

METHODS USED BY ENGLISH DEPARTMENT STUDENTS IN TRANSLATING REPORT TEXT: A CONTENT ANALYSIS

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Abstract: This research was conducted at 4th Semester Students of English Language Education Study Program of Sembilanbelas November University Kolaka. The objectives of this research were to find out the translation methods that used to translate a report text by 4th semester students and the most dominant translation method used to translate a report text by 4th semester students. Kinds of translation method in this research were word for word translation, literal translation, and free translation. The most dominant method used to translate a report text in this research was Literal Translation. The design of this research was a qualitative content analysis. The subject was 4th Semester Students of English Language Education Study Program of Sembilanbelas November University Kolaka. The data collection was conducted through documentation. The data of this research were taken from the students' translation work. The instrument of this research was translation test. The data of students' translation work were analyzed using content analysis. The findings showed that there were 435 sentences of students' translation work which divided into three kinds of translation methods according to Newmark's theory, namely word for word translation had 60 data with the percentage 14%. Literal translation had 304 data with the percentage 70%. The last free translation had 71 data with the percentage 16%. It showed that the most dominant translation method which was used by the students was literal translation that there were 304 or 70% data from 435 data of students' translation work.

Keywords: *translation; translation method; and report text.*

INTRODUCTION

Language is one of the important things in human life. It is a part of a culture and it can identify someone's culture (Andriyanie, Firmawan, & Tri, 2016). By using the language, we can communicate with others. In the world, there are many languages used (Sari & Gaho, 2020). The most language used is English. When we do not understand about English, the translation is one of the ways to solve it. Translation, as the process of rewriting a text in another different language (Rosa, 2019). One way of understanding languages in the world is through translation (Swarniti, 2019). 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).

English is the first foreign language in Indonesia which is being considered important in transferring and developing science,

technology, arts, and building the relationship among countries (Fauzi, 2021). With the development of technology and the need for mastering foreign languages especially English has

been recognized by many parties, including parents, schools, and government (Hidayati, 2020).

English education is one of the subjects at school and colleges. English is a difficult subject for some students. Besides have to knowing about the tenses, vocabulary and grammar, the students also have to know translation (Sinaga, 2018). One of all crucial problems in learning English is translating. Translation is very useful, especially for people who can't speak and understand foreign languages. In academic setting, translation is equally important. Aiming to get a readable and understandable translation, a translator should be careful to identify the SL into the TL when converting the idea of the message. A translator must realize many different things from both languages. A translator provides the compatible words or sentences to convey the SL into TL, so that all people with different background knowledge of a particular language will easily absorb the information (Xirera, Muth'im, Nasrullah, 2021).

Translation is a general term that refers to the removal of refractions and ideas from the source language (SL) and the target language (TL). Translation is the process of transferring message or meaning from one language (source language) to others (target language) (Siregar, Lubi, & Gultom, 2020). Another thought by Larson in (Syafrietal, 2018) stated that translation a change of form. Translation helps students in making basic connections between the source language and the target language. It also helps the students to understand better the text of one language to other language. Because of those benefits of translation in academic context, it is critical for students in the English Language Education Study Program who are learning a foreign language as the subject of this research to learn how to translate. As the next English teacher, they should master translation because they will be doing a lot of translations in the future, such as translating textbooks that will be utilized in their classes. Even sometimes, English teachers find students difficult in the process of learning English because some students think that learning English is very difficult so that students cannot translate every word, sentence, or paragraph in a text (Sianturi, Marpaung, Sipahutar, & Rambe, 2021). In the case of translation itself, the translator may give more attention to the product of translation by which the translator translates by reading the overall text and transfer the source language into the target language (Jefriyanto & Samidi, 2018).

There are some aspects which are important to know in translating. Some of them are the message, the audience, source language and target language. The message refers to the topic of the text. It means a good translator should have more knowledge about the topic of the text. The audience refers to target of the readers and their education level. Source language and target language refer to the circumstances in which the translation takes place or received. In translating, a translator should carefully keep attention for every word that is translated because it will influence the equivalence meaning between SL and TL on its translation. To translate a text from source language into target language, the translator should consider the process of translating.

Firstly, they must have many words; understand in using language structure. Secondly, understand in using translation methods in translating. The

translator needs to use some methods in translating, so that, they cannot get confuse in translating. Using some affective methods can produce a good translation. That is the reason the translator should be able to translate each sentence or paragraph in writing using translation methods. Translation method is very important thing that translators need to learn, because it can be affected to the quality of translation result. The quality of translation result can be judged from the three aspects: accuracy, acceptability, and readability. To form a translation method, translation experts provide several translation methods as described by (Newmark, 1988), namely word of word translation, literal translation, faithful translation, free translation, semantic translation, idiomatic translation, adaptation translation, communicative translation.

Based on KBBI (*Kamus Besar Bahasa Indonesia*) (2008) method is an orderly way based on mature thinking to achieve the goal. In regarding with translation method means a systematic plan and way of doing a translation. Translation typically has been used to transfer written source language text to equivalent written target language text. To transferring meaning from SL to TL is not easy anymore. There are some ways or methods that can translator applied when translate to get the best result, some expert mention it as translation methods. Based on the limitations of the term translation method Molina and Albir in Hartono (2017) stated that “translation method refers to the way of a particular translation process that is carried out in terms of the translator’s objective”. According to Hartono (2017) stated that the result of the translation of a text are determined by the translation method adopted by the translator, because the intent, purpose, and desire of the translator will affect the results of the translation of the text as a whole.

Newmark (1988) categorized translation into two major groups, namely (1) methods that emphasize source language (SL) and (2) methods that emphasize target language (TL). SL emphasis TL emphasis word-for-word translation, adaptation literal translation, free translation, faithful translation, idiomatic translation, semantic translation, and communicative translation.

Those are eight methods in translation based on (Newmark, 1988), those are: (1) Word-for-word translation in this method the source language word order is preserved, and the words translated singly

by their most common meaning, usually text that translated using this method is out of context. (2) Literal translation. As Al-Haj, Jibreel, Sharafuddin, & Al-Shameri (2021) from time immemorial, literature has been part and parcel of people's lives. It immortalizes ancient and modern civilizations and reflects people's way of life and culture. Therefore, translators tend to translate literary works. However, in literary translation, translators have to take linguistic and extra-linguistic elements that affect a literary text into account to find an analogous form in the translation to create a corresponding impression in the target language. For Jones (2019), literary translation depends on a group of strategies and techniques. Some are shared across various literary and non-literary genres, and some others are genres specific. This viewpoint is also similar to that of Jibreel, et al (2016), Akan, (2018), and Akan, Karim & Chowdhury (2019).

Faithful translation. This method tries to reproduce the precise contextual meaning of the original within the constraints of the target language grammatical structures. It transfers cultural words and preserves the degree of grammatical and lexical abnormality.

Semantic translation. This translation method is almost same with faithful translation that is tries to reproduce the precise contextual meaning of the original, the differs from faithful translation only in as it must take more account of the aesthetic value (the beautiful and sounds of the source language text).

Adaption translation. This method is the freest form of translation. It is used mainly for literature text and plays (comedies and poetry, the themes, characters, plots are usually preserved), the source language culture converted the target language culture and the text rewritten.

Free translation. This method reproduces the matter without the manner, or the content without constrains to the form of the original. Usually, it is a paraphrase much longer than original, so it called intralingual translation, often prolix and pretentious, and not translation at all.

Idiomatic translation. Idiomatic translation reproduces the message of the original but tends to change nuances of meaning by referring colloquialism and idioms where these do not exist in the original.

Communicative translation. This method tries to render the exact contextual meaning of the original

in such a way that both content and language are readily acceptable and comprehensible to the readership.

In translating, there are various kinds of text that are often encountered, one of which is report text. Report text is a text that aims to provide a description or information about something by giving facts. Sometimes report text and descriptive text are difficult to distinguish, because the two texts describe about something. Report text describe something generally, it is as a result of systematic observation and analysis, whereas descriptive text describes something more specifically. Based on understanding the meaning in the text from the translation process the two texts can be distinguished.

Previous related studies to this research have been carried out by some researcher. However, there are some limitations in their research, such as, (Wijaksono et al, 2022) was conducted the research about translation method and quality of idiomatic expression. The data was collected through documentation because the data were taken from of the transcript in *My Sister's Keeper* movie. The result of that research showed that there were 109 data which contain types of translation methods applied in idiomatic expressions. It indicated the result of the translation quality assessment showed that 12 data were scored less accurate and 4 less acceptable. Another data showed a high-level accuracy, acceptability, and readability. The most frequently types of translation method were idiomatic translation because idiomatic translation more commonly used in idiomatic expression which to distorted nuances of meaning by preferring colloquialisms.

In addition, Nugraha, Nugroho, & Rahman (2017) also conducted a similar study about translation method used in the short story "A Bundler" by Anton Checkhov. In this research, the researcher used Newmark Theory in translation method. Moreover, to find equivalence in the translation, this research used Baker Theory. The researcher used Qualitative descriptive method, observation and document analysis are as the instrument of the research. As the result, the researcher found six methods used by the participants to render the short story "A Blunder" into the target language (TL). Also, the researcher found two types of translation equivalence in the translations.

Moreover, Sianturi et al. (2021) had a study about kinds of translation method used in translating descriptive text. In this research, the researcher used two instruments. They are, the first is test is about translating the English text into Bahasa Indonesia and the second is interview. In data analysis technique, the researchers used Newmark theory. The result of this research showed that there were only four methods used by the students in translating the text. They are literal translation, faithful translation, word-for-word translation and free translation. And the most dominant method used was literal translation and faithful translation method. The second dominant was word-for-word translation and free translation method.

Another research has been conducted by Shabitah and Hartono (2020) with the title *The Use of Newmark's Translation Method in the Novel I Was Here*. There are 1629 communicate sentences records taken from the novel. The findings of the studies display that there are seven out of 8 translation strategies proposed by way of Newmark used. The result was free translation has high score.

Prastyo (2018), also conducted a study in the title *Translation Method in Literary Work: A Descriptive Analysis of Indonesian's Translator*. This study is aimed to investigating the techniques used in translating expression of emotion and the frequency of approach used in translating them. The remaining one is to investigate translations techniques in TOMatS Novel. This study uses of descriptive design.

Meanwhile, not many studies are talking about translating method used by the English students and using report text as their text. Also, researcher believes that no many related studies use a content analysis as their methodology of research while most of them using descriptive qualitative. This study addresses a gap in the translation method used by English students in report text and contents analysis as its methodology of the research.

The researcher formulates the following questions, namely: 1). What are translation methods used to translate a report text by students of English Study Program?. 2). What is the most dominant translation method used to translate a report text by students of English Departement?. By conducting this research, English department students will not find the difficulties to translate report texts. It will

be also useful for the English students if they find the problems when they translate a report text. Moreover, for the translators, they need to use some methods in translating, so that, they cannot get confuse in translating. Using some affective methods can produce a good translation. That is the reason the translator should be able to translate each sentence or paragraph in writing using translation methods. Translation method is very important thing that translators need to learn, because it can be affected to the quality of translation result

METHOD

This research was qualitative since it describes the student's translation method of report text. It was reinforced by Cresswell (2018) stated that "qualitative research relies on text and image data, have unique steps in data analysis, and draw on diverse designs". This was relevant to Creswell in Emzir (2012) stated that one of the reasons why someone does qualitative research is because of the nature of the research question. In qualitative research, the research questions often begin with 'how' or 'what'. Thus, the initiation forces its way into the topic that describes what is going on. In this research content analysis is chosen to facilitate the researcher in analyzing the data from the document. According to Krippendorff in Emzir (2012) stated that "content analysis is research technique for making replicable and valid inferences from texts (or other meaningful matter) In addition, according to Weber in Sidiq & Choiri (2019) stated that content analysis is a research method using a set of procedures for making valid inferences from text. The document in this research that would be analyzed were students' translation work. Mayring (2014) stated that document analysis as research design can deal with a broad range of texts: newspaper or other mass media products, files, protocols, documentations in web pages, and so on. The researcher analyzed the students' translation sheet sentence by sentence to know the translation method that used by students in translating report text. Then the researcher gave a code to classifying the translation method.

The research was conducted at English Teacher Education Faculty of Sembilanbelas November University Kolaka, which is located at Jl. Pemuda, Taha, Kolaka, Kolaka Regency, Southeast Sulawesi. The subject of this research was the 4th semester students of English Language Education

Faculty of Sembilanbelas November University Kolaka. The researcher took a class that has 29 students consisting of 3 males and 26 females.

The instrument of the research is needed to answer the research question of this research. In regarding to this research, the researcher used translation test as an instrument. The translation test consists of a text. The text is report text. In this research the students will be asked to translate the report text with the title 'Coronavirus' from English into Indonesian in fourth semester students at English Language Education Study Program of Sembilanbelas November University Kolaka. The test is also aimed to find out and analyze what kinds of translation methods that used to translate by the students.

The technique of data collection is how the way the researcher collects the data. In this research, the researcher used documentation as data collecting technique. As explained before that this research attempt to find out the student's translation method of report text. To collect the data the researcher needed student's translation text to see the method applied in their translation work. During process of creating the research, the researcher collected the documents.

To collect the documents or student's translation work, the researcher did some steps as follow: (1) choosing a classroom as place of data collection, (2) telling the rule of the translation activity, (3) distributing the translation text, (4) starting the translation activity, and (5) collecting the sheets or student's translation work.

According to Mayring (2014) when finished the process of data collection, as possible material for answering the research question, there are two classes of results: numerical data or texts. In this research the data that would be analyze were the students' translation work which is document in form of translation text. In this research, the researcher used content analysis as a technique of data analysis. According to Weber in Sidiq & Choiri (2019) stated that content analysis is a research method using a set of procedures for making valid inferences from text. According to Mayring (2014) the general description of a structuring content analysis as follows:

Step 1: Research question, theoretical background. In this step researcher formulates the question research and the related theories. In this research, the researcher emphasizes the translation

methods that students applied when translating English into Indonesian especially in translating report text. By using Newmark's theory which is translation method. In the end the researcher wanted to know the most dominant translation method used to translate a report text by students.

Step 2: Definition of the category system (main categories and subcategories) from theory. Based on Newmark theory in Hartono (2017), the translation method has eight subcategories; word for word translation, literal translation, faithful translation, semantic translation, adaptation translation, free translation, idiomatic translation, and communicative translation, but in this research will analyze three subcategories: 1). Word for word translation, 2) Literal translation, and 3) Free translation.

Step 3: Definition of the coding guideline (definitions, anchor examples and coding rules). This coding guideline consists of: main category, subcategories, category definition, anchor example, and coding rules.

Step 4: Material run-through, preliminary coding, adding anchor examples and coding rules. In this step, start coding the material from the beginning. If the material fulfilling the category definition, mark the text passage and note the category label (or category number). If it is a prototypical text passage, add it to the coding guideline as anchor example.

The coding example as follows below:

Table 1. *Coding example*

Case	Points of Discovery	Code	Reason for Code
Word for word translation	SN-1/P-1/S-1	K1	The target language immediately below the source language

(Adapted from: Mayring, 2014)

Notes:

SN: Student Number

P : Paragraph Number in student's translation

S : Sentence Number in student's translation

Step 5: Revision of the categories and coding guideline after 10-50% of the material. If the coding guideline seems to be completed (at least with anchor examples) and the coding process seems to be smooth (usually after 10-15% of the material) or if severe problems arise, a revision of categories and coding scheme is necessary. In this step, the

researcher checks all category definition and coding rules in respect to the research question. If changes are necessary, use theoretical considerations.

Step 6: Final working through the material. If the changes of the coding guideline make prior category assignments false, the researcher have to rework the material from the beginning

Step 7: Analysis, category frequencies and contingencies interpretation. In this step, the researcher analyzed the percentage of categories. According to (Mayring, 2014) stated that the frequencies of assigned categories over all recording units or comparisons of frequencies in different groups of recording units can be analyzed statistically. As for the statistical technique used in drawing conclusions is the calculation of percentage. Sugiyono (2014) stated that the analysis is looking percentage. The percentage used the formula:

$$P = \frac{F}{N} \times 100\%$$

Notes:

P = Percentage

F = Frequency of the occur of each translation method

N = Total number sentence translation method

RESULTS AND DISCUSSION

In research findings explained what the researcher got after doing the research. The researcher did the research and got the complete data from collecting students’ translation work. In this session, the researcher explained the process of collecting data and findings specifically. To collect the data, the researcher documented the students’ translation work. There are 29 students of fourth semester students at English Teacher Education Faculty of Sembilanbelas November University Kolaka. The distribution of each translation method applied by the students is illustrated in table 2, as follows:

Table 2. *The findings of the students’ translation method in translating report text*

No	Translation Method	Number of Occurrence	Percentage
1	Word for word translation	60	14%
2	Literal Translation	304	70%
3	Free Translation	71	16%

The researcher found three types of translation method used by the students in translating report text., because the researcher only took two examples from each translation method to analyzed. The findings could be explained in the following data:

Word for word translation

In this translation method is very tied to the word level, so the word order is very well preserved. The words translated singly by their most common meaning and the target language immediately below the source language. It revealed in the following extract:

Extract 1

SN-AY/ P-2/ S-4:

SL: Some also experience aches, sore throat, diarrhea, conjunctivitis,headache, and loss of taste or smell.

TL: *Beberapa juga mengalami sakit, sakit tenggorokan, diare, konjungtivitis, sakit kepala, dan kehilangan rasa atau bau.*

If analyzed, the sentence on the first extract was word-for-word, as described as follow: (1) The word ‘some’ was translated as ‘*beberapa*’. (2) The word ‘also’ was translated as ‘*juga*’. (3) The word ‘experience’ was translated as ‘*mengalami*’. (4) The word ‘aches’ was transated as ‘*sakit*’. (5) The ‘sore throat’ was translated as ‘*sakit tenggorokan*’. (6) The word ‘diarrhea’ was translated as ‘*diare*’. (7) The word ‘conjunctivitis’ was translated as ‘*konjungtivitis*’. (8) The word ‘headache’ was translated as ‘*sakit kepala*’. (9) And the last ‘and loss of taste or smell’ was translated as ‘*dan kehilangan rasa atau bau*’.

The conclusion was the first extract was word-for-word translation. All words were translated inter-linearly and the results of the translation could be understood well. The sentence structure was right in accordance with the structure of the target language.

Extract 2

SN-YB /P-2 /S-6:

SL: Covid-19 takes about 5-6 days to the symptoms to show.

TL: *Covid-19 memerlukan sekitar 5-6 hari hingga gejalanya terlihat.*

If analyzed, the sentence on the second extract was word-for-word,as described as follow: (1) The

word 'Covid-19' was translated as 'Covid-19'. (2) The word 'takes' was translated as 'memerlukan'. (3) The word 'about 5-6' was translated as 'sekitar 5-6'. (4) The word 'days' was translated as 'hari'. (5) The word 'to' was translated as 'hingga'. (6) The word 'the symptoms' was translated as 'gejalanya'. (7) The word 'show' was translated as 'terlihat'

The conclusion was the second extract was word-for-word translation. All words were translated interlinearly and the word order is very well preserved. The sentence was translated as 'Covid-19 memerlukan sekitar 5-6 hari hingga gejalanya terlihat'. The sentence structure was right in accordance with the structure of the target language.

Literal translation

In this method the source language grammatical constructions are changed to their nearest target language equivalents meaning using lexical word, as word for word translation in this method the words are translated singly. Translator usually first translate the source language text like how to translate word for word method, and then adjust the wording according to the grammatical constructions of the target language. It revealed in the following extract:

Extract 3

SN-I/ P-1/ S-1:

SL: Covid-19 or *Coronavirus Disease-19* is an infectious disease caused by a new virus called SARS-Cov-2.

TL: *Covid-19 atau Coronavirus Disease-19 adalah sebuah penyakit menular disebabkan oleh sebuah virus baru disebut SARS-Cov-2*

If analyzed, the sentence on the third extract was literal translation, as described as follow: (1) The phrase 'infectious disease' was translated according to the structure of the target language as '*penyakit menular*'. (2) The phrase 'a new virus' was translated according to the structure of the target language as '*sebuah virus baru*'. (3) The conclusion was the third extract was literal translation. Even though the word '*yang*' could be inserted between words 'disease' and 'caused', and also between words 'virus' and 'called'. Therefore, the result of the translation becomes '*Covid-19 atau penyakit virus corona-19 adalah sebuah penyakit menular yang disebabkan oleh sebuah virus baru yang*

disebut SARS-Cov-2.

Extract 4

SN-RA /P-4 /S-1:

SL: The virus spreads through the droplets when the infected people sneeze or cough.

TL: *Virus menyebar melalui tetesan ketika orang yang terinfeksi bersin atau batuk*.

If analyzed, the sentence on the fourth extract was literal translation, as described as follow: (1) The phrase 'infected people' was translated according to the structure of the target language as '*orang yang terinfeksi*'

The conclusion was the fourth extract was literal translation. The word '*yang*' was inserted between words 'infected' and 'people' so the translation becomes '*orang yang terinfeksi*' which literally corresponds to the phrase structure in the target language.

Free translation

In this translation method reproduce the matter without the manner, or the content without constrains to the form of original. Usually, it is a paraphrase much longer than original. It revealed in the following extract:

Extract 5

SN-YA / P-3/ S-3

SL: People who has mild to moderate illness usually can recover without hospitalization.

TL: *Orang yang memiliki penyakit ringan atau sedang dapat pulih tanpa harus pergi ke rumah sakit*.

If analyzed, the sentence on the fifth extract was free translation, as described as follow: (1) 'without hospitalization' was translated as '*tanpa harus pergi ke rumah sakit*'

The conclusion was the fifth extract was free translation. The translator inserted or added another sentence element in the target language. Therefore, the translation becomes '*tanpa harus pergi ke rumah sakit*'. In this case, the translator inserted part of the sentence '*harus pergi ke rumah sakit*' which explicitly did not exist in the source language.

Extract 6

SN-MA /P-2 /S-3:

SL: The common symptoms are fever, dry cough, and tiredness.

TL: *Beberapa gejala umum diantaranya demam, batuk kering, dan kelelahan*.

If analyzed, the sentence on the sixth extract

was free translation, as described as follows: (1) 'The common symptoms' was translated as '*beberapa gejala umum*'

The conclusion was the sixth extract was free translation. The translator inserted or added another word element in the target language. Therefore, the translation becomes '*beberapa gejala umum*'. In this case the translator inserted part of the word '*beberapa*' which explicitly did not exist in the source language.

Translation method of each sentence

In this section, the researcher analyzed the sentence one by one to know the translation method used to translate a report text by 4th semester students. The researcher analyzed the target language from the first sentence until the fifteen sentences. The text that translated is called the source text and the language to be translated is called the source language (SL). Meanwhile the text composed by the translator is called the target text, and the language is called the target language (TL). The source language in this research is English and the target language is Indonesian.

The finding was explained in the following data:

The first sentence in the first paragraph

The first sentence in the first paragraph shown that there were 25 students used literal translation and 4 students used free translation to translate this sentence. As the result, the researcher took one sentence of each translation method as the analysis example that would be shown as follows:

Literal translation

SN-I/P-1/S-1:

SL: Covid-19 or *Coronavirus Disease-2019* is an infectious disease caused by a new virus called SARS-Cov-2.

TL: *Covid-19 atau Coronavirus Disease-2019 adalah sebuah penyakit menular disebabkan oleh sebuah virus baru disebut SARS-Cov-2.*

If analyzed the sentence above was literal translation. Focus on the source language above, it has the meaning '*Covid-19 atau Coronavirus Disease-2019 adalah sebuah menular penyakit disebabkan oleh sebuah baru virus disebut SARS-Cov-2*', but the SN-I used literal translation so that source language was translated as '*covid-19 atau Coronavirus Disease-2019 adalah sebuah penyakit*

menular disebabkan oleh sebuah virus baru disebut SARS-Cov-2'. In this case, the word was translated singly, but the student changed the grammatical structure of the source language to the grammatical structure of the target language. It proved by Newmark in Hartono (2017) stated that in literal translation method, the word is translated single, but the source language grammatical constructions are changed to the grammatical constructions of the target language.

Free translation

SN-YB/P-1/S-1:

SL: Covid-19 or *Coronavirus Disease-2019* is an infectious disease caused by a new virus called SARS-Cov-2.

TL: *Covid-19 atau Coronavirus Disease-2019 adalah sebuah penyakit yang bersifat menginfeksi disebabkan oleh virus baru disebut SARS-*

If analyzed the sentence above was free translation. Focus on the source language above, it has the meaning '*Covid-19 atau Coronavirus Disease-2019 adalah sebuah menular penyakit disebabkan oleh sebuah baru virus disebut SARS-Cov-2*', but the SN-I used free translation so that source language was translated as '*Covid-19 atau Coronavirus Disease-2019 adalah sebuah penyakit yang bersifat menginfeksi disebabkan oleh virus baru disebut SARS-Cov-2*'. In this case the student inserted or added another sentence element in the target language '*yang bersifat*' which explicitly the word did not exist in the source language, so that the student's translation was '*penyakit yang bersifat menginfeksi*'. The paraphrase of the target language much longer than original. It proved by Newmark in Hartono (2017) stated that free translation method reproduces the matter without the manner, or the content without the form of the original. Usually, it is a paraphrase much longer than the original.

The second sentence in the first paragraph

The second sentence in the first paragraph shown that there were 29 students used the literal translation to translate this sentence. As the result the researcher took one sentence of each translation method as the analysis example that would be shown as follows:

Literal translation

SN-LW/P-1/S-2:

SL: This disease first identified in Wuhan, China,

in the end of 2019.

TL: *Penyakit ini pertama kali diidentifikasi di Wuhan, China, pada akhir 2019.*

If analyzed the sentence above was literal translation. Focus on the source language above, it has the meaning '*Ini penyakit pertamakali diidentifikasi di Wuhan, China, di akhir 2019*', but the SN-LW used literal translation so that source language was translated as '*Penyakit ini pertama kali diidentifikasi di Wuhan, China, pada akhir 2019*'. In this case, the word was translated singly, but the student changed the grammatical structure of the source language to the grammatical structure of the target language. It proved by Newmark in Hartono (2017) stated that in literal translation method, the word is translated singly, but the source language grammatical constructions are changed to the grammatical constructions of the target language.

The third sentence in the first paragraph

The third sentence in the first paragraph shown that there were 29 students used the literal translation to translate this sentence. As the result the researcher took one sentence of translation method as the analysis example that would be shown as follow:

Literal translation

SN-I/P-1/S-3:

SL: The virus spread widely to many countries and then in March 2020, WHO (World Health Organization) declared Covid-19 as a pandemic.

TL: *Virus menyebar secara luas ke banyak negara dan kemudian pada Maret 2020, WHO (Organisasi Kesehatan Dunia) mengumumkan covid-19 sebagai sebuah pandemi.*

If analyzed the sentence above was literal translation. Focus on the source language above, if translated singly it has the meaning '*Virus menyebar secara luas ke banyak negara dan kemudian pada Maret 2020, WHO (Dunia Kesehatan Organisasai.*', but the SN-I used literal translation so it was translated as '*Virus menyebar secara luas ke banyak negara dan kemudian pada Maret 2020, WHO (Organisasi Kesehatan Dunia) mengumumkan covid-19 sebagai sebuah pandemi*'. In this case, the word was translated singly, but the student changed the grammatical structure of the source language to the grammatical structure of the

target language. It proved by Newmark in Hartono (2017) stated that in literal translation method, the word is translated singly, but the source language grammatical construction is changed to the grammatical constructions of the target language.

Referring back to research questions which were tried to seek out. The former one was "What are translation methods used to translate a report text by 4th students?" and "What is the most dominant translation method used to translate a report text by 4th students?". There were 435 sentences analyzed and the researcher found three kinds of translation method that used by the students in translating report text. First was word for word translation, in this research the researcher found that there were 60 sentences with percentage 14%. For instance, the sentence by SN-SJ/P-3/S1 "covid-19 takes about 5-6 days to the symptoms to show" translated as "*covid-19 memakan waktu sekitar 5-6 hari hingga gejalanya muncul*" was included in word for word translation. In that sentence the source language words were translated singly and the target language word order remains the same as the source language. This line with to Hartono (2017) who said that "the word order in the translated sentence is exactly the same as the word order in the source language sentence".

The second was literal translation, in this research the researcher found that from 435 sentences there were 304 sentences with percentage 70%. This one was the most dominant translation method that used by the students in translating report text. For instance, the sentence by SN-S/P-2/S-1 "This disease attacks respiratory system" translated as "*penyakit ini menyerang sistem pernapasan*" was included in literal translation. In that sentence the words were translated singly, but the source language grammatical constructions are changed to their nearest target language equivalents meaning. For instance, "...this disease..." translated as "*...penyakit ini...*" and "...respiratory system" translated as "*sistem pernapasan*". This line with to Newmark in Nugraha et al (2017) who stated that "in literal translation, the source language grammatical constructions are converted to their nearest target language equivalents but the lexical words are again translated singly".

The last was free translation, in this research the researcher found that there were 71 sentences with percentage 16%. For instance, the sentence by SN-RF/P-3/S-4 "meanwhile those who experience

serious symptoms have to seek medical help” translated as “*sementara itu mereka yang mengalami gejala serius harus dirawat di rumah sakit*” was included in free translation.

As it can see the technique of data analysis that the researcher used is content analysis which is very rarely used by another researcher. By using content analysis, we can get a deep and details information about the result that we have. While other researchers usually use descriptive qualitative. Content analysis offers the details. As the result, the findings that researcher gets in this research is comprehend and detail. It affects the goal this research which helps the translators produces a great translating,

CONCLUSION

Some suggestions would be directed toward the English lecturer, English students and the other researchers. First, for English lecturers. This research is expected to give English Lecturers an insight about language teaching especially on the translation related to translation method that used to translate. The translation method is so important in the translation process, because it can affect to the quality of translation result. The appropriate implementation of translation method in translating process will produce an accurate translation. Second, for students. The students are expected to learn and explore more about translation especially on the study of translation method. By understanding about translation method, the students will increasingly be able to produce a good translator. Third, for others researchers. The objective of this research is limited only to identify the kinds of translation method and the most dominant translation method of Newmark’s theory that used by the students with focus on translating report text. Therefore, it is expected that limitation of this research will encourage other researchers who wish to carry out similar study to investigate more about others aspects of translation such as translation technique, translation strategy, etc.

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Methods used by English department students in translating report text: A content analysis