

**AN ANALYSIS OF STUDENTS' ABILITY IN APPLYING MODULATION
TECHNIQUE IN TRANSLATING COLLOCATION ON
"THE LOST SYMBOL" NOVEL BY DAN BROWN**

¹ Detti Lismayanti, ² Angga Pratama

English Education Study Program, Institute Agama Islam Negeri Bengkulu

E-mail: dettilis@yahoo.co.id and mylongtrip@gmail.com

Received on Nov, 23rd, Revised on December, 10th, Published on December, 30st 2019

ABSTRACT

The objective of this research was to analyze how students' ability in applying modulation techniques in translating collocation from the novel "The Lost Symbol" by Dan Brown. The research was a content analysis of descriptive qualitative. There were 25 students taken as respondent, there were represented from each class. The data were collected by using a translation test which was contained six types of collocation. The finding showed that students' ability is dominant in collocation type of adjective and noun because to translate it just simple and the phrase of the word is most familiar in their activities not also in translation subject but other skill language material. In the other hand, the students' low ability to translate collocation of Verb and expression with preposition because they could not just use the literal translation but they have to adapt it or changing their point of view and use their cognitive and focus on the context, which makes relevant and coherent. However, overall the average of students ability must be improved it with learning more and lecturer must be able to focus on students' weakness in applying translation technique, especially on modulation to get the progress by the students' translation well.

Keyword: Students' Ability, Modulation Technique, Translation, and Collocation

ABSTRAK

Tujuan dari penelitian ini adalah untuk menganalisis bagaimana kemampuan siswa dalam menerapkan teknik modulasi dalam menerjemahkan kolokasi dari novel "The Lost Symbol" oleh Dan Brown. Penelitian ini merupakan analisis isi deskriptif kualitatif. Ada 25 siswa yang diambil sebagai responden, ada yang diwakili dari masing-masing kelas. Data dikumpulkan dengan menggunakan tes terjemahan yang berisi enam jenis kolokasi. Temuan menunjukkan bahwa kemampuan siswa dominan dalam jenis kolokasi kata sifat dan kata benda karena menerjemahkannya sederhana dan frasa kata yang paling akrab dalam kegiatan mereka tidak juga dalam subjek terjemahan tetapi juga materi bahasa keterampilan lainnya. Di sisi lain, rendahnya kemampuan siswa untuk menerjemahkan kolokasi kata kerja dan ekspresi dengan preposisi karena mereka tidak bisa hanya menggunakan terjemahan literal tetapi mereka harus mengadaptasi atau mengubah sudut pandang mereka dan menggunakan kognitif mereka dan fokus pada konteks, yang membuat relevan dan koheren. Namun, secara keseluruhan rata-rata kemampuan siswa harus ditingkatkan dengan belajar lebih banyak dan dosen harus dapat fokus pada kelemahan siswa dalam menerapkan teknik penerjemahan, terutama pada modulasi untuk mendapatkan kemajuan dengan terjemahan siswa dengan baik.

Kata kunci: Kemampuan Siswa, Teknik Modulasi, Terjemahan, dan Kolokasi

INTRODUCTION

Languages are not nomenclatures and the concepts of one language may differ radically from those of another, since each language articulates or organizes the world differently, and languages do not simply name categories; they articulate their own. The conclusion likely to be drawn is that one of the problems of translation is the disparity among languages. The bigger the gap between the source language and the target language, the more difficult it is to transfer the message from one to another. The difference between source language and target language, and the variation in their cultures make the process of translation become a real challenge.

Translation is very important ability of students. This idea support by journal translation that said the translation could be a communicator in the process of transferring information between users of one target language (Bsa) and source language users (Bsu). Of course, they could get a lot of information through translation.

In translation process. There are some technique to them that are often use in translating, literal, borrowing, reduction, addition, transposition, modulation, implication, description, and adaption. One of from the all of the technique, modulation technique is hard to understand this cause of

some reason to support that, Modulation is a variation of the form of the message, obtained by a shift in the point of view. This change can be justified when the close translation results in a grammatically correct text, but it is considered unsuitable, unidiomatic or awkward in the target language. modulation is a variation of the form of the message obtained by a change in the point of view. In other words modulation means restructuring a message of source language text in a target language text in different structure but the meaning is not different. For the example in the modulation technique follow the sentence below:

Modulation Technique
SL: I cut my finger
TL: jariku teriris

The sentence I cut my finger is translated into *Jariku teriris*. It can be translate by the literal, can be *saya memotong jari saya*. It is an example of shift in the point of view since there is a structural change from active voice into passive voice.

The sentence I cut my finger is translated into *Jariku teriris*. It can be translate by the literal, can be *saya memotong jari saya*. It is an example of shift in the point of view since there is a structural change from active voice into

passive voice.

The novel "The Lost Symbol" is written by Dan Brown a well-known American writer and bestselling novels, including The Da Vinci Code, which has become one of the bestselling novels of all time. His novels are published in 300 pages and 100 chapters, each chapter is variety of pages. Brown also named one of the 100 Most Influential People in the World by TIME Magazine.

The novel itself is about a Harvard symbolist, Robert Langdon whose mentor, Peter Solomon a prominent Mason and philanthropist is brutally kidnapped, Langdon realizes his only hope of saving Peter is to accept the mystical invitation he received from someone and follow wherever it leads him. Langdon is instantly plunged into a clandestine world of Masonic secrets, hidden history, and never-before-seen locations all of which seem to be dragging him toward a single, inconceivable truth until he found peter and the secret reveal. The problems are what type of collocation on "The Lost Symbol" Novel by Dan Brown are translate by the 6th semester students?, what the dominant correct collocation in applying modulation technique by the students? And what the problems found in applying modulation technique by the students?

The objective of this research was to analyze how students' ability in applying modulation technique in translating collocation from the novel "The lost Symbol" by Dan Brown.

RESEARCH METHODOLOGY

This study was a descriptive-qualitative research, and it was presented the data with a content analysis method. Some of the experts had their own point of view about this type of research.

This is the definition qualitative that explained it by the expert as a scientific method because it has fulfilled the rules, such us, concrete/empirical, objective, measurable, rational and systematic. This method is called qualitative. Descriptive method is a method of research that makes the description of the situation of event or occurrence. This study analyzes how the English collocations are translated into Indonesian.

Instrument is one of important point that the researcher used it to know the score or capability of students. Absolutely in this thesis the researcher will use a translation test to translate the collocation words from English into Indonesian Language. The test are sentences from the novel of "The Lost Symbol" that containing collocation. The students should translate the source

language that are contained six types of collocation into column of target language. Moreover, the result of students' translation would be checked with the correct translation (target language) that has been checked by the translation lecturer (expert).

RESULT AND DISCUSSION

Result of Students' Ability in Translating Collocation

This research presents the result and the discussion of students' ability in applying modulation technique in translating collocation. There are six types of collocation from 25 items of translation test.

Based on the data from table 1, the researcher found that students' average score for each collocation; first was the students' average score in collocation "Adjective and noun" were 60% (average). The second was the students' average score in collocation "Noun + noun" were 49% (very poor). The third was the student average score in collocation "Noun and verb" were 41.6% (very poor). The fourth was the student average score in collocation "Verb and expression with preposition" were 39% (very poor). Then, there was the student average score in collocation "Verb and adverb" were 36% (very poor). The last

was the student average score in collocation "Adverb and adjective" were 22,88 % (Very poor).

Table 1
The dominant list of correct collocation

No	List of collocation	Average score (%)	Criteria
1	Adjective and noun	60%	Poor
2	Noun + noun	49%	Very poor
3	Noun and verb	41,6%	Very poor
4	Verb and expression with preposition	39%	Very poor
5	Verb and adverb	36%	Very poor
6	Adverb and adjective	22,88%	Very poor

Thus, the researcher concluded that the students' ability is dominant in collocation type of adjective and noun because the dominant type to translate it just simple and the phrase of word is most familiar in their activities not also in translation subject but other skill language material.. In other hand, the students' low ability in translate collocation of adverb and adjective because they could not just use the literal translation but they have to adapt

it or changed their cognitive and focus on the context, which make relevant and coherent. Moreover, to see the total score for each students could be seen in the appendix. Then the researcher also put the chart of The dominant list of correct collocation that can be seen below:

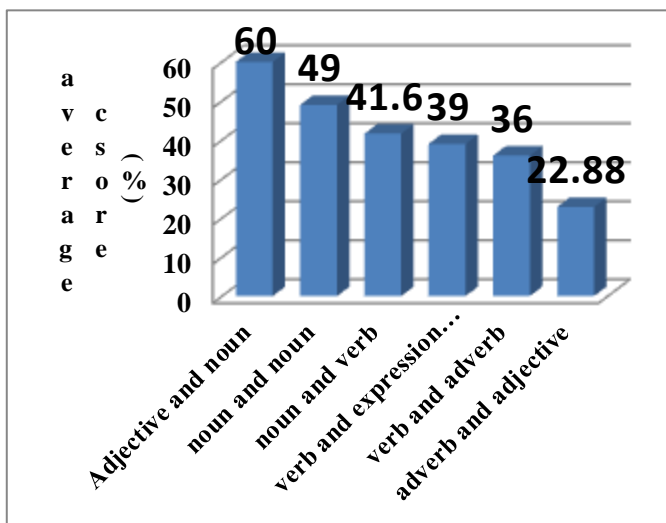


Figure 1
The Dominant List of Correct Collocation

Discussion

The students ability in applying modulation technique in translating the collocation were different. There were the result of students' translation in each collocation that have different score that could be seen in the average score for each collocation; first was the students' average score in collocation Adjective and noun were 60%. The second was the students' average score in collocation Noun and noun were 49%, Noun and verb were 41.6%. The

third was the student average score in collocation Adverb and adjective were 39%. The fourth was the student average score in collocation Verb and adverb were 36%. The last was the student average score in collocation Verb and expression with preposition were 22,88%.

Moreover, the researcher analyzed the students translation for each items of collocation types to find the student problems. There are the result of students' translation in six types of collocation; First is collocation type of adjective and noun like "supreme person" almost students translated "supreme" to "tinggi, tertinggi" but from source language into target language is not relevant if translated like it. If they see the sentence as full, "beside her, Langdon looked like a supreme person" they would translate correctly "supreme person" is "the great leader". Then more example collocation "serious line", many student translate as literal technique as "garis serius" almost the students incorrect to translate with modulation. If they look the context, the translate should be "kritis" meaning from it. Second is noun and verb or verb and noun. The example is "cell phone shouting" actually the students just need ability of cognitive to translate this collocation which is the meaning "ponsel berdering" but some

students still false in translate this collocation, they translated it "*ponselnya berteriak*" because they did not translate it used cultural contexts. shouting not also mean "*berteriak*" but in this context they must translate it "*bebunyi.*"

Third is noun and noun. All students easier in translating this collocation such us: "wrap mannequin hand" mean "*sapu tangan*" and "granite stone" mean "*bongkahan batu*". Students still false translate it . but almost the student can translate correctly because this type is the easiest to translate. Students just need vocabulary to translate this collocation. Fourth is verb and expression with preposition. There was some students could not translate it correctly because they seldom to learn and find this type, example "hang for a moment" the students could not literal translation but they have to use modulation technique to translate which is the meaning would be "*membisu sejenak*" if they look overall sentence "he let the words hang for a moments".

Fifth is verb and adverb. Almost students translate this collocation incorrect, example; "*gazedown*" the students translate it "*menatap ke bawah, melihat bawah*". But, there was also students correct in translate it as "*tertunduk*" because they translate just

translate "gaze" and "down" should be combine be "*tertunduk*".

The six is adverb and adjective. The students also seldom to find this collocation type. But, the researcher found that student could translate it well. These are the example "almost demonic" student translate it literally "*hamper menyerupai hantu*" it is in adequate because the context not told about demon or devil, but tell about situation who are starving. The collocation "almost demonic" to describe what happen if someone not meal for two days. Based on the explanation above the researcher concluded that the students' ability in translation collocation especially for applying modulation technique should be increasing and improving. Based on Hatim and Munday (2001: 150) They just need to learn more about the modulation technique in translation that they can see of context beyond the text, and change point of view and the most important is the cognitive should be works, to translate it well. Moreover, the students have to learn more about collocation and translation theories. The lecturer also must give them more detail about technique in translation especially modulation technique and hopefully this research will be useful for students and all

reader and also the next researcher can find out the great solution for this problems.

CONCLUSIONS

Based on the result of the data analysis, it was concluded that students' ability in applying modulation technique in translating collocation on "The Lost Symbol" Novel by Dan Brown, the researcher found that the students' average in total score for all collocation was 60% which was the category "poor". And 40% score was in category "average". In other hand, the students' ability in applying modulation technique no one in category good or excellent. Moreover, the researcher also concluded that the students' ability was dominant in collocation type of adjective and noun, it showed in score was 60%, because in this collocation, the dominant type to translate it just simple and the phrase of word is most familiar in their activities not also in translation subject but other skill language material. The students' low ability in translate collocation of verb and expression with preposition because they could not just use the literal translation but they have to adapt it or changed their cognitive and focus on the context, which make relevant and coherence. Thus, the students' ability of 6th semester students' of PBI (IAIN) Bengkulu should be learn more

about translation subject and also must be support with addition more the translation lecturer, and references as the translation book in IAIN library.

REFERENCE

- Arikunto, S. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: RinekaCipta
- Baker, M. (1992). *In Other Words: A Course Book on Translation*. New York: Routledge.
- Bassnett, S. (2002). *Translation Studies*. New York: Routledge.
- Bell, R. T. (1991). *Translation and Translating: Theory and Practice*. London: Longman.
- Brislin, R. W. (1976). *Translations; Application and Research*. New York: Gardner Press Inc.
- Brown, D. (2009). *The Lost Symbol*. New York: Doubleday.
- Brown, D. (2010). *The Lost Symbol (terjemahan)*. Yogyakarta: Bentang.
- Daru K, (2016). Analisis Terjemahan Tindak Tutur Direktif. *Translating Journal Translation and Linguistics*. (1), 1.
- Dyanigrum, (2016). Analisis Teknik Penerjemahan Kualitas Terjemahan Kalimat yang Mengandung Satire dalam Novel The 100-Year Old Man

- Who Climbed Out of The Window and Disappeared. *Journal of linguistics*, (I),
- Eugene, N. (2001). *Contexts in Translating*. New York: Benjamin.
- Hatim, B. (1999). *Translation, an Advanced Resource Book*. New York.: Routledge
- Nida, T. (1982). *The Theory and Practice of Translation*. New York: Rioorientalis.
- Machali, R. (2000) . *Pedoman Bagi Penerjemah*. Jakarta: Gramedia widiasarana Indonesia.
- McCharty, M. (2008). *English Collocation in Use*. Cambridge University Press, <https://en.oxforddictionaries.com/definition/subtitle>.
- McCharty, M. (2008). *English Collocation in Use*. Cambridge: Cambridge University Press.
- Molina, & Alber. (2002). Translation Techniques Revisited: a Dynamic and Functionalist Approach. *Journal des Traducteurs /Meta: Translators' Journal*. (VII), Page. 498-512, retrived on October 02th 2018 at 03.00 pm from <http://id.erudit.org/iderudit/008033ar.pdf>
- Pebri,P.P.(2017). *Penerjemahan Bahasa Inggris Indonesia (Teorida Praktik)*. Yogyakarta: Pustaka Pelajar.
- Newmark, P. (1998). *A Texbook of Translation*. New York: Prentice Hall
- Sugiyono. (2017). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*. Bandung: ALFABETA.
- Susan, B. (2005). *Translation Studies*.Taylor & Francis e-Library