

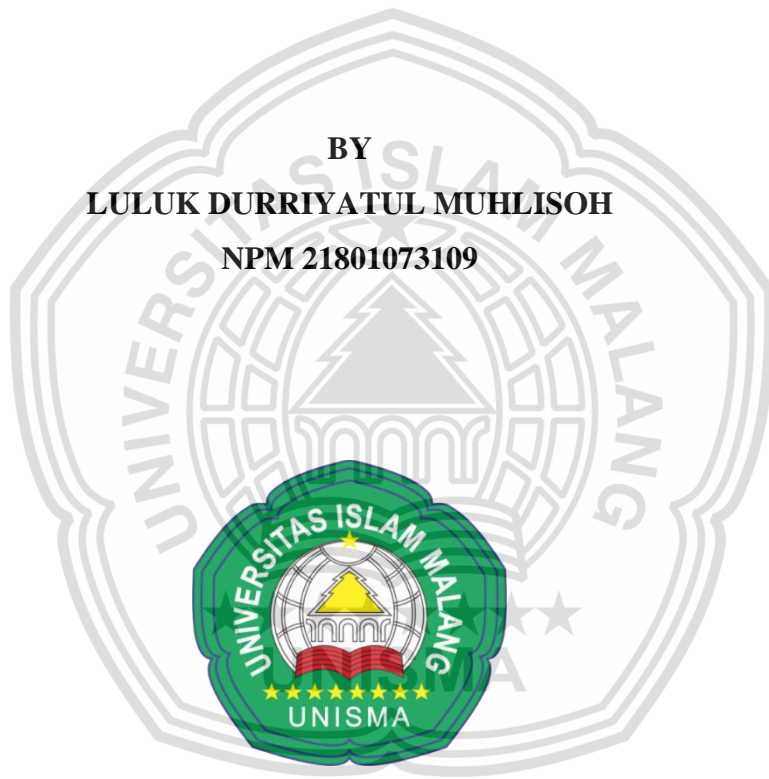


**A COMPARATIVE STUDY OF TWO WAYS TRANSLATION FROM
ENGLISH TO INDONESIAN AND INDONESIAN TO ENGLISH AT FLDI**

NURUL JADID ISLAMIC INSTITUTE

SKRIPSI

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UNIVERSITAS ISLAM MALANG

FACULTY OF TEACHER TRAINING AND EDUCATION

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Presented to

Faculty of Teacher Training and Education

University of Islam Malang

in partial fulfillment of the requirements for the degree of

***Sarjana* in English Language Education**

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ABSTRACT

Muhlisoh, Luluk Durriyatul. 2022. *A Comparative Study of Two Ways Translation From English to Indonesian and Indonesian to English at FLDI Nurul Jadid Islamic Institute*. Skripsi, English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor I: Diah Retno Widowati, S.Pd., M.Pd.; Advisor II: Febti Ismiatun S.Pd., M.Pd.

Keywords: Two Ways Translation, Consistency, Difficulties, FLDI Nurul Jadid Islamic Institute

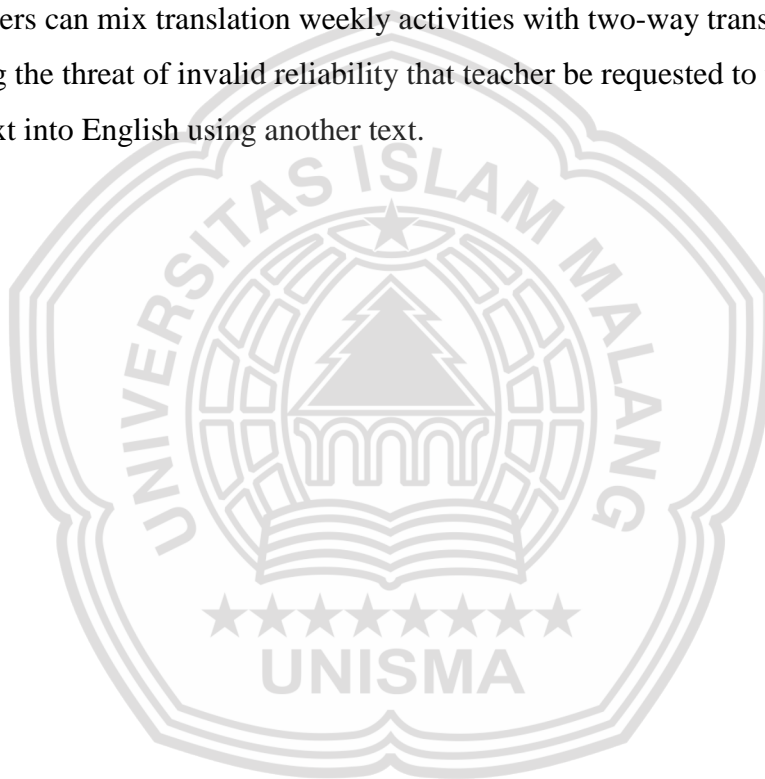
By aiming for natural equivalence, translation is the process of conveying the meaning and style of the source language into the target language. To translate the text perfectly, a translator needs two ways of translation as a way to know consistency in translation. This study presents a comparative study of two ways translation from English to Indonesian and Indonesian to English. This study examines how consistency results of English texts that are translated into Indonesian and retranslated into English and to investigate what version is more difficult for students when translating English to Indonesian or translating Indonesian to English.

This research used a mix method and the subject of this research were 5 advanced students of FLDI Nurul Jadid Institute. In investigating students the researcher used translation tests and interviews as the instruments for collecting the data.

The finding of this study indicated that the researcher found two main points based on students' translation results and students' perception. translation result is indicated as consistency based on Kappa value of 0.750 with p-value 0.000 that was scored by FLDI teacher and the researcher. First, the translation outcome demonstrated that the researcher's and FLDI teachers' assessment was consistent. Thus, the findings of all participant ratings are consistent for translating English text into Indonesian and retranslating it into English. Second,

the majority of participants' perceptions revealed that translating Indonesian text into English is the most challenging or difficult aspect of translation.

The researcher made the suggestion that future researchers offer compelling test topics for translation and to minimize the threat of invalid reliability for future researchers to be requested to translate Indonesian text into English using another text. The researcher then made a recommendation that FLDI Nurul Jadid Islamic Institute teacher pay greater attention and demonstrate more concern for the students' translation difficulties. The researcher also suggests that, in order to enhance students' translation abilities, FLDI Nurul Jadid Islamic Institute teachers can mix translation weekly activities with two-way translation by minimizing the threat of invalid reliability that teacher be requested to translate Indonesian text into English using another text.



CHAPTER I

INTRODUCTION

1.1 Background of the Study

Generally, most people find it difficult when they intend to transfer their native language into English. An activity to facilitate the process of transferring native language to English is called translation. According to Behtash & Maghadam (2017) translation is a must in the modern world since it fosters cross-cultural understanding and disseminates knowledge of science and technology. According to Akki (2021) the advent of communicative approaches that place an emphasis on the broad use of the target language rather than the first language has led to the neglect of translation in settings for second and foreign language learning. Translation involves more than just translating words; it also involves transferring cultural equivalents between the source and target languages, if at all possible, and putting them into practice using the target language (Reza, 2018). Nevertheless, translating is not easy work, translation is a kind of linguistics skill therefore becoming a good translator should master vocabulary, pragmatic, syntax, and sociolinguistics. According to Astria (2017) stated that there are various aspects to understand before translating. The audience, the source language, the target language, and the message are a few of them. Depending on the contextual elements in both the source language and the target language, a translator may employ translation techniques that vary in relevance. Among the many elements that go into translating are form, meaning, style, proverbs, idioms, and so on. (Reza, 2018).

In general, based on Pasaribu, et. al, (2020), they state that the students encounter issues during the translation process, including grammatical, lexical, and cultural issues. The pupils should have a wide vocabulary and an understanding of grammatical structure in order to interpret the sentence accurately. Students still frequently struggle with translation, especially at the senior high school level. It follows that students are not interested in translating texts, novels, videos, etc. It is supported by Pasaribu, et. al, (2020) that similar issues with form translation are common among students. As an illustration, the pupils rendered the sentence word for word. Since no sentence can be translated word for word, the pupils are unable to appropriately construct the meaning of the sentence. As a result, each sentence had words with ambiguous or many meanings. When students use a dictionary to translate the sentences, they frequently only see the word's first meaning when they open the dictionary.

According to Al-Musawi (2014) the main goal of translation is to improve communication by conveying the proper linguistic, semantic, and pragmatic meaning of a word or sentence. According to Al Musawi (2014), it is a sort of writing under duress. The original text (source text) must be rewritten in the target language, which is different from the original language, by the translator. As a result, translation is both a creative process that "re-localizes" the source material to fit the parameters and distinctive characteristics of the destination culture. Based on Afzal (2017) two-way translation is rarely used, the students did not care about the importance of two-way translation; whereas from two-way translation levels we could perceive about the consistency in translation. As well know, knowing consistency in translation is important to know accurate and

precise translation results to avoid misunderstandings consequences in translation. Fouda (2019) added that maintaining consistency in translation is very important. Having different translations for the same source word at different places in one translated text might not only cause confusion but might also make the translated text look unprofessional. Therefore, in this study, the researcher interest to know about the consistent result of English texts that is translated into Indonesian and retranslated into English to students of FLDI Nurul Jadid Islamic Institute. When translating text students device many kinds of difficulties in their work such difficulties in related to the meaning, problems of ambiguity meaning, variance, equivalence, contextual or situation meaning, and grammatical meaning. It is supported by Pham (2022) in her study about English language students' perceptions of the difficulties in translation: implication for language education perceptive. The result of the study showed that under the students' perspective, there are four factors of difficulty that are influenced by the translation of grammar, culture, and prior knowledge. Based on Hary (2018) the difficulty level of translating from Indonesia into English and vice versa is comparable, however some students claim that the grammatical structure, word choice, and contextual factors make translating from Indonesia into English more challenging. Nadirah, et. al (2019) showed in the study that the most difficult translation is from English to Indonesia because there are six factors involved: lack of knowledge of ellipsis, inability to recognize ellipsis, idiom, and lexical meaning, lack of strategy in translating ellipsis, idiom, and lexical meaning, lack of strategy in translating words per word, and lack of background knowledge on the text's subject among most students. Therefore in this thesis, the researcher intends to investigate what

version is more difficult when translating English to Indonesian or translating Indonesian to English after translating text using two-way translation.

1.2 Research Problems

Based on the background of study, the research problems can be seen as follow:

1. How is the consistency result of English texts that are translated into Indonesian and retranslated into English?
2. What version is more difficult for students of FLDI Nurul Jadid Islamic Institute when translating English to Indonesian or translating Indonesian to English?

1.3 Objective of Study

From those problems, the researcher shows that the study objectives are:

1. To know about how is the consistency result of English texts that are translated into Indonesian and retranslated into English.
2. To investigate what version is more difficult for students of FLDI Nurul Jadid Islamic Institute when translating English to Indonesian or translating Indonesian to English.

1.4 Significance of the Study

This study is very useful to provide a contribution to teachers and students. This study can help the teacher in determining the students' difficulty in translation in order can provide their need to decrease their difficulty in translation. Meanwhile, students can know their difficulties in translating text, kinds of translation, and motivate them to improve their translation by knowing

their shortcomings in translating text. Also, the students can practice more about translation.

1.5 Scope and Limitation of the Study

There are many activities in FLDI Nurul Jadid Islamic Institute about translation such as translating movie, song, text and etc, but the researcher only focus on in translating text that use paper based translation test to find the results of this study. FLDI Nurul Jadid Islamic Institute is one of English institution which is divided into three levels such as elementary level, intermediate level, and advanced level. But, In this research, the researcher focuses on advanced level because this level is the higher level in FLDI Nurul Jadid Islamic Institute because they had been three years to study in FLDI Nurul Jadid Islamic Institute. So in advanced level students have already been trained to translate text from elementary level until advanced level.

1.6 The Definition of Key Terms

This study contains key terms that are provided to avoid misunderstanding and ambiguity in understanding the study. The researcher tries to clarify the key term.

Two-way translation in this study is to translate English text into Indonesian. Afterwards, retranslate it into English to determine the consistency of the translation results itself.

FLDI Nurul Jadid Islamic Institute one of the informal education institutions at Nurul Jadid Islamic Institute (Pondok Pesantren Nurul

Jadid) which is an English language institution that implements various activities. Specifically on translation activities which are held every week.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the findings and the discussions conferred in chapter IV. The researcher presented some conclusions related to this study. First, the researcher examined the consistency of English texts that were translated into Indonesian and retranslated into English. The result of scoring P1- P5 translation results from both of the raters showed that reliability was consistent based on Kappa value of 0.750 with p-value 0.000. Therefore, the translation result was consistent in translating English texts into Indonesian and retranslated into English. Afterward, all participants said that translation was an engaging and undemanding activity because FLDI Nurul Jadid Islamic Institution had a weekly schedule of translation activities, however in translation activities the participants obtained some obstacles especially in compasing words or sentences. The last was about the difficult version when translating English to Indonesian or translating Indonesian to English. Participant 1 said that both translating English text into Indonesian or vice versa was a difficult version in translation because many vocabularies and word position were difficult to understand. Yet, according to several participants, the perception was that translating Indonesian text into English was a very difficult version because they are difficult in arranging and centering word position.

In conclusion, the translation result showed that scoring from FLDI teacher and the researcher indicated as consistent based on Kappa value of 0.750 with p-value 0.000. So, translation results had consistent results of English texts that were translated into Indonesian and retranslated into English and most participants' perception showed that the most difficult version in translation was translating Indonesian text into English.

5.2 Suggestion

Based on the study that had been done by the researcher, the researcher suggested that future researchers provide text translation topics which are more engaging and superior to this study. Also, to minimize the threat of invalid reliability, it is suggested that future researchers be requested to translate Indonesian text into English using another text.

For the teacher of FLDI Nurul Jadid Islamic Institute, it was suggested to be more heedful and sensitive in translation difficulties faced by students, such as after conducting translation activities the teacher gave some feedback and asked about students difficulties in translation. Then, FLDI Nurul Jadid Islamic Institute teacher can intersperse translation activities scheduled by using two-way translation by minimizing the threat of invalid reliability that teacher be requested to translate Indonesian text into English using another text. Also, teacher can use other translation activities models that are suitable for students to boost their translation skills.

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