



**INDONESIAN-ENGLISH TRANSLATION METHODS USED BY
HIGHER TRANSLATION ACHIEVERS OF ENGLISH EDUCATION
DEPARTMENT OF UNIVERSITY OF ISLAM MALANG**

SKRIPSI

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ABSTRACT

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Key words: Translation methods, abstract, higher translation achiever

Translation is one of the required courses that students need to accomplish in English language teaching program. The students are expected to comprehend translation skills in order to gain relevant information and ideas, which also enables them to communicate effectively through literature. However, translation is not only transferring the meaning from the source language to the target language, several approaches must be considered in translation process, such as translation methods. In order to produce the appropriate and equivalent result, the students have to examine which translation method to use in translating certain texts. Additionally, the use of translation method affects the original message and meaning of source language to the target readers.

This study aimed to discover what types of translation methods were used, and what the most dominant or effective methods used by the higher translation achievers of English Education of UNISMA. The research design was a descriptive qualitative method. The researcher took 10 higher translation achievers who get an excellent final score in translation subject and have a good practice in translation. The research procedures were conducted by questionnaire and documentation. The translation methods which proposed by Newmark (1988) were used to identify the translation methods used in translating academic text.

The findings showed that the students used 4 types out of 8 translation methods that were literal, faithful, semantic, and free translation. Then, the most dominant methods used were faithful translation (40%) and semantic translation (38.57%). Based on the finding of the study, it was addressed that the higher translation achievers determine that faithful and semantic as the most effective methods in translating academic text.

CHAPTER I

INTRODUCTION

This chapter presented the background of the study, the research problem, the objective of the research, the significance of the study, the scope and limitation of the study, and the definition of key terms.

1.1 Background of the Study

Translation, as a linguistic act, has been a means of communication between diverse people, cultures, and places since the dawn of time. The availability of translation enables people to convey and comprehend other languages verbally or textually. Translation contributes to cultural exchange and global education dynamics. This is in line with Newmark (1988) that translation is an educational tool, as it must reach readers from diverse cultural and educational backgrounds.

In the English language teaching program, translation is one of the required courses that students have to pursue in exchange for completing the English Education undergraduate program. Moreover, the student is an active participant in the English learning process, so the student is expected to acquire translation skills to fully understand and make the learning relevant. Additionally, mastering translation can help students receive relevant information from the source language, develop new vocabulary, and reduce the communication gap between the source language and target language (Fahruri, 2022).

The translation is the process of transferring a message or meaning from the Source Language (SL) to the Target Language (TL). According to Larson (1998)

translation is a changing of the form of the source language to the receptor which is the target language. The “form” refers to the actual words, phrases, clauses, sentences, and paragraphs. However, the activity is not as simple as heard; translation is complex. Catford (1978) defines translation as “The replacement of textual material in one language (SL) by equivalent textual material in another language (TL).” The core of translation is not only conveying the intended message but also determining the TL (Target Language) equivalent. Translation equivalent is the target language element that conveys the same message as the source language element in the translation process. However, there are times when the term "equivalent" is not required when translating SL texts because there may be a simple substitution with non-equivalent texts at some language level.

Moreover, the experts admitted that translation is not only about conveying messages from source language to target language. There are certain approaches that must be considered throughout the translation process such as cultural context, linguistic, and situation settings (Larson, 1998), lexical and grammatical (Catford, 1978), structure, and the intent of the source text (Newmark, 1988), to convey the exact meaning and message of the text. The term 'Meaning' refers to the semantic meaning of a word, phrase, idiom, or sentence, while 'Message' refers to pragmatic and contextual meaning (Dewi & Wijaya, 2021). Consequently, students have to be familiar with the process and method of translation, in order to produce proper translation results which are readable and understandable by the target readers.

In translation, translation methods are an important aspect that must be considered by the translator in order to achieve natural and equivalent results. Most

of the time, a translator utilizes two ways to translate, free and faithful. Free means putting more emphasis on the target language, and faithful means putting more emphasis on the source language. Hence, Newmark (1988) proposed eight classifications of translation methods, which will be used as the framework of this study. The eight methods are separated into two sections: focus on the target language (TL) and emphasize the source language (SL). Numerous translators suggested that semantic and communicative are the best methods to apply while translating among the eight ways (Dewi & Wijaya, 2021). Both solutions, however, would only work with the proper text types. In reverse, both approaches would provide undesirable results if applied to unappropriated text types. Thus, it is critical to choose the methods while translating a text by knowing the text types.

Regarding translation methods, the researcher was interested to analyze the translation method used in translating thesis abstracts by the students. An abstract was chosen since it is one of the most essential aspects of academic writing that holds an important role in the learning process of foreign language students. The abstract is generally the last thing you write, yet it is the first thing people read when they want a summary (Hipp & Zolton, 2005). Thus, the abstract is critical in a document since it provides readers with an overview of the work, allowing them to pick what to read and what not to read. Hence, an abstract must translate adequately and appropriately for the content to be sent to the reader effectively.

Along with these three previous research about analyzing translation methods, theories which are proposed by Newmark are aimed to identify the translation methods. Septiana (2020) conducted an article which analyzing

translation methods used by students in translating general texts, and the findings indicated that the students often used free and word-to-word translation methods for translating general texts. Then, Siregar, Rubis, and Gultom (2020), and Hermawan and Tanjung (2018) wrote articles about analyzing translation methods used in prose. The findings stated that the translator generally used free translation, communicative translation, and semantic translation in translating the prose.

Nevertheless, considering the previous study about the translation methods, the researcher was interested to conduct an additional study on the same topic which is translation methods, but in a new context that has a different sort of writing. Here, the researcher decided to analyze deeper translation methods used by students in translating abstracts, in order to impart and strengthen students' expertise in translation. Moreover, it is still difficult to discover the research about translation methods in the thesis abstract since the previous studies are more concerned with the translation methods in prose or general texts. Thus, considering the discussion above, the researcher was eager to carry out *“Indonesian-English Translation Methods Used by Higher Translation Achievers of English Education Department of the University of Islam Malang.”*

1.2 Research Problem

Based on the description above, the problem in this study was defined as follows;

1. What translation methods were used by the higher translation achievers of the English Education Department of UNISMA in translating the thesis abstract?

2. What was the most frequently translation method used by the higher translation achievers of the English Education Department of UNISMA in translating thesis abstracts?

1.3 Objective of Research

The objective of this study as the answer to the problem that has been mentioned before was;

1. To figure out what translation methods are used by the higher translation achievers of the English Education Department of UNISMA in translating thesis abstracts.
2. To figure out the frequency of translation methods used by the higher translation achievers of the English Education Department of UNISMA in translating thesis abstracts.

1.4 Significance of Study

This study was expected to provide English university students, English teachers, and further researchers. The results of this study were aimed at illustrating which methods higher translation achievers are used in translating thesis abstracts. Thus, the translation students could figure out the most effective translation methods that they could use for translating academic papers. Then, the current study was designed to support English teachers and lecturers in teaching translation subjects by guiding the students in enhancing their translation ability. Furthermore, the results would become references for further researchers in the same field.

1.5 Scope and Delimitation of the Research

The subject of this present study was high translation achievers of English Education Department at the University of Islam Malang. The researcher used the higher translation achievers which are; translation students who got an excellent translation score in the even semester of 2020/2021 and students who have good practice in translation. Moreover, the researcher limited the problem mainly to discover the types of translation methods used by the higher translation achiever in translating thesis abstract. The translation method which proposed by Newmark (1998) was aimed to identify the translation method used by the higher translation achievers. Thus, the researcher provided an online questionnaire and online-offline documentation as the research instrument for collecting the data.

1.6 Definition of Key Term

To avoid misunderstanding, some important terms used in this study are defined as follows:

1. Abstract in this research is a brief summary of the whole thesis which was taken from the repository Unisma.ac.id in the form of Indonesian as the original text (Source Language).
2. Translation method in this research is the basic principle of the students' way in translating the thesis abstracts from source language (Indonesia) to the target language (English).
3. Higher Translation Achievers are the translation students in translation III class who get an excellent final score on the translation subject, and the translation students who have a good practice in translation.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter draws conclusions and suggestions acquired from the research results and discussion. The conclusions deal with the translation methods used by higher translation achievers, and the most frequently translation method used in translating the thesis abstract.

5.1 Conclusions

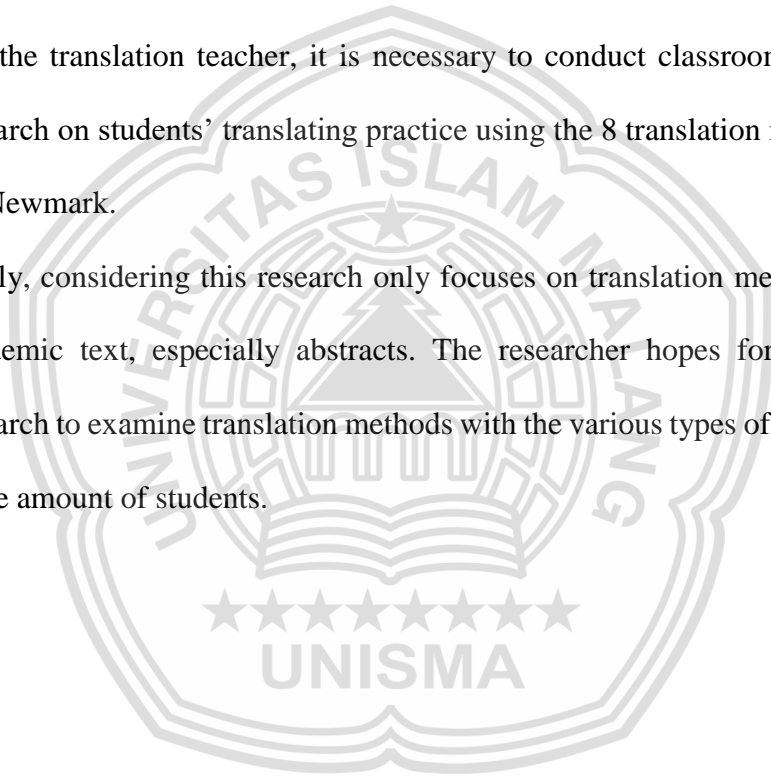
In this chapter, the researcher draws significant conclusions from the data gathered in the previous chapters. They are presented as follows:

1. There were 4 types of translation methods that considered as the effective methods by the higher translation achievers of English Education Department of University of Islam Malang. The methods were literal translation, faithful translation, semantic translation, and free translation that used in translating the thesis abstracts.
2. Faithful and semantic were two translation methods which indicated as the most dominant used by the higher translation achievers. The Findings showed that faithful translation has a total percentage of 40%, while the percentage of semantic translation was 38.57%. It indicated that the higher translation achievers determine faithful and semantic as the most effective and appropriate translation methods to translate academic text.

5.2 Suggestions

After completing this research, the researcher would like to suggest several ideas, as follows:

1. The students were suggested to use the 4 effective translation methods in translation academic text, especially the two most effective methods that are faithful and semantic translation.
2. For the translation teacher, it is necessary to conduct classroom action research on students' translating practice using the 8 translation methods by Newmark.
3. Lastly, considering this research only focuses on translation methods in academic text, especially abstracts. The researcher hopes for further research to examine translation methods with the various types of text and more amount of students.



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