

## Students' Strategy in Translating English Text Into Bahasa Indonesia (A Case Study at Agrotechnology Department University of Bina Insan Lubuklinggau)

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### ABSTRACT

This research is dialed to present students' strategy in translating English text into bahasa Indonesia. The method research used descriptive qualitative. The subject of this research was third and sixth semester students of Agrotechnology Department at University of Bina Insan Lubuklinggau. Collecting data was taken from the data analysis of questionnaire and interview. The result showed that based on the percentages of questionnaire, it was concluded that the total score of students used from word for word translation, literal translation and free translation were 1.555 (one thousands five hundred and fifty five). While, 521 total scores of students in word for word translation, the next 507 total scores of students in literal translation, and for the students in free translation, the total score was 527. Furthermore, the result of interview showed that the analysis of students' difficulties in translating English text was between linguistic factor and culture factor. The linguistic problem involved grammar, less of vocabulary and the meaning of each word. Culture problem involved related to form of different situation. In conclusion, there are four categories of students' difficulties in translation, they are: (1) difficult to understand the meaning of word that not find in dictionary; (2) difficult to translate the idiomatic phrases and collide with culture; (3) difficult to translate long sentence or long paragraf.

**Keywords:** strategy, translating, text

### ABSTRAK

*Penelitian ini bertujuan untuk menyajikan strategi mahasiswa dalam menerjemahkan teks bahasa Inggris ke bahasa Indonesia. Metode penelitian yang digunakan adalah deskriptif kualitatif. Subyek penelitian ini adalah mahasiswa semester III dan VI Jurusan Agroteknologi Universitas Bina Insan Lubuklinggau. Pengumpulan data diambil dari analisis data berupa kuesioner dan wawancara. Hasil penelitian menunjukkan bahwa berdasarkan persentase angket disimpulkan bahwa total skor mahasiswa yang menggunakan penerjemahan kata demi kata, terjemahan literal dan terjemahan bebas adalah 1.555. Sedangkan total skor mahasiswa dalam penerjemahan kata per kata adalah 521, selanjutnya total skor mahasiswa dalam penerjemahan literal adalah 507, dan skor mahasiswa dalam penerjemahan bebas total skornya adalah 527. Selanjutnya hasil wawancara menunjukkan bahwa kesulitan mahasiswa dalam menerjemahkan teks bahasa Inggris adalah antara faktor linguistik dan faktor budaya. Masalah linguistik melibatkan tata bahasa, kurangnya kosakata dan arti setiap kata. Masalah budaya terkait dengan bentuk situasi yang berbeda. Lebih lanjut, terdapat tiga kategori kesulitan mahasiswa dalam penerjemahan yaitu: (1) sulit memahami arti kata yang tidak ditemukan dalam kamus; (2) sulit menerjemahkan frasa idiomatik dan terbentur budaya; (3) sulit menerjemahkan kalimat panjang atau paragraf panjang.*

**Katakunci:** strategi, penerjemahan, teks

## INTRODUCTION

Theoretically, the translation situation always determines the set of translation strategies to be used. There are common features which all the possible translation processes share and also differences which distinguish them. Some differences are related to variations in the translation situation. Others are caused by the diverse information contents of source texts. Translation as one of the fundamental components that has to be mastered besides the fourth kinds of basic skills of English; reading, writing, listening, and speaking (Haryanto, 2017).

Furthermore, translation was a kind of activity that inevitably involved at least two languages and two cultural traditions (Hartono, 2012). In simple, it could be defined that translation deals with the complexity of language, which means many problems come up. When people want to translate, they should have the ability to choose appropriate words which have more than one meaning (ambiguous). It is not something easy to be done. For information, the ability of someone to translate the equivalent meaning of an expression from source language into target language, when it does not have concept of certain word from the source language so the exact meaning as information given will be missed. Those problems might appear in process of analyzing translation.

Based on the interview result to the third and sixth semester students of Agrotechnology Department at University of Bina Insan, it's found that some students' problems in translating English text were: (1) the students translated words by using word by word, so they didn't find out the exact meaning; (2) students had many difficulties to master the meaning of words, idioms, and phrases of English for various aspects; (3) lack of vocabulary was a serious problem; (4) students didn't have yet any strategy as effort to be used; (5) students was still confused to choose the exact or suitable meaning from the text and also it was difficult for the students to identify part of speech noun, pronoun, verb, adjectives, adverb, preposition, conjunction and interjection from the sentences that they were translating.

In line with the phenomenon described above, the researcher was completely interested in conducting a research entitled: "Students' Strategy in Translating English Text into Bahasa Indonesia".

## METHODOLOGY

Descrptive qualitative research was used by the researcher as research design, and it presented the data with a content analysis method. According to Frankel and Wallen (2009) descriptive qualitative research was a method which focuses on words matter and numbers and there is no statistical procedure. In this research, the researcher used descriptive qualitative research because the data would be described and analyzed in words. Some of the experts had their own point of view about this type of the research. Creswell (2019) also stated that in qualitative research that it saw different major characteristics at each stage of the research process:

1. Exploring a problem and developing a detailed understanding of a central phenomenon.
2. Having the literature review play a minor role but justifies the problem.
3. Starting the purpose and research questions in a general and broad way so as to the participants' experiences.

4. Collecting data based on words from a small number of individuals so that the participants' views are obtained.
5. Analyzing the data for description and themes using text analysis and interpreting the larger meaning of the findings.
6. Writing the report using flexible, emerging structures and evaluative criteria, and including the researcher's subjective reflexivity.

## FINDINGS AND DISCUSSION

In this chapter, the researcher would like to describe findings of the research. The findings would be divided into two parts, the analysis of the data collected that were from questionnaire and the analysis of the data collected from the interview. The difficulties included of two factors, the linguistics factors, and cultural factors. Futhermore, the researcher would like to describe in detail what aspects or items of two factors above. The researcher would like to describe the reasons of students to use the strategy as in discussion session as well.

### Findings

The findings of the research was based on the results of data analysis. The data analysis consisted of two sections, the data analysis of the questionnaire and interview.

#### *The Analysis of the Data Collected from Questionnaire*

The questionnaire used to identify the students strategies in translating English text. The questionnaire was distributed to the third and sixth semester students of Agrotechnology Department at University of Bina Insan Lubuklinggau as the sample. The questionnaire consisted of 12 items and have distributed of 43 students of divided two classes. The following presentation described about item of the questionnaire.

Table 1. Students' Strategy in Word For Word Translation

Option	Score	Q1		Q2		Q3		Q4	
		F	%	F	%	F	%	F	%
US	4	8	19	4	10	16	37	12	28
OF	3	26	60	26	60	20	47	21	49
SL	2	9	21	12	28	7	16	7	16
NV	1	-	-	1	2	-	-	3	7
Total		43	100	43	100	43	100	43	100
Total Score		2.97		2.76		3.20		2.97	
Total score = 2.97									

Note :

Q = Number of questionnaire	S = Score	F = Respondents
US = Usually (4)		OF = Often (3)
SL = Seldom (2)		NV = Never (1)

The table above explained about the percentage of questionnaire in word for word translation. There were four questionnaires included questionnaire one (Q1) until questionnaire four (Q4). Based on table above, there were two questionnaires which gained the highest total averages in students translation. The highest score was questionnaire number three (Q3), it was

3.20. The students translate word by word based on dictionary meaning. The next higher was questionnaire number one and four (Q1,Q4). With total averages 2.97. It was about the students change word by word to source language to target language and the students translate English text by following grammatical structure. Then, questionnaire number two (Q2) with total averages 2.76. It was about the students translate word by word based on dictionary meaning. Then the students choose the questionnaire about translation is another important skill in mastering English. Besides listening, speaking, reading and writing, translation also has main function.

Table 2. Students' Score in Word For Word Translation Strategy

Option	Score	Q1		Q2		Q3		Q4	
		F	S	F	S	F	S	F	S
US	4	8	32	4	16	16	64	12	48
OF	3	26	78	26	78	20	60	21	63
SL	2	9	18	12	24	7	14	7	14
NV	1	-	-	1	1	-	-	3	3
Total		43	128	43	119	43	146	43	128
Total Score = 521									

The table above showed that the scores of students in word for word translation. The scores were calculated based on each item of questionnaires (Q1,Q2,Q3,Q4). There were five hundred and twenty one (521) total scores in word for word translation.

Table 3. Students' Strategy In Literal Translation

Option	Score	Q5		Q6		Q7		Q8	
		F	%	F	%	F	%	F	%
US	4	11	26	12	28	6	14	9	21
OF	3	18	42	22	51	28	65	23	53
SL	2	10	23	9	21	9	21	11	26
NV	1	4	9	-	-	-	-	-	-
Total		43	100	43	100	43	100	43	100
Total Score		2.83		3.06		2.93		2.95	
Total Score = 2.94									

The table above saw the percentage of questionnaire in literal translation. There were four questionnaires included questionnaire five (Q5) until questionnaire eight (Q8). Based on table above, there were two questionnaires which gained the highest total averages in students translation. The highest question was questionnaire number six (Q6), there was 3.06 students read each sentence in translating English text. The next higher was questionnaire number eight (Q8) with total averages 2.95. It was about the students translate sentence by sentence based on form of sentence. Then, questionnaire number seven (Q7) with total averages 2.93.

It was about the students translate sentence by sentence based on grammatical structure. And than the questionnaire number five (Q5) with total averages 2.83. It was about the students translate English text by translating phrase to phrase because it's easier.

**Table 4. Students' Score in Literal Translation Strategy**

Option	Score	Q5		Q6		Q7		Q8	
		F	S	F	S	F	S	F	S
US	4	11	44	12	48	6	24	9	36
OF	3	18	54	22	66	28	84	23	69
SL	2	10	20	9	18	9	18	11	22
NV	1	4	4	-	-	-	-	-	-
<b>Total</b>		43	122	43	132	43	126	43	127
<b>Total Score = 507</b>									

The table above appeared the scores of students in literal translation. The scores were calculated based on each item of questionnaires (Q5,Q6,Q7,Q8). There were five hundred and seven (507) total scores in literal translation.

**Table 5. Students' Strategy In Free Translation**

Option	Score	Q9		Q10		Q11		Q12	
		F	%	F	%	F	%	F	%
US	4	16	37	14	33	7	16	10	23
OF	3	20	47	20	47	26	61	24	56
SL	2	7	16	8	18	10	23	9	21
NV	1	-	-	1	2	-	-	-	-
<b>Total</b>		43	100	43	100	43	100	43	100
<b>Total Score</b>		3.20		3.09		2.93		3.02	
<b>Total Score = 3.06</b>									

The table above viewed about the percentage of questionnaire in free translation. There were four questionnaires included questionnaire nine (Q9) until questionnaire twelve (Q12). Based on table above, there were two questionnaires which gained the highest total averages in students translation. The highest question was questionnaire number nine (Q9), there was 3.20 students translate English text based on my own style/free translation related to my information background about the text. The next higher was questionnaire number ten (Q10) with total averages 3.09. It was about the students find out the meaning of English text by using my personal experience related to the text. Then, questionnaire number twelve (Q12) with total averages 3.02. It was about the students have own style in translating English text, so that the students find suitable meaning to make the readers are intrested in reading my translation result. Thus, the questionnaire number eleven (Q11) with total averages 2.93. It was about the students pay attention to the aesthetic value in translating English text.

**Table 6. Students' Score In Free Translation Strategy**

Option	Score	Q9		Q10		Q11		Q12	
		F	S	F	S	F	S	F	S
US	4	16	64	14	56	7	28	10	40
OF	3	20	60	20	60	26	78	24	72
SL	2	7	14	8	16	10	20	9	18
NV	1	-	-	1	1	-	-	-	-
<b>Total</b>		43	138	43	133	43	126	43	130
<b>Total Score = 527</b>									

The table above showed the scores of students in free translation. The scores were calculated based on each item of questionnaires (Q9,Q10,Q11,Q12). There were five hundred and twenty seven (527) total scores in free translation.

Note :

F=Respondents

S=Score

Q=Number of Questionnaires

Based on the percentage table, the total score of students used from word for word translation, literal translation and free translation were 1.555 (one thousands five hundred and fifty five). While, it was 521 total scores of students in word for word translation, then 507 total scores of students in literal translation, and for the students in free translation, the total score was 527.

Table 7. The Number Of Students And Percentage Used Translation Strategies

Item Questionnaire	Option (%) (Frequency)			
	4 Usually	3 Often	2 Seldom	1 Never
1. In translating English text, I change word by word to source language(SL) to target language (TL)	19% (8)	60% (26)	21% (9)	0% (0)
2. I translate similar English word in a different meaning	10% (4)	60% (26)	28% (12)	2% (1)
3. I translate word by word based on dictionary meaning	37% (16)	47% (20)	16% (7)	0% (0)
4. I translate English text by following grammatical structure for part of the word	28% (12)	49% (21)	16% (7)	7% (3)
5. I translate English text by translating phrase to phrase because it is easier	26% (11)	42% (18)	23% (10)	9% (4)
6. I read each sentence in translating English text	28% (12)	51% (22)	21% (9)	0% (0)
7. I translate sentence by sentence based on grammatical structure	14% (6)	65% (28)	21% (9)	0% (0)
8. I translate sentence by sentence based on form of the sentence	21% (9)	53% (23)	26% (11)	0% (0)
9. I translate English text based on my own style/free translation related to my information background about the text	37% (16)	47% (20)	16% (7)	0% (0)
10. I find out the meaning of English text by using my personal experience related to the text	33% (14)	47% (20)	18% (8)	2% (1)
11. I pay attention to the aesthetic value in translating English text	16% (7)	61% (26)	23% (10)	0% (0)
12. I have my own style in translating English text, so that I find suitable meaning to make the readers are interested in reading my translation result	23% (10)	56% (24)	21% (9)	0% (0)

Based on table above, the researcher told about students' responses on the questionnaires. The result of these responses was distributed from the questionnaire result. Based on the statement number one, it was 19% students usually change word by word to

source language to target language and 60% students often change word by word to source language to target language and 21% students also answer seldom translating English text from source language to target language. There were 0% the students answer never translating English text.

Based on the statement number two, it was 10% students usually translate similar English word in different meaning, 60% students often translate similar English word in different meaning, and 28% students never translate similar English word in different meaning. There was 2% student never translate similar English word in different meaning.

Based on the statement number three, it showed that 37% students usually translate word by word based on dictionary meaning, 47% students often translate word by word based on dictionary, 16% students seldom translate word by word based on dictionary meaning. But there was 0% students never translate based on dictionary meaning.

Based on the statement number four, it was 28% students usually translate English text based on gramatical structure, 49% students often translate English text by following grammatical structure, 16% students seldom translate English text by following grammatical structure and there were 7% students never translate English text by following grammatical stucture.

Based on the statement number five, it was 26% students usually translate English text by translating phrase to phrase, 42% students often translate phrase to phrase, 23% students seldom translate English text by translating phrase to phrase, and 9% students never translate phrase to phrase in translating English text. In addition, based on the statement number six, it showed that 28% students usually read each sentence in text, 51% students often read each sentence in text, 21% students seldom read sentence in text.

Based on the statement number seven, it was 14% students usually translate sentence by sentence, 65% students often translate sentence by sentence based on grammatical structure, 21% students seldom translate sentence by sentence. Furthermore based on the statement number eight, it was 21% students usually translate sentence by sentence based on form of sentence, 53% students often translate sentence based on form, and 26% students seldom translate sentence by sentence based on form of sentence.

The next based on the statement number nine, it was 37% students usually translate English text based on free translation, 47% students often translate English text based on my own style related to the text, and 16% students seldom translate English text based on free translation related to my information background about the text. In addition, based on the statement number ten, it was found that 33% students usually find out meaning of English text by using personal experience, 47% students often find out meaning of English text by using personal experience, 18% students seldom find out the meaning of English text by using personal experience. Futhermore there was 2% students answered never find out the meaning of English text by using personal experience.

Based on the statement number eleven, it was 16% students usually pay attention of aesthetic value of the text, 61% students often pay attention of aesthetic value of the text, 23% students seldom pay attention of aesthetic value of the text. In addition, based on the statement number twelve, it applied that 23% students usually have my own style in translating English text to find out suitable meaning, 56% students often have own style in translating English text

and to find out suitable meaning, 21% students seldom find out suitable meaning in translating English text.

### *The Analysis of The Data Collected From Interview*

The interview was used to know the factor of the students' difficulties in translating English text. About 43 students, the researcher chose 10 students to be interviewed. There were 5 questions to be asked for the students. The researcher concluded that the most of students faced a lot of problems when the students studied English and did translating activity, it became one of the difficulties that's faced by students.

Based on the interview result, the students had the problems and difficulties in translating English text. It showed that the students found out idiomatic word in text, the students translated idiom word for word translation so that the students could not find correct meaning. The students were lack of vocabulary so that the students opened dictionary and some students guessed the word. Moreover, when the students translated English text, they used grammatical structure and also the students said that different linguistic, different culture and different meaning in translating English text.

## **Discussion**

In this research, the researcher would like to present the discussions of the result of the data analysis in line with scope of the research that had been previously discussed. This discussion was intended to describe students strategy and students difficulties in translating English text. The researcher would like to describe the result of two kinds of instrument from this research, from the translation questionnaire and interview.

### *Students Strategy in Translating English Text*

#### a. Word for word translation

From the result of questionnaire, the researcher was explained the scores of students in word for word translation. The scores were calculated based on each item of questionnaires (Q1,Q2,Q3,Q4). There were five hundred and twenty one (521) total scores in word for word translation.

#### b. Literal translation

From the result of questionnaire, the researcher was explained the scores of students in literal translation. The scores were calculated based on each item of questionnaires (Q5,Q6,Q7,Q8). There were five hundred and seven (507) total scores in literal translation.

#### c. Free translation

From the result of questionnaire, the researcher was explained the scores of students in free translation. The scores were calculated based on each item of questionnaires (Q9,Q10,Q11,Q12). There were five hundred and twenty seven (527) total scores in free translation.

In addition, the total score of students used from word for word translation, literal translation and free translation were 1.555 (one thousands five hundred and fifty five). While, it was 521 total scores of students in word for word translation, then 507 total scores of students in literal translation, and for the students in free translation, the total score was 527. So that free translation was the highest score from word for word translation and literal translation.



Futhermore, word for word translation in the middle score, but in literal translation get lower score in translating English text.

### *Factor That Influence Students in Translating English Text*

According to Nida (2016) stated that many factors are crucial to the process of translating and no explanation of translating can claim to comprehensive if these factors are not systematically considered. Translation is a complex process, involving linguistic and non linguistic factors.

#### a. Linguistic Factors

Based on the interview result, the researcher found the linguistic factors. It showed that linguistic, lexical, syntactic and textual factor. Other problem included sheer size of the undertaking, and dictionary entries that realistic system will need and the fact that there were many constructions whose grammar is poorly understood.

#### b. Non linguistic Factors

Non linguistic factors involved the knowledge in ideology, cultural, historical, political social, chemistry, science, technical, biology, medical, agricultural and economics. Non linguistic problem involved social politic, culture, history and ideology. There are three categories of students difficulties in translation. They are: (1) Difficult to understand the meaning of word that not find in dictionary; (2) Difficult to translate the idiomatic phrases and collide with culture; (3) Difficult to translate long sentence or long paragraph.

In addition according to House (2015) added that the problem in translation can be divided into two problems, they are linguistic problem and culture problem. Linguistic problem involves grammar, different vocabulary, and the meaning of each word. Meanwhile culture problem involves related to form of different situation. Culture is the prime problem found by many people.

## **CONCLUSION**

After analyzing the data and based on the research findings, the researcher concluded that the translation English text is one of the most difficult strategy for translator. Therefore, translators should know some strategies to translate English text. There were three strategies in translating English text, word for word translation, literal translation and free translation about 24 students used free translation, about 14 students used word for word translation and about 5 students used literal translation. Futhermore, from the percentages, the researcher concluded that the total score of students used from word for word translation, literal translation and free translation were 1.555 (one thousands five hundred and fifty five). While, it was 521 total scores of students in word for word translation, then 507 total scores of students in literal translation, and for the students in free translation, the total score was 527.

Based on result of interview, the analysis of students difficulties in translating English text between linguistic factor and culture factor. The linguistic problem involved grammar, less of vocabulary and the meaning of each word. Culture problem involved related to form of different situation. There are three categories of students difficulties in translation, they are: (1) difficult to understand the meaning of word that not find in dictionary; (2) difficult to translate

the idiomatic phrases and collide with culture; (3) difficult to translate long sentence or long paragraf.

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