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Direct Method Translation of Descriptive Text from English into Indonesian

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ABSTRACT

The objective of the research is to find out the extent of direct translation at the eighth grade students of SMP Negeri 6 Pematangsiantar in the translation descriptive text from English into Indonesian in academic year 2019/2020. The problem research is about what extent of direct translation method are used at grade eight students of SMP N 6 Pematangsiantar in the translation descriptive text from English into Indonesian?. To solve the problems, the research used theories Vinay and Darbelnet in Venuti (2000:84-93) divided translation procedures into two namely Direct or Literal Translation which cover three procedures (borrowing, calque, and Literal translation). The research uses qualitative descriptive method. The data was taken from grade VIII-2 SMPN 6 Pematangsiantar with the total number of students are twenty students. The researcher takes 20 students to analyze the students' translating. Then, the researcher analyzes the data, describe and classify their translation. The research finding of the thesis show that the students' translation borrowing translation 22,2%, calque translation 19,05%, literal translation 58,73% but some students did not get transferring the meaning of text so the students did not complete to translate the text. The researcher concludes that some students always found many difficulties in translation because they do not understand meaning word, the usage of structure in sentences and confused within the text.

Keywords: Descriptive text, direct method, English, Indonesian, translation

INTRODUCTION

Language is the tool of communication. Language make us easy interact to each other and language is very important in our life, as we know by language we can communicate with the other people in our society and by language we can express our feelings, wishes and exchange information. According to Brown (2007:05), language is used for communication. Language cannot separate from human lives because it takes almost all the part of human live. Language is a social fact, a kind of social contract. It

exists not in individual, but in a community (Herman, 2016). From definition above, it is known as important language especially for human being communicate.

We can use many languages to communicate with the other people in the world. One of the international language is English. English is the foreign language in Indonesia which is supposed to be very important for the purposes of studying and developing science, technology, cultural art, and developmental relation with other nations. In teaching English as a foreign language, we learn four skills, they are listening, speaking, reading and writing. The four skills of language are so important to improve skill of language. Listening is an important aspect of human communication process. The listener should always listen to the communication completely. Reading is one of the most effective ways of foreign language. Reading simply is the implementation of a written message. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Writing is still the most important means of access to the vast repository of knowledge of literate cultures. This research focused on writing skill.

Nowadays, language skills are so important because learning English language is made compulsory in all the countries where their own native languages are given very importance. This is done keeping in mind that English will fetch the people career which can make him to get adjusted easily at any place in the world. English language enables you to speak to the foreigners whose native language may not be known by us. To communicate with the foreigners easily, it is better to have the knowledge in English. In communication of English is the best way media to communication by translation.

Translation is the one important way for human life in communication because there is broad information uses English as International Language. Translation is one of simple and effective ways to understand another language easily (Saputra et. al., 2022). It is for to understand the message from another text accurately, a translator should have knowledge both sourcing and targeting language. Therefore, a deep understanding of translation will help in doing a good translation text.

Translation introduces us to Source Language (SL) and Target Language (TL). Source Language (SL) is the language to be translated into another language. Target Language (TL) is the language has to be translated. From the explanation above, the researcher introduce about TL and SL so that it is not happen misunderstanding. It is not easy to translate language, it deals with the process of rendering message and finding the accuracy and equivalent message of SL into TL. By enriching vocabulary. Catford (1965) in Herman and Rajaguguk (2019:8) defined translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL).

According to Hatim and Munday (2004:6) define translation as “the process of transferring a written text from source language (SL) to target language (TL)” (Sinaga et. al., 2020). In translation, the translator needs process to transfer meaning and the translator are therefore not only with words, but with the context in which those appear, and any equivalence in translate. According to Nida and Taber (1974) in Herman (2017:73), Translating consists of reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style (Herman, 2014). The result of translation must be equivalent could be in rank of word for word, phrase for phrase, sentence for sentence. It seems easier to get Indonesia equivalent

of English word in isolation, but when it comes to phrase and sentences, it is sometimes difficult.

Translation is very important for education which the students are able to transfer meaning with clearly from the text and they can explore their ideas with meaningful so they get the knowledge related to the text and then the students understand the meaning of word, sentences or paragraphs and understand what the message contained. By enriching vocabulary, a translator hopes the students can produce a good translation, because translation it is not an easy work, there are many requirements that must be fulfilled by a translator in order to make the good and understandable translation. Van Thao, Binh and Herman (2020) defined that a translator should have: (1) complete knowledge of the source language (SL), (2) complete knowledge of the target language (TL), (3) an intimate acquaintance with the subject matter and (4) complete knowledge of translation theory (Nida 1964:145).

The main focus of the teaching of translation is to develop ability in creating good meaning, in order to create the meaning in the text language. However, many students are difficult to translate the text in their writing (Pasaribu, Herman and Hutahean, 2020). Based on the pre-observation of the students grade eight in SMP Negeri 6 Pematangsiantar, the students were not interested in translation text. The students got low scores and almost all of students got scores under the Minimum Criteria of Competencies is 72. Here, the examples of students' translate:

A. SL :“I have breakfast.”

TL :“*Aku mempunyai makan pagi.*”

From the example the student's translation is mistranslation, it should be translate “*saya sudah sarapan pagi*”. The student was translating with word for word which she got loss meaning in the sentences.

B. SL :“I am looking for my mother's book.”

TL :“*saya sedang melihat untuk buku ibu saya.*”

From the example the student translated with word for word so the meaning is different, the student should be translate “looking for”into “*mencari*”. it is not translate “*melihat untuk*”, this is fault translate and mistranslate.

From the example of students' translate, they did not know how to transferred meaning of sentences in a paragraph. According to Peat (2002:214) “a sentences is a group of word that convey a complete thought”. It means by arranging words become sentence it will get many meaning. In fact the students always found many difficulties in translate sentences and paragraph. Most of their difficulties are because the students are just learning English subject so the students still fluent to translate and they are lack of vocabulary, grammar and punctuations. In fact, the students always found many difficulties in translation, most of their difficulties, they do not understand in meaning of word, the usage of structure of sentences and confused within the text.

In this research, the researcher is concerned on text, especially descriptive text in Direct Method Translation. The researcher chooses descriptive text because it is the one of genres that must be mastered by students by the eighth students of junior high school as stated the curriculum. Besides that, descriptive text helps us to describe the things with experience and to interest teaching and learning of teacher and students. Kane (2000:351) stated description is about sensory experience, how something looks, sound, taste. The students can translate in their feel, their experience and it can be useful for their ability for studying translate descriptive text. They also must plan the tenses are aimed to develop and explain about descriptive text. Beside that Direct Method Translation is use to classified types of students' translation, the researcher using this method or procedure of translation. (Vinay and Darbelnet in Venuti (2000:84-93) direct method translation divided into three parts, they are borrowing, calque and literal translation. Literal or direct translation procedures are used when structural and conceptual elements of the source language can be transposed into the target language. For example, all the geese which is translated into *semua angsa*, it is example of literal translation procedure because the direct transfer of source language text into a grammatically and idiomatically target text.

METHOD

A. Research Design

This research is a descriptive qualitative research design. This research uses qualitative method because the qualitative research is conducted to describe situations, events, or occurrences of the basic data. The data is taken from observation of the researcher after collecting the data. According to Creswell (2007:36) states that descriptive qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. Qualitative descriptive studies tend to be more naturalistic that they employ neither the philosophical underpinnings nor the interpretive requirement to search for higher meaning associated with phenomenology (Purba et. al., 2021). It consists of a set of interpretive, material practices that makes the world visible. These practices turn the world into a series of representations including field notes, interviews, conversations, photographs, recordings and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them (Purba et. al., 2022).

From some views above, it can be pointed out that in a descriptive qualitative research, the researcher just collects the data, organizes them, classifies, then makes the interpretation on data, and at last, the researcher draws conclusion based on the data analyzed.

B. Subject of the Research

The subject of this research is the students who study at grade eight students of SMP Negeri 6 Pematangsiantar which is located on Jl. Meranti, Kahean, Kec. Siantar

Utara, Kota Pematang Siantar. It consists of six classes. The total of the students are 209 students. The researcher only took 20 students in one class to do the research.

C. Object of the Research

The object of the research is the students' translation from English into Indonesia in Descriptive text. The researcher wants to identify sentences and analyses the extent of Direct Method translation at grade eight of SMP Negeri 6 Pematangsiantar.

D. Instrument of the Research

In order to collect the data, the researcher uses an instrument. The researcher asked the students to do test. The test was given translation text in descriptive text. The researcher will be classified the text by seeing some items. The test will be measured based on the kinds of direct or literal translation, such as: Borrowing, Calque, and Literal translation.

E. Technique of Data Collection

In technique of data collection, the researcher uses observation to collect the data. Cohen, Manion, & Morrison (2007:396) stated that the distinctive feature of observation as a research process is that it offers an investigator the opportunity to gather 'live' data from naturally occurring social situations. It emphasizes to understand the natural environment as lived by the human, without altering or manipulating.

Steps of data collection that the researcher want to collect such as:

1. The researcher gave the English Text (SL).
2. The researcher asked the students to translate the text in descriptive text in a piece of paper based on instruction of researcher.
3. Then, the researcher collected the students' translation and used them as data to be analyzed.
4. The researcher classified the data based on the types of translation in direct method translation from English into Indonesia in descriptive text.

F. Technique of Data Analysis

The researcher dis not only collect the data, but also analyses the data to obtain the research's results. In this research, the researcher uses content analysis.

Steps of technique of data analysis that the researcher want to analysis namely:

1. Reading students' translation text result.
2. Identifying the students' translation based on types such as borrowing, calque, literal in students' translation result.
3. Classifying the students' translation based on types such as borrowing, calque, literal in students' translation result.
4. Analyzing the students' translation based on types such as borrowing, calque, literal in students' translation result.
5. Drawing conclusion.

G. Triangulation

Triangulation uses multiple data sources in an investigation to produce understanding. Based on Creswell (2007:191), triangulation is the process of corroborating evidence. The researcher uses the theory procedure of translation by Vinay and Darbelnet in Venuti (2000:84-93) that show there are four types of Direct Translation Method, namely: borrowing, calque, and Literal translation.

The theory explain about procedure borrowing translation is naturalized form with characterized: first, borrowing with no change in form and meaning (pure loanwords), the second, borrowing with changes in form but without changes the meaning (mix loanwords) and the third, borrowing when part of the term is native and other part is borrowed, but the meaning is fully borrowed (loan blends). A calque translation is a special kind of borrowing whereby a language borrows an expression form of another. Literal translation is the earliest and simplest form of translation, it occurs whenever word by word replacement is possible without breaking rules in the target language. The researcher takes data by herself and it is taken when the researcher does research in SMP Negeri 6 Pematangsiantar.

FINDINGS AND DISCUSSION

After analyzing the data, the researcher found that most of the students translated descriptive text from English into Indonesian dominantly used literal translation. It can be seen from recapitulation and percentage of data above. The students translated the text by using borrowing translation 22,2%, calque translation 19,05%, literal translation 58,73%. The detail percentage can be seen in the following table

Table 1. Percentage of Translation Method in Descriptive Text

KINDS OF TRANSLATION METHOD	PERCENTAGE
Borrowing	22,22%
Calque	19,05%
Literal	58,73%
TOTAL	100%

The final or real test was taken from students at grade VIII-2 in SMP Negeri 6 Pematangsiantar. Some students did not do translate a text because they did not have time enough time to finish it, even some of them collected without complete translation because they still did not know how to translate it. The students always found many difficulties in translation, most of their difficulties, they do not understand in meaning of word, the usage of structure of sentences and confused within the text. Most of their difficulties because of the students were just learning English subject so the students still were not fluent to translate and they are lack of vocabulary, grammar and punctuations. Some students can transfer the source language but sometimes they are unable restructuring of the target language, so they can do mistranslation and ambiguous in their translation.

CONCLUSION

Based on the research findings, the researcher concluded that some students always found many difficulties in translation because they do not understand meaning word, the usage of structure in sentences and confused within the text. The students sometimes can translate with borrowing, calque, and literal method. The result of the research finding was taken from 20 students that come from at grade VIII-2. From all the data the researcher concluded that the students dominantly used literal translation.

The researcher suggests the other researcher make this research as a source or information to make research that related to this research and develops this research by using other media. It can be like narrative text, descriptive text, et cetera to get many data that becomes a source of information support the other research. From the error, the other researcher also can make the other research that related to this research like the sources of error in transforming translation from Indonesia to English.

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