

An Analysis of Translation Techniques as Used By Sixth-Semester Student of English Education Department at Universitas PGRI Semarang in Translating a Text in English for a Text in Indonesian

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Abstract.

This study is focused on the analysis of translation techniques as used by sixth-semester students in translating a text in English for a text in Indonesian. The objectives of this study were 1) To investigate the translation techniques as used by students in translating a text entitled 'ShopeePay Retains Discounts to Feed E-shopping Boom' using Vinay and Darbelnet theory, 2) To find out the most dominant translation technique, and 3) To describe the contributions of translation techniques in education field.

In order to achieve the objective of the research, relevant theories were refereed and discussed. This study uses a qualitative method and the subject were 20 sentences in a text and then divided into phrases which consist of 1250 total data. The result showed 1) literal translation technique occurs 356 times and represents 28.48%, 2) borrowing technique occurs 342 times and represents 27.36%, 3) transposition technique occurs 275 times and represents 22.00%, 4) calque occurs 157 times and represents 12.56%, 5) equivalence technique occurs 101 times and represents 8.08%, 6) adaptation technique occurs 19 times and represents 1.52%, and 7) modulation technique occurs 0 time. From the result of this study, we can know that there is one translation technique that cannot find in the text, that is modulation. From the data, we can conclude that literal translation is the dominant translation technique used in translating a text entitled 'ShopeePay Retains Discounts to Feed E-shopping Boom.'

Keywords: translation technique; sixth-semester students; Universitas PGRI Semarang; a text from The Jakarta Post News

Introduction

English is an international language that we should be good at. As we already know, today, books, articles, news, magazines, and journals are written in English. So that we do not miscommunication in understanding information in English, it would be nice for

us to understand the meaning of the English writing that we see. Translation is needed to know the content of information. Without translation efforts, understanding of a text will not be maximally achieved. Translation is the process of changing the source language text into the target language text with the interpretation of meaning (Venuti, 2004, p. 17). According to Munday (2016, p. 8), translation is a process of changing from the source language (SL) to the target language (TL). According to Robinson (2012, p. 47), translation is not only about words, phrases, or sign systems, but can be more dynamic by applying the creative imagination of the translator. Ardi (2015, p. 10) says translation is not an easy thing, a lot the problem faced is because translation is not that simple change the source language text to the target language, then the translator is necessary know and master knowledge and theory as a foundation acting and translation skills in overcoming problems faced in translation activities.

According to Venuti (2000, p. 5), translation is a concept about 'equivalence' and 'function'. Equivalence is implied as 'accuracy', while 'function' is understood as potential of the translated text. According to Pym (2014, p. 8), equivalence is an attempt to achieve a similarity, then to achieve equality, the translator does not have to use one way or one thing, but can equalize the text using many different ways or things. Translation not only is process inter linguistic to replace the source language text with target language text, but it is more complex, that is, it involves the cultural and educational nuances that can shape the choice and attitude of the recipient (Siregar, 2017, p. 3). According to Robinson (2012, p. 67), the translation process has 3 stages, namely: translate, edit, and sublimate. According to Larson (1989, p. 4), in carrying out the transfer or translation process, the translator may change the form from the target language, but the translator must still maintain the "meaning". According to Robinson (2012, p. 74), a professional translator pays attention to: 1) practical experience, 2) intuitive leaps, 3) pattern building, 4) rules and theories.

According to Baker (2018, p. 10), a translator must be able to communicate the meaning of the whole language by starting from the smallest language unit, namely 'word' states word is any sequence of letters with orthographic spaces on both sides. Words in each country have their respective orthographies and are different. For example in England, the word 'may' has various meanings and is only represented by that one orthographic. After knowing about the word, then go to the morpheme. Baker (2018, p. 10) states morpheme is a term to describe the minimal formal element of meaning in language, in contrast to words that may not contain some element of meaning. According to Vinay & Darbelnet (1995, p. 31), there are 7 types of translation techniques: 1) borrowing, 2) calque, 3) literal translation, 4) transposition, 5) modulation, 6) equivalence, and 7) adaptation.

The explanation above motivated the writer to do this study. The writer will research translation techniques at Universitas PGRI Semarang. This is a text about ShopeePay. The researcher took the text theme ShopeePay because currently there are a lot of teenagers or adults who use it for online shopping and other payment activities. I hope this topic will relate to the sixth semester UPGRIS students in the future, which is because the majority of them have been consumers using the ShopeePay facility.

The writer considers that this research is one of the important things to analyze because this research specifically aims to find out the translation techniques used by students in translating a text entitled 'ShopeePay Retains Discounts to Feed E-shopping Boom' using Vinay and Darbelnet theory.

Literature Review

Previous Study

The first previous study is from Afaf Astri Sapta, Azwandi, and Arasuli at the University of Bengkulu in 2020 entitled 'Translation Strategies Applied by the Fifth-Semester Students of English Education Study Program in Translating English Written Texts into Indonesian Language'. The research subjects were 61 translation assignments which were collected from the lecturer. This data collection technique is in the form of explanatory text given by the lecturer. In this study, researchers used the theory proposed by Suryawinata and Hariyanto. Researchers get research results in the form of a variety of translation techniques used by students. The translation techniques used by students are from those that are often used to those that are rarely used, the sequence is as follows: 1) borrowing, as much as 56.61%, 2) negligence, as much as 29.41%, 3) synonyms, as much as 6.80%, 4) addition, as much as 3.49%, 5) transposition, as much as 3.49%.

The second previous study is from Mayantina Arafanti Rahmanti Asmarani entitled 'The Translation Techniques Used in the Bilingual Destination Map Central Java Tourist Map translated into Central Java Tourist Map' from Dian Nuswantoro University (2014). Researchers use the theory of Molina and Albir. The subjects of this study were 60 sentences in the source language and 65 sentences in the target language of the destination map 'Central Java Tourist Map' translated into 'Central Java Tourist Map'. Researchers found as many as 6 translation techniques used, namely: 1) literal 50.00%, frequency 30 times, 2) amplification 23.33%, frequency 14 times, 3) reduction of 11.67%, frequency 7 times, 4) modulation 6.67%, frequency 4 times, 5) description 5.00%, frequency 3 times, 6) descursive creation 1.67%, frequency 1 time.

The third previous research is from Rio Abdulbari Agusman at Sebelas Maret University (2011) entitled 'An Analysis of Translation Techniques and Quality of the url en.wikipedia.org/wiki/Boston_Tea_Party translated by Google Translate'. In this study, researchers used a qualitative-descriptive type of research. The sample in this study is the sentence in the url above. Researchers analyzed two kinds of data collection, namely primary and secondary. Primary data is as many as 117 sentences in the url above, while secondary data is distributing questionnaires to several assessors. The result of data analysis are: 1) literal; 2) amplification; 3) reduction; 4) transposition; 5) borrowing; 6) calque; 7) particularization. Then the researchers found the accuracy of this study as follows: 18 data were accurate, 96 data were inaccurate, and 3 data were inaccurate. Which in general the accuracy is still in the poor category. Then the researcher found the acceptability in this study as follows: 20 data are acceptable, 87 data are unacceptable,

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and 10 data are unacceptable. Which in general the acceptability is still in the less acceptable category.

The third previous research is from Ikma Qurrota A'yun from Semarang State University (2013) entitled 'Translation Techniques of the Complex Sentences in Bilingual Textbook Biology for Senior High School Year X Published by Yudhistira'. In this study, the researcher examined complex sentences and the subject of this study was 113 complex sentences. Researchers used qualitative methods from Molina and Albir 2002. Researchers found research data in the form of: 1) literal 42.25%, frequency 109 times, 2) borrowing 36.43%, frequency 94 times, 3) adaptation 8.53%, frequency 22 times, 4) reduction of 3.87%, frequency 10 times, 5) particularization 3.49%, frequency 9 times, 6) 3.10% amplification, frequency 8 times, 7) generalization 1.16%, frequency 3 times, 8) transposition 0.78%, frequency 2 times, 9) description 0.39%, frequency 1 times.

Method

Research Design

The writer uses a descriptive-qualitative research. The qualitative method also used because the data which is analyzed is explained descriptively. The qualitative approach uses other procedures from the quantitative methodology; in the qualitative, it focuses on text and picture data. Creswell (2014) argues that qualitative research is an approach to explore and find out the meaning of a person or group that comes from a social or human problem. This research intends to analyze and described the translation techniques used by 10 sixth-semester students in translating an article in the Jakarta Post News. The research process involves one text and several sentences appear, then the data is collected via short messages, and the researcher reads the data and interprets the meaning of the data

Subject of the Research

The subject were 20 sentences in a text and then divided into phrases which consist of 1250 total data.

Object of the Research

The writer used the obtained from the analyze 10 sixth-semester of English Education students' translation works of an article entitled "ShopeePay Retains Discounts to Feed E-shopping Boom" from the Jakarta Post News. The researcher uses purposive sampling especially 10 students in this research from all of sixth-semester of English Education students. According to Creswell (2014), purposive sampling is synonymous with qualitative research. This is because the researcher can select participants and research sites that are associated with the phenomenon and research problem being studied.

Source of the Data

The research's source was an article Jakarta Post News with the economic theme taken from <https://www.thejakartapost.com/paper/2021/03/24/shopeepay-retains-discounts-to-feed-e-shopping-boom.html> by Eisy A. Eloksari, Jakarta, March 25 2021

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Data Collection Procedure

The researcher takes the data from sixth-semester students' translation works and interview. The researcher makes some steps to get the data. They were as follows: 1) Give the students an article the Jakarta Post News. The researcher gives the students who have been choose as the sample of this study an article and ask them to translates into Indonesian language. 2) Collect the result. After the students translate the article, the researcher analyzes the translation techniques that used in their translations and count the frequency to convert into percentage. 3) Determine which techniques are often used. After the researcher analyzes what translation techniques as used by sixth semester students, then the researcher determines the techniques that are most often used by students, and determines what are the contributions of translation techniques in education field.

Instrument

The writer uses the test essay instrument which the writer gives a file containing as many as text of 20 sentences. Then the file is sent to students personally via WhatsApp. The writer gives the students a few days' time. Then the result file is collected via WhatsApp again.

Data Analysis Technique

According to Miles dan Huberman (1994), there are 3 (three) stages to analyze the data: 1. Data Reduction, leads to the process of selecting, focusing, retrieving, and modifying data in field notes or written transcriptions. Data reduction is the process of analyzing by sorting, focusing and discarding, and organizing data in such a way as to find final conclusions. 2. Data Display, is displayed is in the form of organized information and then it is allow to write conclusions and actions. By looking at the display carefully, it can help researchers understand what is happening and do something, either to analyze it further or to take action based on existing data. 3. Conclusion Drawing and Verification, is conclusion drawing and verification. Final conclusions will emerge when data collection has been completed. So, the data collection must complete first, and then the researcher can draw a final conclusion.

Finding and Discussion

1. Translation techniques as used by sixth-semester students of English Education Department at Universitas PGRI Semarang in Translating a text in English for a text in Indonesia entitled "ShopeePay Retains Discounts to Fee E-Shopping Boom" using Vinay and Darbelnet theory.

The researcher uses Vinay and Darbelnet's theory to analyze the text "ShopeePay Retains Discounts to Fee E-Shopping Boom" at The Jakarta Post news. From the researh data, the researcher found six translation technique used by sixth-semester students of English Education Department at Universitas PGRI Semarang. Based on

the research data, there is one translation technique that cannot be used by the student. The researcher serves the data about translation techniques in the table 1.

Table 1: Translation techniques

Students	Total of phrases translated	Literal Translation	Borrowing	Transposition	Calque	Equivalence	Adaptation	Modulation
A	136	42	41	26	17	10	0	0
B	129	33	40	26	17	11	2	0
C	120	37	28	33	12	10	0	0
D	127	34	36	28	19	9	1	0
E	129	36	38	25	17	12	1	0
F	116	33	26	30	13	7	7	0
G	118	39	28	29	13	8	1	0
H	127	37	32	30	16	11	1	0
I	124	32	34	30	16	10	2	0
J	124	33	39	18	17	13	4	0
Total		356	342	275	157	101	19	0

Based on table 4.1, there are seven translation techniques. All students use six techniques, while one technique is not used. The researcher finds a total of 20 sentences in the text, and then 20 sentences is broken down into 1.250 phrases. The text from student A is divided into 136 phrases. The text from student B is divided into 129 phrases. The text from student C is divided into 120 phrases. The text from student D is divided into 127 phrases. The text from student E is divided into 129 phrases. The text from student F is divided into 116 phrases. The text from student G is divided into 118 phrases. The text from student H is divided into 127 phrases. The text from student I is divided into 124 phrases. The text from student J is divided into 124 phrases.

How many times did the techniques type appear were shown. **In sample A**, literal translation showed 42 times, borrowing showed 41 times, transposition showed 26 times, calque showed 17 times, equivalence showed 10 times, adaptation and modulation showed 0 time. **In sample B**, literal translation showed 33 times, borrowing showed 40 times, transposition showed 26 times, calque showed 17 times, equivalence showed 11 times, adaptation showed 2 times, and modulation showed 0 time. **In sample C**, literal translation showed 37 times, borrowing showed 28 times, transposition showed 33 times, calque showed 12 times, equivalence showed times, adaptation and modulation showed 0 time. **In sample D**, literal translation showed 34 times, borrowing showed 36 times, transposition showed 28 times, calque showed 19

times, equivalence showed 9 times, adaptation showed 1 times, and modulation showed 0 time. **In sample E**, literal translation showed 36 times, borrowing showed 38 times, transposition showed 25 times, calque showed 19 times, equivalence showed 12 times, adaptation showed 1 times, and modulation showed 0 time. **In sample F**, literal translation showed 33 times, borrowing showed 26 times, transposition showed 30 times, calque showed 13 times, equivalence showed 7 times, adaptation showed 7 times, and modulation showed 0 time. **In sample G**, literal translation showed 39 times, borrowing showed 28 times, transposition showed 29 times, calque showed 13 times, equivalence showed 8 times, adaptation showed 1 times, and modulation showed 0 time. **In sample H**, literal translation showed 37 times, borrowing showed 32 times, transposition showed 30 times, calque showed 16 times, equivalence showed 11 times, adaptation showed 1 times, and modulation showed 0 time. **In sample I**, literal translation showed 32 times, borrowing showed 34 times, transposition showed 30 times, calque showed 16 times, equivalence showed 10 times, adaptation showed 2 times, and modulation showed 0 time. **In sample J**, literal translation showed 33 times, borrowing showed 39 times, transposition showed 18 times, calque showed 17 times, equivalence showed 13 times, adaptation showed 4 times, and modulation showed 0 time.

Literal translation technique occurs 356 times, borrowing technique occurs 342 times, transposition technique occurs 275 times, calque occurs 157 times, equivalence technique occurs 101 times, adaptation technique occurs 19 times, and modulation technique occurs 0 time.

2. The most dominant translation technique as used by sixth-semester students of English Education Department at Universitas PGRI Semarang in Translating a text in English for a text in Indonesia entitled “ShopeePay Retains Discounts to Fee E-Shopping Boom” using Vinay and Darbelnet theory.

Table 4.2 Translation techniques percentage

No.	Translation Techniques	Frequency	Percentage
1.	Literal Translation	356	28.48 %
2.	Borrowing	342	27.36 %
3.	Transposition	275	22.00 %
4.	Calque	157	12.56 %
5.	Equivalence	101	8.08 %
6.	Adaptation	19	1.52 %
7.	Modulation	0	0 %
Total		1250	100.00 %

$$\text{Percentage} = \frac{\text{The frequency of the techniques}}{\text{Total frequency of the techniques found}} \times 100\%$$

The percentage of each techniques as follows: (1) Literal translation technique occurs 356 times and represents 28.48%, borrowing technique occurs 342 times and represents 27.36%, transposition technique occurs 275 times and represents 22.00%, calque occurs 157 times and represents 12.56%, equivalence technique occurs 101 times and represents 8.08%, adaptation technique occurs 19 times and represents 1.52%, and modulation technique occurs 0 time. This percentage showed that literal translation dominated the translation works.

3. The contributions of translation techniques in education field

The contributions of analysis translation technique in eucation field as follows:

- a. It is expected that students of English education department pay more attention to the translation techniques used, both in campus environment and in the social environment, because the correct technique will affect the final translation result.
- b. All students, both English and other study program, are expected to be interested in learning translation technique, because English is the national language which of course must be interpreted if you want to know its meaning.

Conclusion

In the data analysis, it can be conclude that the data is divided into clauses and phrases which consist of 1365 total data, but because there are some techniques that are not included in Vinay and Darbelnet theory, and then there are some students do not translate some phrases or may be skipped. So, the total number of techniques of the data found is **1250 (100%)** total data. According to Vinay and Darbelnet translation techniques, the researcher only found 6 translation techniques that 10 sixth-semester students of English Education Department at Universitas PGRI Semarang in Translating a text in English for a text in Indonesia entitled “ShopeePay Retains Discounts to Fee E-Shopping Boom” from The Jakarta Post news, those were: 1) literal translation (28.48%); 2) borrowing (27.36%); 3) transposition (22.00%); 4) calque (12.56%); 5) equivalence (8.08%); and 6) adaptation (1.52%). The techniques were literal translation, borrowing, transposition, calque, equivalence, adaptation, and modulation. And the technique that was not found in the text is modulation.

Literal translation reached 356 times (28.48%) is the dominant translation technique used by 10 sixth-semester students. Many phrases used literal translation technique because it could be does not really require displacement or substitution ways, this technique may be considered easy because it translates word by word, so this technique became the dominant technique used by 10 sixth-semester students. While modulation technique was not used by 10 sixth-semester students because maybe it was a rather complex technique that had to change the point of view of the text. There were two contributions of the text translation techniques in education field: expected that English education department students pay more attention to the translation techniques used, also

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to expected to be interested in learning translation technique because English is the national language which of course must be interpreted if you want to know its meaning.

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