



AN ANALYSIS OF ENGLISH-INDONESIAN TRANSLATION PROCEDURE ON NARRATIVE TEXT

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ABSTRACT

The ability to translate from foreign languages is important, especially for English Education which is closely related to foreign languages. Translation is needed because students have to get information and knowledge for everyday life. The objective of this research is to describe the English-Indonesian translation procedures were used in translating narrative text. This research has used descriptive qualitative method. This research has been conducted at STKIP Muhammadiyah Bogor with the population of 6th semester students of English Education Department and consists of 5 samples taken using a purposive sampling technique. This study used students' translation results and interview for data collecting technique. The result of this study, the writer found 266 translation procedure has used by participant, consist of transposition 159 cases, modulation 51 cases, adaption 11 cases, transference 0 case, addition 22 cases, reduction 15 cases, descriptive equivalent 5 cases, and naturalization 3 cases, and the difficulty in translating the text is the discovery of new vocabulary and the arranged of a word into a sentence.

Keywords: *Translation, Translation Procedure, Narrative Text*

Introduction

English is a global language which is one of the local content subjects from elementary school to high school level. There are four English skills taught to students at teaching and learning process; listening, reading, speaking, and writing. These skills cannot be separated from each other because every skill has an important role in develop other skills. When teaching English, a teacher must use various techniques to convey the lesson. Each teacher also has different teaching

methods, for example, their students have to use different methods to understand English lessons. Common techniques are translating text or reading text from English to Indonesian or vice versa. This technique is one of the most popular techniques, it has been around for a long time and it has been used year after year. It is not bad for a teacher to choose this technique to teach his students. On the other hand, it is good for students to improve their English vocabulary. Furthermore, it will help them to know the meaning of the text itself; they will understand what the writer is trying to convey to the reader, and it would be perfect if the teacher know the theory of translation before assigning them students.

The writer has used narrative texts that are studied based on the curriculum. In addition, the writer chooses narrative text is because the narrative text tells about the legend that is told more interesting which can make students like translating stories. Narrative text is a spoken or written text to communicate a message, which is used to interpret its meaning in the story (Asriyani Hasibuan & Fitri handayani:2018). Narrative text or narration is any English text where the writer wants to entertain people and to deal with actual or representative experience in a different way. The purpose of narrative text is to entertain, tell stories, or provide literary experience. In learning English as a foreign language, students sometimes face some difficulties; such as grammatical errors, incorrect pronunciation, lack of vocabulary that makes them not even know the meaning of the words. Furthermore, the difference between Indonesian and English structure sometimes makes students confused when they try to translate English into Indonesian. The relationship between English and translation is very close. This is because English cannot be interpreted with words, vocabulary in English that needs to be understood with the science of translation. In translating a text, we cannot translate it into words. This is because later the intended meaning will be different from the original. In English, there are idioms that cannot be translated into words. In English vocabulary, there are some words that need to be understood with the science of translation.

Translation should be learned by the students especially in the countries where English is not being the second language (Fitriyani & Wennyta:2020) Translating is not only translating text from the source language to the target language. It also cannot be separated from the translator's expertise in transferring meaning and aesthetic elements including in this case language style. The process of translation there are problems that faced by some of people. The problems of translation are difficulties which make us stop translating to think about it. Difficulties in translating that often faced almost by People can be of multiple causes; it can be grammatical, lexical, and cultural (Basariya Pasaribu:2020) In this research, the types of translation procedures were used in translating narrative from English into Indonesian text were discussed further. By referring to the title "An Analysis of English-Indonesian Translation Procedure on Narrative Text" by the 6th

Semester of English Education Department of STKIP Muhammadiyah Bogor.

Literature Review

A. Definition of Translation

There are several meanings of translation according to experts. Translation is a tool to understand a foreign language from the source language into the target language. Peter Newmark said "Translation is rendering the meaning of a text into another language in the way that the author intended the text" (Peter Newmark:1988) Translation is considered a form of linguistic mediation, in which the content of a foreign language text (the original) is transferred into another language by creating in this language an information and communication equivalent text. On the other hand, translation is one way to get information.

B. Types of Translation

The task of translation is to make certain the form of cross-language communication in such a way that the text made in the target language can act as a substitute for complete communication of the original text and equate the authentic text in terms of function, structure, and content. It can be said that the main idea of all these linguists is the fact that the translation implies a true and clear translation of what is expressed in one language in a way from another language.

C. Characteristic of Translation

Characteristics of Translation A work would be explicit as the work of translation once it's the subsequent necessities:

1. It's a sort of replacement or reproducing message, of linguistic communication into Target Language
2. It considerations with written message or matter material or text.
3. It transfers the content or thought or messages; not the shape of linguistic communication text.
4. It's additionally a kind of method or exercise.
5. The second text should have the same that means or message with the firs or original.
6. Second text uses phrasal idiom within the Target Language to retain the design or to form it feels like the first text.
7. The second text uses target language such as the supply language.

D. The Function of Translation

Duff (1989) says, "As a communication process, translation functions as a medium 'crossing linguistic and cultural barriers' in conveying messages written in a foreign language". Translation is very helpful for

people who face obstacles in understanding texts written in foreign languages, for example.

Translation consists of studying the lexicon, grammatical structure, communication situation, and cultural context of the language text, analyzing these factors to find applicable meanings, and then reconstructing identical meanings, mistreatment of the lexicon and appropriate grammatical structures. Communication situations, and cultural contexts accepted in the Target Language (TL).

E. The Methods of Translation

With regard to the translation P. Newmark states that the difference between translation methods and translation procedures is the fact that, translation the method deals with the whole text, while the translation procedure is used for sentences, and smaller language units (Corina:2021).

F. The Procedure of Translation

There are several translation procedures available. According to Peter Newmark while the translation method deals with the whole text, translation procedures are used for sentences and smaller units of language.

The translation process implies the whole process of how a translator generate equality between text and other text language. The translation process can be described in the following way: first, explain the meaning of the source text; second, re-encoding or translating this meaning into the target language. Behind this simple process are various activities such as checking grammar, syntax, idioms, semantics, and the like from the source language as well as speaker culture. Translator needs deep knowledge in decoding and then re-encode the meaning in the target language. In most cases, it is need more translator knowledge about target language important than knowledge of the source language.

Research Method

This data was taken to answer research questions namely how is the traditional and authentic assessment used in English language teaching, which assessment is more dominant to be used by teachers, and what factors do influence the dominance in the use of traditional and authentic assessment.

The collecting data was conducted on the 6th June and the 20th June 2022 on three participants at SMP Negeri 4 Leuwiliang. In collecting data the writer did some steps. The steps of data collection as below. Firstly, the writer observed the way teacher held an assessment in classes both for traditional and authentic assessment. The writer joined the English class with the teacher. This observation was done to see Teacher's behavior and Student's attitude to

the traditional and authentic assessment. The result of observation could be seen in appendix 10. Secondly, the writer conducted face-to-face interviews. There were 10 questions in interview guide line. This interview was conducted to find out how is the traditional and authentic assessment used in English Language Teaching (ELT), which assessment is more dominant to be used by teachers, and what factors do influence the dominance in the use of traditional and authentic assessment. The participants in this research were three English teachers. The complete results of the interview could be seen in appendix 8.

Result and Discussion

In this stage, the writer has made observations to the participants. The writer was observe the way teachers held an assessment in English learning class. The writer was join the class where the assessment was held. In the observation obtained the findings about Teacher's behavior and Student's attitude to traditional and authentic assessment. The result of this observation are:

a. Pre-assessment

1) The teacher asks students condition

The teacher's activity to open the lesson is one of the important things to do. Because through this activity the teacher could help students prepare for learning. So, it could be stated that the maximum teaching and learning process is not only when delivering the material, but could be started from opening the lesson. Because learning readiness is also important to note.

The writer has conducted interviews face-to-face interview.

THE RESULT OF TEACHERS INTERVIEW (EDITED VERSION)

NO	Question	T1	T2	T3
1.	Are assignments the only tool for measuring student ability?	Depend on the students need	Assignment not only for measure students ability and in its use there are things that must be considered.	No, there are times when we could see or measure students' abilities from other things
2.	Is one assessment	It's not enough	One type of	No, because

	enough to assess a student's ability?	because I also have to consider 4 language skill variables	assessment may be appropriate to the needs of the students, but there are other assessments such as measuring students' productive abilities in learning English.	each student has different abilities and learning concepts
3.	What do you think about traditional assessment?	Still effective in this day and age	In my opinion traditional assessments make it easier for students and teachers to examine, for example on the types of	Traditional assessment, a tool that has been used in several previous phases to see the extent to which students

			multiple choice questions and matchmaking.	are able in a simple way
4.	What do you think about authentic assessment	The main support for traditional assessments and so that children are not bored	Authentic assessment is more detailed and challenging for students, authentic assessment is ideally for testing aspects of skills	Authentic assessment in my opinion is better. Because this type of assessment could further develop students' abilities in facing exams.
5.	How does traditional and authentic assessment compare to the accuracy of students' answers with the assessment rubric	Traditional: Creating rubrics is easy and easy for students to achieve Authentic: Creating a rubric that is quite complicated and	Traditional; make it easier for teachers to assess with a simple rubric Authentic; using a detailed rubric so that you must be	Traditional: Easier for student Authentic: Quite difficult for student

	that the teacher has done?	quite difficult for students to achieve	careful in assessing students' abilities according to the rubric	
6.	Which assessment most represents the student's ability? And why?	Both have different dimensions. traditional; test students' understanding. authentic; train children to be smart in language.	Authentic assessment that best represents students' abilities, because authentic assessments are really more detailed on the aspects being assessed and are equipped with a rubric for every detail of the abilities.	Authentic assessment in my opinion is better. Because this type of assessment could further develop students' abilities in facing exams.
7.	How do students	Traditional;	Traditional;	In my personal

	react to traditional and authentic assessments?	Student are more confident Authentic; Student lacking confidence.	less challenging Authentic; more challenging	view, students will feel more comfortable with this type of authentic assessment, because they have the freedom to express themselves.
8.	In terms of correction, how do you think about traditional and authentic assessment?	Traditional; Simple, organized Authentic; Requires accuracy, takes a long time, must pay close attention to students	Traditional; easier Authentic; harder	For traditional Assessment. My correction should only get a portion of 20% of the total student ability score. While the remaining 80% authentic assessment.

9.	How do the two assessments compare in the flexibility of use?	<p>Traditional;</p> <p>Could be used frequently, using media that is easy to find and use</p> <p>Authentic;</p> <p>Could't be used often, uses media that could only be used for a limited time</p>	<p>Traditional;</p> <p>easier process and assessment</p> <p>Authentic;</p> <p>more strict (accurate) according to the facts that students have and are limited by detailed explanations on the aspects being assessed</p>	<p>For flexibility of use, of course the traditional assessment is easier.</p>
10.	Do you think all teachers know how to use traditional and authentic assessments?	<p>Some schools that are constrained by infrastructure are lacking in the use of authentic assessments and rely on traditional assessments</p>	<p>Insyallah, know in practice</p>	<p>Not. For now, in my work environment, some teachers still use the traditional type of assessment to get grades/measure students' abilities.</p>

Research Method

The selection of the subject is based on the uniqueness of the case. In this study, the participants taken were someone related to English. In this study, the sampling technique used is the purposive sampling technique. The reason for using the Purposive Sampling technique is that not all samples have criteria that match the phenomenon under study. The criteria set by the writer is that the selected teachers have more than five years of teaching experience. Therefore, the writer chose the Purposive Sampling technique, which establishes specific considerations or standards that must be met by the samples used in this study. In this study, the samples were three English teachers at SMP Negeri 4 Leuwiliang.

Conclusion

Assessment is one of the important components in learning activities that show a real contribution to the implementation and contribution of the education system. As a student measurement tool, we must remember that multiple assessments are appropriate for the diverse learning needs and abilities of students. No form of assessment is without limitations and among its advantages; reliability, validity and objectivity could be highlighted. It comes from the results of student performance and achievement. Student performance in doing assignments differs from one another, depending on their interests, motivations, skills and abilities. Selection of assessments is needed to increase students' willingness to do assignments and lecturers evaluate whether they represent their goals or not.

This study has discussed how to use traditional and authentic assessments, which assessments are most dominantly used, and what factors influence the dominance in their use. The results show that traditional and alternative are used to measure different types of abilities, and at this time teachers are still dominant in using traditional assessments, because they are easier to use than authentic assessments which require more time and accuracy. In assessing students' productive abilities in language, it must start from learning that pays attention to 4 language skills variables, namely reading, listening, writing, and speaking. Many teachers do not use authentic assessments, one of the reasons is the lack of facilities and infrastructure in schools. This has an impact on teachers who are not trained to use authentic assessments, which results in students being unfamiliar with using authentic assessments and making it difficult for them to carry out tests using authentic assessments. Although the findings show differences of opinion on both assessments, the writer believes that by documenting the results of this study, it provides benefits and a positive contribution to our knowledge to do more for future research efforts.

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