

**TRANSLATION METHODS USED
BY STUDENTS IN ENGLISH EDUCATION
DEPARTMENT**

A THESIS

Submitted in Partial Fulfillment of The Requirements for the Degree
of Sarjana Pendidikan in English Education



By:

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SN. 2520052

**ENGLISH EDUCATION DEPARTMENT
EDUCATIONAL AND TEACHERS TRAINING FACULTY
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
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Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

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MOTTO

Allah does not burden a person but according to his ability
(Q.S. Al-Baqarah [2]: 286)

Nothing is more perfect than the good that comes out of our confidence
(Author)



ABSTRAK

Menerjemahkan sesuatu teks pasti memerlukan sebuah metode untuk menerjemahkannya. Hasil terjemahan sangat ditentukan oleh metode penerjemahan yang dipilih oleh penerjemah karena maksud, tujuan, dan kehendak penerjemah mempengaruhi hasil dari terjemahan seluruh teks. Desain penelitian yang digunakan dalam penelitian kualitatif ini adalah penyelidikan naratif. Penelitian ini bertujuan untuk mengetahui metode penerjemahan mana yang mahasiswa pakai dan menemukan alasan mengapa menggunakan metode penerjemahan tersebut. Peneliti melakukan wawancara dan dokumentasi sebagai metode untuk mengumpulkan data. Dalam penelitian ini peneliti menggunakan teknik analisis dari Braun and Clark untuk menganalisis data. Partisipan penelitian ini adalah empat mahasiswa jurusan Bahasa Inggris di salah satu Universitas di Pekalongan. Hasil dari penelitian ini menunjukkan bahwa hanya ada lima metode yang digunakan partisipan, yaitu metode penerjemahan word-for-word, metode penerjemahan literal, metode penerjemahan bebas, metode penerjemahan faithful, dan metode penerjemahan semantik. Metode penerjemahan yang cenderung banyak digunakan mahasiswa adalah metode penerjemahan literal. Dari lima metode yang dipilih partisipan, diketahui karena metode-metode tersebut dianggap cocok untuk menerjemahkan teks yang diberikan peneliti.

Kata kunci : Metode Penerjemahan, Mahasiswa Bahasa Inggris, Terjemahan

ABSTRACT

Translating a text certainly requires a method to translate it. The translation results are largely determined by the translation method chosen by the translator because the intent, purpose, and willingness of the translator affect the overall translation results of the text. The research design used in this qualitative research is a narrative inquiry. This study aims to examine which translation methods are used by students and to find the reasons for using these translation methods. The researcher conducted interviews and documentation as methods to collect data. In this study, the researcher used analysis techniques from Braun and Clark to analyze the data. The participants in this study were four English students at a university in Pekalongan. The results of this study indicate five methods used by the participants, namely word-for-word translation method, literal translation method, free translation method, faithful translation method, and semantic translation method. The translation method that tends to be widely used by students is the literal translation method. From the five methods chosen by the participants, it is known because these methods are considered suitable for translating the text given by the researcher.

Keywords : Translation Methods, English Learning, Translation

PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of her thesis entitled "**Translation Methods Used By Students In English Education Department**" can be completed. This thesis is submitted to English Education Department of UIN K.H. Abdurrahman Wahid Pekalongan in partial fulfillment of the requirement for the degree of Sarjana Pendidikan in English Education. This research can be accomplished by the supports of many people. Therefore, the writer would like to express her sincere gratitude to:

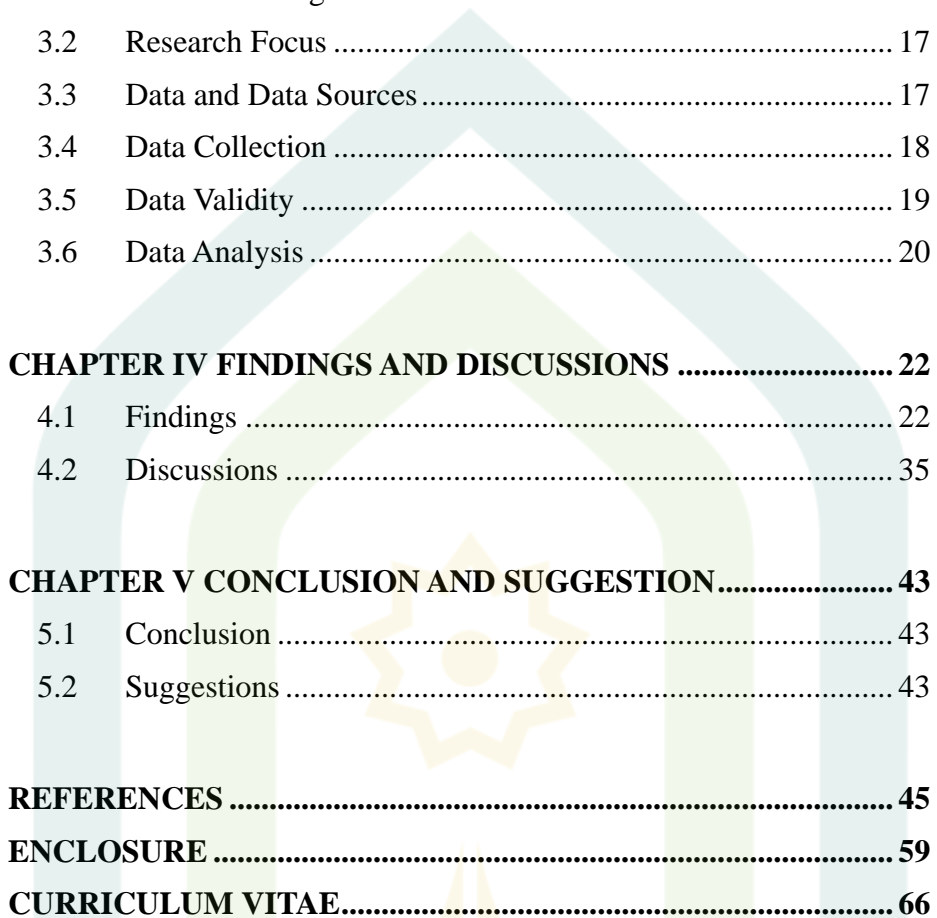
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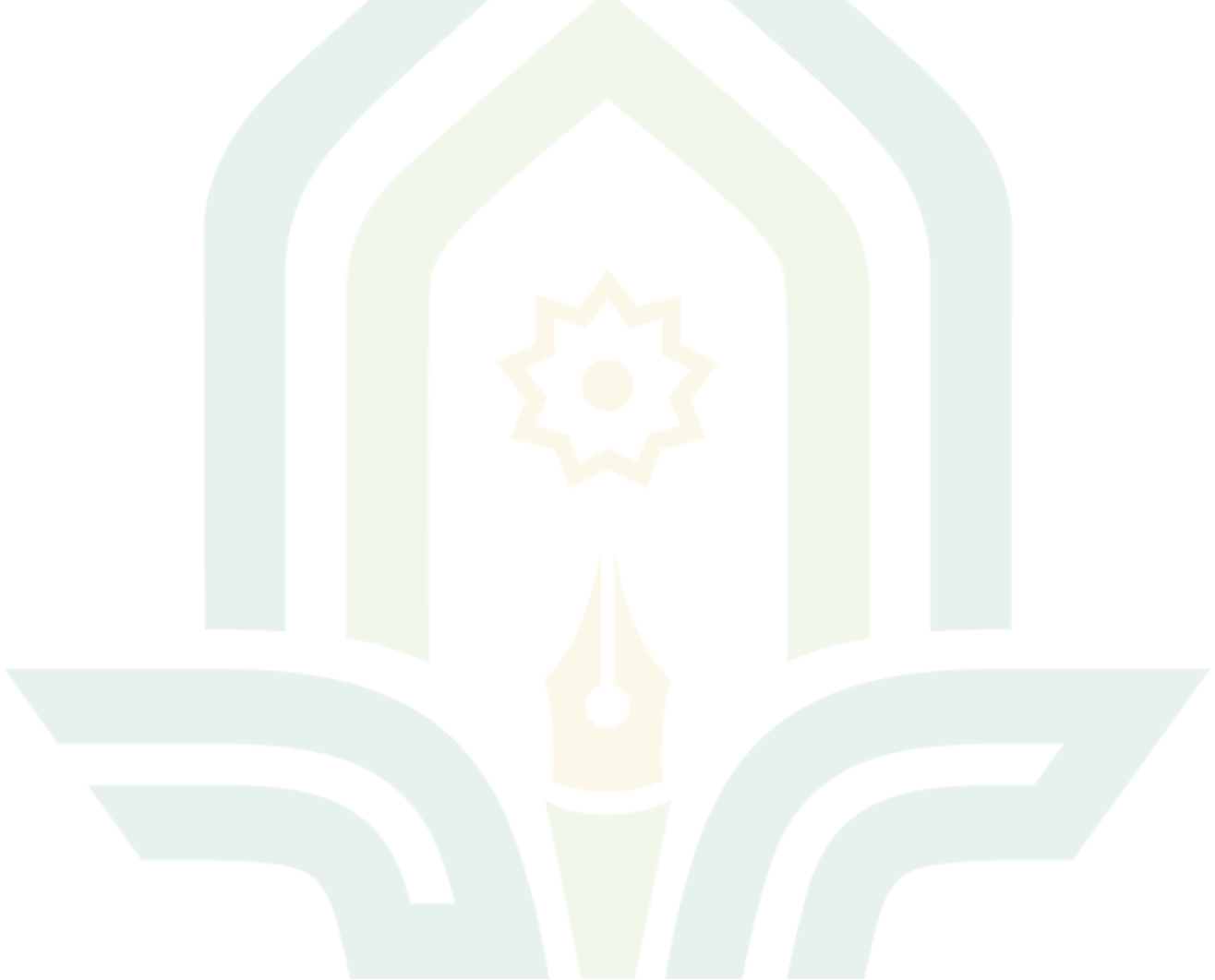
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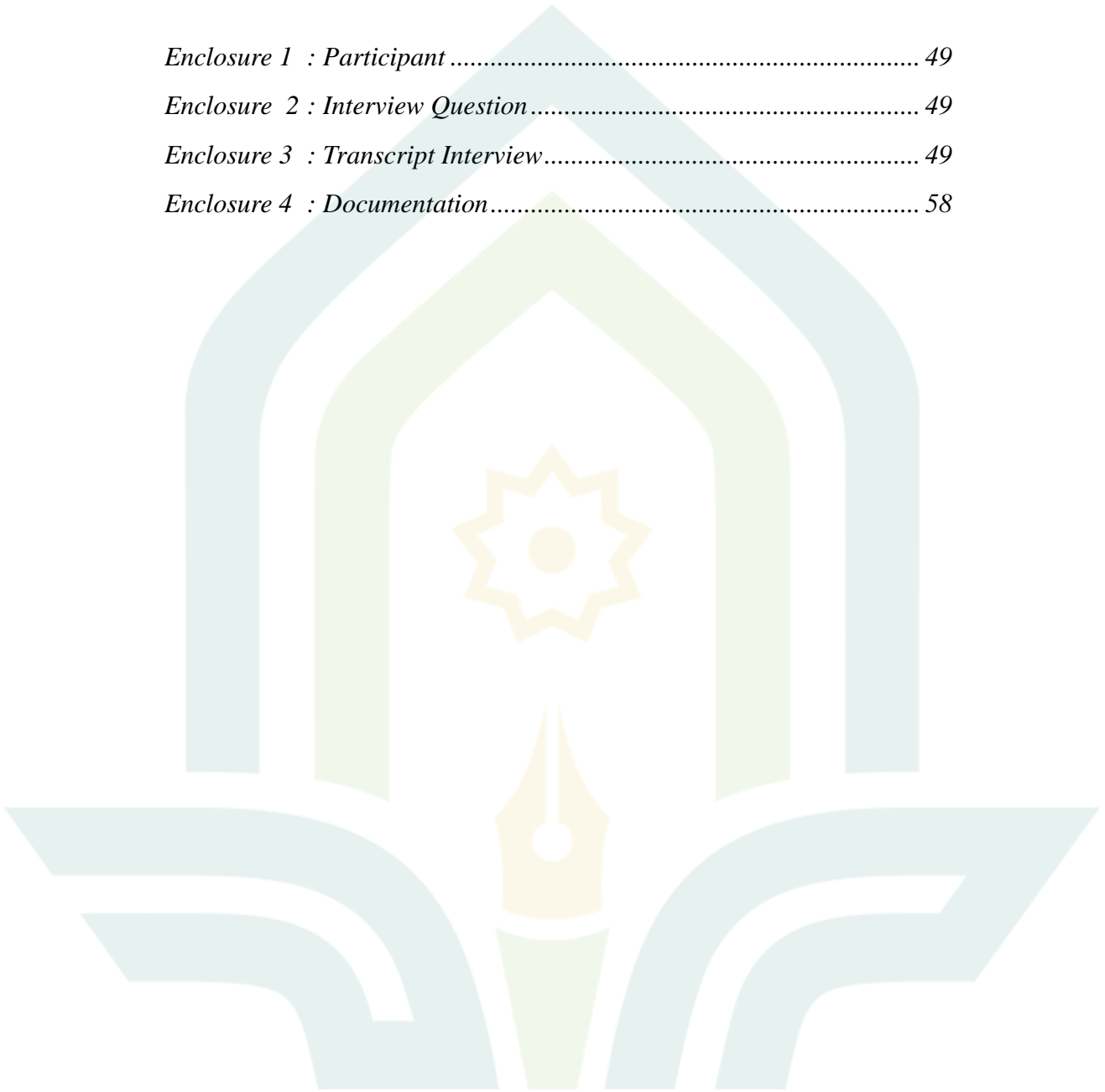
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CHAPTER I

INTRODUCTION

1. 1 Background of the Study

As a foreign language for us, English is an important aspect that every student must have. However, many students state that English is not an easy language to master especially in Indonesia. Every school will learn the English language to make their students understand about foreign language and to equip them. In studying foreign languages or other fields of science, it is natural to find some material that is easy to convey and of course there are also other materials that are difficult to understand. Therefore, try to learn it as much as possible. In learning English, you may face certain situations that are obstacles in the learning process. This is an English language difficulty that must be overcome by any means if one wants to master the language well enough (Khodjajev K. K., 2021). In addition, Handayani & Aminatun, (2020) said that English language skills are very important for everyone living in this global era who wants to compete with others, because English is used as a means of communication on a global scale. There is no denying that English has become an important language in Indonesia, as it is taught at almost every level of education.

The learning process, especially when learning English, will always be related to the translation from English to Indonesian. One way of understanding languages in the world is through translation. It will make the text good and easy to read. Not just about the paragraphs, it is also about every sentence used in a paragraph (Swarniti, 2021). Therefore, students who study English can become good translators. One of the reasons English should be learned is because English is usually said to be an international language used for sharing exchanging information, culture, and as a means of communication (Alla Shegay et al., 2020). Translation is not an easy job to do, because you have to pay attention to the

source language, the target language, and of course the message. The source language and target language are of course also adapted to the circumstances in which the translation takes place. Fitria (2018) states that a good translation is easy to understand according to its original meaning when conveyed to other people. Therefore, messages contained in the source language can satisfy target language readers with the information contained therein. Danbaba (2017) also said that a good translation must convey the meaning of the original message. Therefore, whenever necessary, the translator should provide all the information the listener needs to understand the text correctly. As said by Kusumayanthi et al., (2018) is similar communication, which conveys information in written form from the sender to the recipient. This process involves at least two factors. The first factor is from the person who wants to send the message, and the second is from the person who receives the message. The problem is that most senders send messages in a language that is not understood or is different from the recipient's language.

When learning to use translation, must definitely use methods. The translation method is one way of translating something from a source language into another language (SL to TL) (Mutaqin et al., 2020). Many methods can be used to translate. As stated in Peter Newmark's book published in 1988, quoted by Ramadhan et al., (2021) several translation methods can be used, namely: word-for-word translation, literal translations, faithful translation, semantic translation, adaptation, free translation, idiomatic translation, and communicative translation. Besides that, Palupi (2021) also states that the translation method can be depicted with a V diagram. Of the many translation methods, not many students usually only stick to one method. By analyzing the method used, will find facts about what methods are effective and commonly used by students and utilize this method for good translation results. From these problems, it can be explained how students translate and what methods are used in translating as well as the reasons they use these methods.

Apart from that, this course is to train students abilities in translating texts from the original language to the target language or so on. It is hoped that this translation can help students find and use methods to avoid translation errors or help improve quality. Translate them and identify translation methods based on several problems encountered in translation.

The purpose of this research carried out by the researcher was to find out which methods students use and why they choose those methods. To achieve this goal, the researcher used qualitative methods through interviews and documentation as data collection tools. After interviewing several English students at universities, they used different translation methods and justified these methods.

The hypothesis of this research predicts that having a method for the translation process can produce good translation results. Therefore, the researcher intends to examine what translation methods are used by English language education students. Apart from that, the researcher also examined the reasons why students used this translation method, which was used to translate from English to Indonesian.

1. 2 Limitation of the Study

There are many aspects that are used to help students improve their translation skills. However, this research focuses on analyzing methods that are used by students. Apart from that, this research also focuses on exploring students' reasons for choosing to use certain translation methods.

1. 3 Formulation of the problem

Regarding the background of the study above, the researcher will formulate the problem of this research:

1. What translation methods are used by students in their translation activities?
2. Why do students choose to use certain translation methods in translation activities?

1.4 Operational Definition

To avoid misunderstandings regarding the terms in this study, the researcher provides several definitions related to research as follows:

1. Method Translation

The translation method is one way of translating something from a source language into another language (SL to TL),(Mutaqin, et. al., 2020). Nafisah et al., (2017) states that a translation method refers to the way a particular translation process is carried out in terms of the translator's purpose, i.e., a global option that affects the entire text. Then, in Peter Newmark's book (1988), he mentions that several translation methods can be used, namely: Word-for-word translation, literal translations, faithful translation, semantic translation, adaptation, free translation, idiomatic translation, and communicative translation.

2. English Learning

Nguyen, VM, (2021) argues that learning English is defined as the repeated application of appropriate teaching methods that actively encourage students to use English regularly. This is a requirement for English as a Foreign Language (EFL). In this research, learning English is needed by students when learning public speaking or when presenting in class.

3. Translation

In the book Peter Newmark (1988) shows that multilingual notices use translation and are increasingly displayed in public places under the guidance of export companies, such as tourism publications, where native speakers often produce exports from regional languages to "foreign" languages as a matter of state, as well as for official documents, such as agreements and contracts.

1.5 Aim of the Study

Regarding the formulation of the research problem above, this study aims:

1. To examine what translation methods are used by English language education students.
2. To examine the reasons for using the translation methods

1.6 Significance of the Study

1. Theoretical Use: This research is hoped by the researcher to be able to support Newmark's and Mildred Larson's theory regarding translation methods.
2. Practical Use
 - a. For the Students: This research hopes to assist students in using the right translation methods to avoid translation errors or help improve the quality of their translations.
 - b. For the lecturers: This research hopes that teachers will know and understand appropriate translation methods for a text as well as strategies for using translation methods.
 - c. For the other researcher: This research is expected to be useful for other researcher and become a reference for future researchers when analyzing translation methods.
3. Empirical Use: The appropriate method found will be used by undergraduate students in the translation process.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the results of the discussion in chapter IV, it was found that the four participants used several methods in the translation process. There is more than one method used in the translation process. The translation methods are word-for-word translation, literal translation, free translation, faithful translation, and semantic translation.

There are several reasons for using translation methods in the translation process. The first reason, participants chose to use the word-for-word translation method because by using this method, the translation process becomes easy. Participants translated it one by one and paid less attention to grammar. Meanwhile, participants chose to use the literal translation method so that the translation results were easy to understand by readers of the target language. On the other hand, participants chose to use free translation because participants prioritized the content of the text rather than grammar. In addition, participants who chose to use faithful translation said that the reason was because participants tried to produce the correct contextual meaning of the original text according to the limitations of the target language grammar structure. Finally, participants who chose to use the Semantic Translation method said that the reason was because they adjusted the term to be more appropriate to the context or could be said to beautify its meaning. These reasons are personal reasons for the participants.

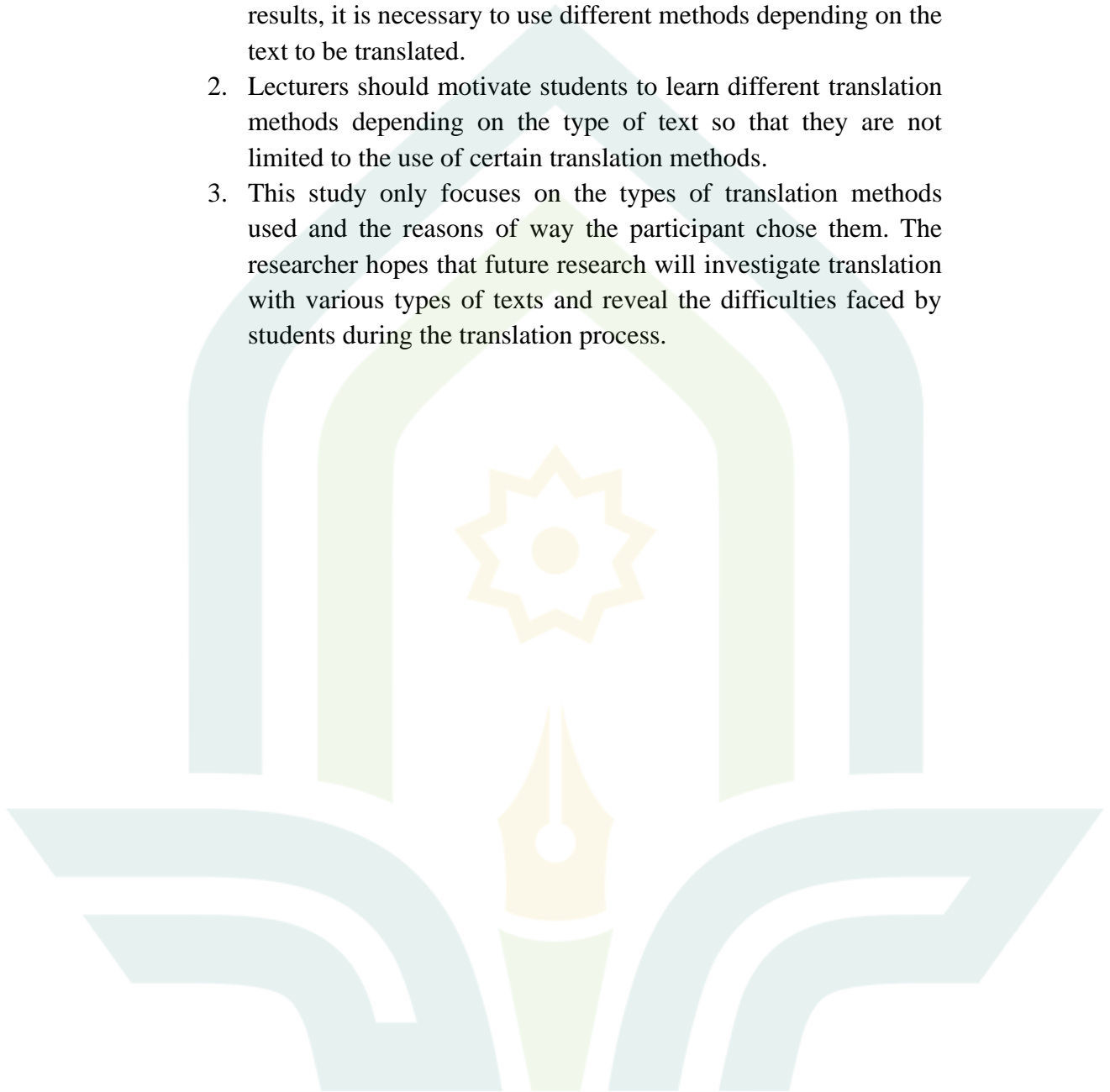
5.2 Suggestions

After completing this research, the author would like to convey some ideas as follows:

1. Students should learn and understand all translation methods. By learning translation methods it can find and decide on the appropriate translation method depending on the type of text. It

should be noted that the translation process does not always use the same method for all texts. However, to get good translation results, it is necessary to use different methods depending on the text to be translated.

2. Lecturers should motivate students to learn different translation methods depending on the type of text so that they are not limited to the use of certain translation methods.
3. This study only focuses on the types of translation methods used and the reasons of way the participant chose them. The researcher hopes that future research will investigate translation with various types of texts and reveal the difficulties faced by students during the translation process.



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