should use some techniques of collecting data simultaneously (Corey, 1993). Therefore, there were two techniques which were used in this research namely, doing the test, and interview. To collect the data of the research, researcher will do the translating test of an Eiffel Tower first. The researcher gave a text of descriptive text that consists of 12 sentences to the students and then the

researcher ordered the students to develop the translating process with their own words. The source language text can be seen as below:

Table 2.1 Source Language Text

The Eiffel Tower	
Identification	The **Eiffel Tower** is a wrought-iron lattice tower on the Champ de Mars in Paris, France. It is named after the engineer Gustave Eiffel, whose company designed and built the tower. Constructed from 1887 to 1889 as the entrance to the 1889 World's Fair, it was initially criticised by some of France's leading artists and intellectuals for its design, but it has become a global cultural
Description	icon of France and one of the most recognisable structures in the world. The Eiffel Tower is the most-visited paid monument in the world; 6.91 million people ascended it in 2015.The tower is 324 metres
Identification	(1,063 ft) tall, about the same height as an 81-storey building, and the tallest structure in Paris. Its base is square, measuring 125 metres (410 ft) on each side.
Description	During its construction, the Eiffel Tower surpassed the Washington Monument to become the tallest man-made structure in the world, a title it held for 41 years until the Chrysler
Identification	Building in New York City was finished in 1930. The tower has three levels for visitors, with restaurants on the first and second levels. The top level's upper platform is 276 m (906 ft) above the ground – the highest observation deck accessible to the public in the European Union. Tickets can be purchased to ascend by stairs or lift to the first and second levels.

	The climb from ground level to the first level is over 300 steps, as is the climb from the first level to the second. Although there is a staircase to the top level, it is usually accessible only by lift.

(Source: Astri, Herti Hidha. (2017). Teks deskripsi berbasis pendekatan kontekstual. UIN ALAUDDIN MAKASSAR).

For interview, this study used semi-structured interview which allows researcher to generate series of questions to be asked and provide flexibility to let the respondent lead in much the same way as in oven interview (Heigham and Croker, 2009, p. 186). The interview was conducted in October. Below will be listed the Students' Interview Questions:

Table 3.7 Student's Interview

No.	Interview Question	Answer
1.	Have you ever translated a text from English into Indonesian?	
2.	How many translation methods do you know?	
3.	Have you ever translated a descriptive text from English into Indonesian?	
4.	If so, what translation method do you use to translate descriptive texts?	
5.	What challenges do you face in translating descriptive texts?	
6.	How do you overcome that challenge?	
7.	How do you prepare yourself to translate a text?	

The next instrument is Documentation. Documentation was the instrument of collecting data in which used to organize individual behaviors or the process of the activity which was observed in real situation or simulation (Sudjana, 1988:109). This instrumentation was aimed to get data of the translation. Through observing the document, the data collected was in the form of students' translation product that recapitulated in a form of table. The researcher will categorize the data from documentation in some categories related to the study. The documentation might be taken in a single time in class as the authentic proof. Below is listed the Documentation Sheet related to this study:

Table 3.8 Documentation Sheet

St. No.	Translation Method								Note
	Word for Word	Literal	Faithful	Semantic	Adaption	Free	Idiomatic	Communicative	
1.									

After getting some data, the next step the researcher should analyze data. According to Bogdan and Biklen in Sugiyono (2006), data analysis was the process of systematically searching and arranging the interview transcript, field notes, and other materials that a researcher accumulated to increase his/her own understanding of them and to enable him/her to presents what he/she has discovered to others. In other words, analyzing data was the process of arranging raw data in order to make the reader understand it easily. According to Miles and Huberman (in Sutopo, 2009:91), there are three main components of data analysis. They are data reduction, data display, and conclusion. According to Strauss and Corbin (in Moleong, 2001:213), the process of data analysis in qualitative research is the data are broken into discrete parts, closely examined, compared for similarities and differences, and questions are asked about the phenomena as reflected in the data. Through this process, one's own and others assumption about phenomena are questioned or explored, leading to new discoveries. In other words, analyzing data was the process of arranging raw data in order to make the reader understand it easily. It was organizing, arranging in order, categories and basic arrangement, so that the researcher could find themes and enable to arrange hypothesis of research as what the data proposed. Data analysis is conducted when all the data has been collected. The data collected is analyzed by the researcher. After collecting and analyzing the data, the researcher made calculations from the data.

In analyzing the data, according to Miles and Huberman (1994), analysis can be defined as consisting as three current flows of activity that is data reduction, data display, and conclusion drawing/verification. In this research, the researcher use Miles and Huberman's theory in analyzing the data.

Data analysis was conducted when all the data has been collected. The data collected was analysed by the researcher. First the data gained from the recording in classroom, and second, the data gained from the interview. The researcher has several steps to analyse the data that figured as 1) Researcher collected the data through observation, student's interview, and student's translation products. 2) The researcher selected, transcribed, and focused on the data by referring to the formulation of the research problems that being investigated in the study.3) After collecting and analysing the data, the researcher displayed the   transcribed data in the form of narrative. 4) The researcher drew the final conclusion. The conclusion was analysed continuously and verified about the validity to get the perfect conclusion.

RESULTS AND DISCUSSION

To investigate the students' translation method in translating descriptive text, the researcher applied test to the students which be held on October 8th 2019. In technique of the test, the researcher gave the English descriptive text from the website https://en.m.wikipedia.org and asked the students to translate it as well as possible as they could. Thus this section also rely on a theory of translation based on Newmark (1988) eight types of translation methods. They are Word for word translation, Literal translation, Faithful translation, Semantic translation, Adaption, Free translation, Idiomatic translation and Communicative translation.

Results

In the translation text obtained by the researcher, it was found that that there are 125 sentences that are indicated as the Literal Translation Method out of 180 sentences including in this method, so the percentage of Literal Translation Method is 69.4%. In Word-For-Word Method, there was found 46 sentences that indicated as the Word-For-Word method out of 180 sentences including this method, so the percentage of this method is 25.6%. In Faithful Translation Method, There are 2 sentences that are indicated as the Faithful translation out of 180 sentences, so the percentage of this method is only 1.1%. At last, for the Free Translation Method, there are 7 sentences that indicated as Free Translation method out of 180 sentences, so the percentage of this method is 3.9%.

In detail for Literal Traslation method, the students tried to construct the Source Language (SL), word to their nearest Target Language (TL), that means into Indonesian. But some lexical words of SL were

translated singly, so it was sometimes out of context (Newmark, 1988). First, the translation is carried out like Word for word translation, but the students after that arrange the word according to grammatical target language.

Then, for the the second translation method is word for word translation. The students tried to render the text one word at a time with or without conveying the sense of the original text. This type of translation is considered the closest to the source language. Word-for-word translation is useful for understanding the mechanism of source language or for interpreting difficult text as the initial process of translation. This method can be used in some languages depend on the sentence structure. Sometimes, it works and sometimes it does not.

The third translation method is Faithful translation. By this method, the students tried to reproduce contextual meaning even though it was still bound by the grammatical structure of the source language. So, the translation was sometimes still rigid and often foreign.

The last translation method in this study is Free Translation Method. By this method, the student reproduces the general meaning of the original text. It may or may not closely follow the form or organization of the original.

Furthermore, the findings from Interview showed that most of the students' difficulties were found in the lack of vocabulary. Students were interviewed and were asked about the challenges they encountered in translating an English descriptive text into Indonesian text. The participants have challenges of the meaning of the word, there are still many who lack vocabulary, and the selection of appropriate meanings for unknown words. In line with Iwai (2010) theory, L2 readers, especially in their introductory stage, are likely to translate words from English into their first language. They feel that they are unable to understand what a text is about without understanding the meaning of each word. They stop at a point when they encounter unknown vocabulary and look up a word in the dictionary to confirm its meaning. The type of errors made by the students in translating can be classified into some causes of errors.

4.2.1. Students' Challenges

Students Initial	Interview Script	Coding
Students 1	"Lack of vocabulary *pastinya, sama struktur kalimat kaya sentence nya gitu masih ada yang gatau.*"	Vocabulary, Sentence Structure
Students 2	"Vocabulary *sama* grammar."	Vocabulary, Grammar
Students 3	"Vocabulary, *trus struktur kalimatnya.*"	Vocabulary, Sentence Structure
Students 4	"Vocabulary *sama takut salah* grammar*nya.*"	Vocabulary, Grammar
Students 5	"Vocabulary, *tadi ada kata yang susah.*"	Vocabulary
Students 6	"Vocabulary *sama* grammar."	Vocabulary, Grammar

Students 7	"*Yang pertama* vocab*, masih kekurangan* vocab *terus* tenses grammar*nya.*"	Vocabulary, Grammar
Students 8	"*Paling beberapa* vocabulary *yang emang gatau banget dan belum pernah nemu, lebih ke* vocab *baru.*"	Vocabulary

The table above showed that most of the students' difficulties were found in the lack of vocabulary. Students were interviewed and were asked about the challenges they encountered in translating an English descriptive text into Indonesian text. The participants have challenges of the meaning of the words, there are still many who lack vocabulary, and the selection of appropriate meanings for unknown words. In line with Iwai (2010) theory, L2 readers, especially in their introductory stage, are likely to translate words from English into their first language. They feel that they are unable to understand what a text is about without understanding the meaning of each word. They stop at a point when they encounter unknown vocabulary and look up a word in the dictionary to confirm its meaning. The type of errors made by the students in translating can be classified into some causes of errors.

While in overcoming the problems above, the students claimed that to overcome the challenges the students encountered in translating an English descriptive text into Indonesian text, the students tend to use google translate and online digital dictionaries from their smartphone. It is done to make them sure about their selected terminilogies.

Discussion for the First Research Question

To answer the first question, the data showed that the students used four of eight methods which are formulated by Newmark (1988) as follow: Word for word translation, Literal translation, Faithful translation, and Free translation to translate English Descriptive Text. That means the students attempted to reproduce the precise contextual meaning of the original text within constraining of the grammar structure of source language. Thus, the translation was sometimes out of context especially for literal translation that mostly students used.

To investigate the students' translation method in translating descriptive text, the researcher applied test to the students which be held on October 8th 2019. In technique of the test, the researcher gave the English descriptive text from the Wikipedia website entitled Eiffel Tower that can be seen in https://en.m.wikipedia.org and asked the students to translate it as well as possible as they could. From the test, the researcher obtained students' description text translation (see appendix). In the observation, it is found that there are 125 sentences that are indicated as the Literal Translation Method out of 180 sentences including in this method, so the percentage of Literal Translation Method is 69.4%. In Word-For-Word Method, there was found 46 sentences that indicated as the Word-For-Word method out of 180 sentences including this method, so the percentage of this method is 25.6%. In Faithful Translation Method, There are 2 sentences that are indicated as the Faithful translation out of 180 sentences, so the percentage of this method is only 1.1%. At last, for the Free Translation Method, there are 7 sentences that indicated as Free Translation method out of 180 sentences, so the percentage of this method is 3.9%.

Percentage of students' translation methods
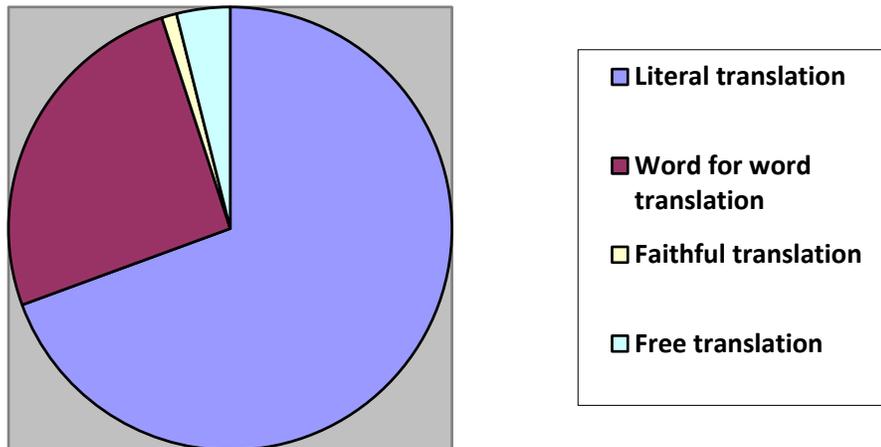
In summary, the chart above shows that the most used translation method is Literal Translation that reached 69.4% as there are 125 sentences that are indicated as the Literal Translation Method out of 180 sentences of total. It may be useful to distinguish literal from word-for-word and one-to-one translation, Word-for-word translation transfers SL grammar and word order, as well as the primary meanings of all the SL words, into the translation, and it is normally effective only for brief simple neutral sentences. Literal translation ranges from one word to one word through group to group, collocation to collocation, clause to clause, to sentence to sentence. Further, single-word metaphors, extended plural-word metaphors, and proverbs, or illustrate a second figurative semantic scale. As Newmark (1988) believe that literal translation to be the basic translation procedure, both in communicative and semantic translation, in that translation starts from there. However, above the word level, literal translation becomes increasingly difficult. When there is any kind of translation problem, literal translation is normally out of the question. It is what one is trying to get away from, yet one sometimes comes back to it with a sigh partly because one has got used to the sound of what at first seemed so strange and unnatural.

Discussion for the Second Research Question

While the result from second research question showed that less vocabulary was one of the college students' challenges. There are many students have less vocabulary, so when they translated the text, they used online dictionary or asked their friend who known the meaning of the word. Students were interviewed and were asked about the challenges they encountered in translating an English descriptive text into Indonesian text. The participants have challenges of the meaning of the word, there are still many who lack vocabulary, and the selection of appropriate meanings for unknown words. In line with Iwai (2010) theory, L2 readers, especially in their introductory stage, are likely to translate words from English into their first language. They feel that they are unable to understand what a text is about without understanding the meaning of each word. They stop at a point when they encounter unknown vocabulary and look up a word in the dictionary to confirm its meaning. The type of errors made by the students in translating can be classified into some causes of errors.

Concluding Remarks of the Findings

The researcher had already obtained the data from the seventh semester students in one of Colleges in Cimahi. This study aims at finding out the type of translation method that the college students use most in translating a text from English into Indonesia, and challenges that the college students face in translating the material. This section tells about a summary and a short discussion of the findings for the research questions.

CONCLUSION

The purpose of this research is to investigate the students' translation method and the students' challenges face in translating an article from English into Indonesian text.

The first, the researcher concludes the translation methods that mostly used by the seventh semester students in translating an article at STKIP Pasundan Cimahi. From the data which is explained in the previous chapter, the students use Literal translation as the method in translating a descriptive text. It means that the students try to construct the source language words to their nearest target language that means into Indonesian and sometimes the lexical words are out of context. By this method, the source language is directly taken into the target language where the source language structure is rendered in literal words. First, the translation is carried out like Word for word translation, but the students after arrange the words according to grammatical target language. As the most used translation method is Literal Translation that reached 69.4% as there are 125 sentences that are indicated as the Literal Translation Method out of 180 sentences of total. It may be useful to distinguish literal from word-for-word and one-to-one translation, Word-for-word translation transfers SL grammar and word order, as well as the primary meanings of all the SL words, into the translation, and it is normally effective only for brief simple neutral sentences.

The findings showed that the results of this question showed that less vocabulary was one of the college students' challenges. According to Davies (2004: 34) a translator will deal many problems of translations, such as source message (not transmitted and Incomplete without hindering message) and target text legibility (grammar, vocabulary, and addition).

There are many students have less vocabulary, so when they translated the text, they search in online dictionary. Students were interviewed and were asked about the challenges they encountered in translating an English descriptive text into Indonesian text. The participants have challenges of the meaning of the word, there are still many who lack vocabulary, and the selection of appropriate meanings for unknown words. They feel that they are unable to understand what a text is about without understanding the meaning of each word. They stop at a point when they encounter unknown vocabulary and look up a word in the dictionary to confirm its meaning. The type of errors made by the students in translating can be classified into some causes of errors.

Based on the conclusion above, the researcher would like to give some suggestions for the students and the next researcher, as for students, the students should practice more to improve their skill and knowledge about translation, the students should always improve their vocabulary in English, the students should be trained to translate English text especially descriptive text because it is the one of subject in the school. While for the further researcher, Translation must increase the improvement of information. The researcher suggests carrying out researches on comparative studies between English-Indonesian and Indonesian-English in the field of translation.

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