

# The Use of Translation Methods in Transferring the Message from the Source Language to the Target Language

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**Abstract**— There are many ways in transferring the message from the source language to the target language in translation activity. This research investigated dominant translation method and the reasons used by the students at one of department of Halu Oleo University. Descriptive quantitative used as method with random sampling taken of 25 students from 35 students as the population at the students of one of Department in the Cultural Science Faculty of Halu Oleo University in academic year of 2016. The data collection technique was observation with the instrument of observation sheet. Observation sheet as the main data and provided the researchers to the students with contained an abstract in Indonesia Language text with the title, “Tradisi Pokadulu pada masyarakat Muna di Desa Walelei Kecamatan Barangka Kabupaten Muna Barat” and the question of the reason of using those methods. The text then was translated by the students into English text using translation methods by Newmark (1988). The students in this research could do that because they had programmed English course, English for oral tradition course, source language course and translation theory course. The technique of data analysis used collecting data, verification, analysis and drawing conclusion. The data were collected, verified, analyzed and drew conclusion derived from the answers on observation sheet done by the students in this research. The research result showed that dominant method used to deliver the message from source language (Indonesia) to the target language (English) was free translation with total of 16 students. The rest was 7 students used literal translation, semantic for 1 student and 1 student used word for word method. The reason of using dominant method was because free translation gave priority more to the content or the message of source language text than its structure with the aim of message clearer received by the user. It concludes that whatever method used in translation, the most important makes equivalent message from the source language text to the target language text because every language has own cultural aesthetic.

**Keywords**— *Translation methods; source language; target language*

## 1 Introduction

Language is a medium of communication that holds a bold function in human life interaction, particularly in delivering the message either between the same language user or different language user. The message addressed from one to another sometimes received misunderstanding. The message in here means information or the meaning delivered by the writer to the reader in written text. Misunderstanding in interpreting the message from the source language to the target language can affect the original message even eliminates it. This case of course needs proper solution to keep original message or at least equivalent message from the source language to the target language. Wiessbort and Eysteinnsson [1] says that the problem of translation is inherent of vital cultural expression both local and global language user. In this point, local and global language user have different tangué. Therefore, translation absolutely needs to comprehend many domain of languges and cultures in the world of literature. Intended meaning of central concepts, expressions and metaphore are also as probem in translation from English to another language such Spanish [2]. Comprehending and interact to the target language input is one of the abvious challenges. Thus, it needs comprehension not only in knowledge and skill of the target language but also to its target culture [3]. This is because target culture affects the meaning embodied in the terget language. Translation process is influenced by personality of the translator in which every personal or individual has different in making decision as well as uses methods of translation in transferring the message from the source language to the target language [4]. The problems also found at the students of one of Department in the Cultural Science Faculty of Halu Oleo University in academic year of 2016. Based on observation found that the students said English was something hurmfull for them to be understood and practiced, more over they were the students of non-English Department. They are multicultural students with different language, tribe and tradition. So, there are many problems faced the students to comprehend English as the target language (TL) or the source language (SL) in translation. They were the students who program translation theory course in that department. However, some of the students could do transposition from Indonesia Language (SL) to the English (TL) but lose original message or information. The other students could understand the message from the English (SL) to Indonesia Language (TL), but miss in doing transposition in form of the text such grammatical errors. This study investigated dominant translation methods used by the students in delivering the message of Indonesia Language text to English text and their reasons of choosing the dominant methods. The methods of translation they used were from Newmark (1988) [5]. These methods are word for word translation, literal translation, faithful translation and semantic translation. These methods emphasis to the source language (SL). The other methos are adaptation, free translation, idiomatic translation and communicative translation. These methods emphasis to the target language (TL). The previous study about translation methods was Umamaheshwari who explained about techniques and methods of translation. He explained completely about the way of translation which included in translation techniques and method such borrowing, calque, literal translation, transposition, modulation, equivalence, adaptation and compensation ([www.iosrjournals.org](http://www.iosrjournals.org)) [6]. Then, Sundari and Husaini searched about translation techniques used by the Indonesia EFL learners such the literal translation, free translation, omission, addition, compensation, word class replacement, explication-implication and paraphrasing [7]. Another researchers investigated about the effect of translation techniques affect toward the quality of translation [8]. It alines with Nur [9] also identified about the technique types of translation in English to Indonesian with the text of abstract of Journal Edunomika 2018. Sundari and Husaini, Nur, as well as Aresta, et all tended to study about translation techniques

in their researches. They are not the same with the objectives in this paper because the focus of the study were translation methods used by the students of non-English department and their reasons of choosing those methods. In addition, Afifah [10] also studied about translation methods in her research, but with translation procedures preference of English Department students Universitas Airlangga on translating Aesop Fables (<http://journal.unair.ac.id/download-fullpapers-anglicist3735c051f72full.pdf>). Afifah's research was different with this research cause the population in this paper were non-English department students and only focused on translation methods while Afifah used English department students and translation procedures. Therefore, discussion about translation is very important and in this paper, the researchers aim to study about The Use of Translation Methods in Transferring the Message from the Source Language to the Target Language.

## **2 Method**

This study used descriptive quantitative method. Descriptive quantitative method was chosen to analyze the dominant translation methods used by the students and their reasons of selecting them without making any assumption or prediction. All the data collection were studied clearly and naturally by using numbers to explain natural phenomenon appears in them [11]. The data in this study was observation sheet provided the researchers to the students with contained an abstract in Indonesia Language text with the title, "Tradisi Pokadulu pada masyarakat Munadi Desa Walelei Kecamatan Barangka Kabupaten Muna Barat" and the question of the reason of using those methods. That text then was translated by the students into English text used translation methods from Newmark (1988) [5]. The students in this research could do that because they had programmed English course, source language course and translation theory course. After the text translated by the students in this research, the data then collected, verified, analyzed and finally drew conclusion about dominant methods used by the students and the reasons of them of using the dominant methods. The population of the students in this study were 35 students, but the sample taken were only 25 students under random sampling. Sugiyono [12] says that the bigger samples taken nearly to the population, the smaller generalisation errors happens and vice versa. Therefore, this study only took 25 students as samples cause there were 7 students did not translate the text and 3 students were not active in joining translation theory course. The total of 25 samples were the same to the total of population who did translation of the source language text to the target language text.

## **3 Results and Discussions**

The results of this research were derived from the answers on observation sheet done by the students in this research and then, those data were collected, verified, analyzed and drew conclusion as in the following tables.

The result of the this study shown by the following table:

**Table 1** Preference translation methods of the students, examples and the reasons

| Translation methods                         | The students preference | Percentage of preference (%) | The students reason  |
|---|-------------------------|------------------------------|--|
| <b>Emphasis to the source language (SL)</b> |                         |                              |  |
| Word for word translation                   | 1                       | 4 %                          | <p>This method was used because it directly positioned the original source text to the target text version and called as interlinear translation. The students said that that method depended on the word orders for maintaining it and only looked for words equivalence and general meaning. Example of the student's answer as follows:</p> <p>SL: "Hasil penelitian menunjukkan bahwa manfaat tradisi gotong-royong (<i>pokadulu</i>) pada masyarakat di Desa Walelei Kecamatan Barangka Kabupaten Muna Barat berupa efisiensi pekerjaan".</p> <p>TL: "The result of research showed that the benefits of the mutual cooperation (<i>pokadulu</i>) tradition in the community in the Walelei Village, Barangka Subdistrict, West Muna Regency were in the form of job efficiency".</p> <p>From TL text to SL text above showed that nearly every single word order SL was directly translated or preserved to TL word order such "hasil penelitian" (SL) to "the result of research" (TL), "menunjukkan" (SL) to "showed" (TL), "manfaat" (SL) to "benefits" (TL), "tradisi" (SL) to "tradition" (TL) and "gotong-royong" (SL) to "mutual cooperation" (TL).</p> |
| Faithful translation                        | 0                       | 0                            | -  |
| Literal translation,                        | 7                       | 28%                          | <p>The students said that literal translation often called as structural translation. That method was used because it could help to solve undefined words as the problem in the source text to be more natural and equivalent conversion to the target text. Example of the students answer as follows:</p> <p>SL: "Rumusan masalah dalam penelitian ini adalah".</p> <p>TL: "The formulation of the problem in this research is".</p> <p>SL: "sedangkan tujuan penelitian adalah"</p> <p>TL: "While the research objectives were".</p> <p>SL: "Metode penelitian menggunakan metode analisis deskriptif kualitatif".</p> <p>TL: "The research method used a qualitative descriptive analysis method".</p> <p>From SL text to TL text above is similar with word for word translation, however those sentences structure were the main focus as the character of literal translation, such as "adalah" (SL) to "were" (TL), "menggunakan" (SL) as general structure without any definitive time in SL to "used" (TL) as structural or grammatical form of simple past with definitive time</p>   |

| Translation methods            | The students preference | Percentage of preference (%) | The students reason  |
|--------------------------------|-------------------------|------------------------------|--|
| semantic translation.          | 1                       | 4%                           | <p>in TL.</p> <p>This method was used by the students because it pressed on terminology usage, key words and expressions with considering aesthetical aspect flexibly of the source text and compromised the logical meaning or message to the target language text.</p> <p>Example of the student's answer as follows:<br/> SL: " proses internalisasi mengenai tradisi pokadulu dan segala sesuatu yang melekat pada aktivitas itu, termasuk nyanyian rakyat pada masyarakat Desa Walelei berlangsung secara simultan".<br/> TL:" the process of internalization of the pokadulu tradition and everything inherent in the activity, including folk song for the Walelei Village community took place simultaneously.</p> <p>From SL text to TL text above is more flexible in transferring the meaning or message of SL to TL as character of semantic translation, such as " segala sesuatu yang melekat pada aktivitas itu" (SL) to "everything inherent in the activity" (TL).</p>  |
| Adaptation, , Free translation | 0<br>16                 | 64%                          | <p><b>Emphasis to the target language (TL)</b></p> <p>The reasons of the students used free translation method because it gave priority more to the content or the message of source language text than its structure with the aim of content or message clearer received by the user. This method did not bound to grammatical form of the target language text, but the content of the text was the most priority. This method was sometime in paraphrase form than its source text with aim of getting clearer content or message could be received by the user. Example of the students' answer as follows:<br/> SL: "Pengumpulan data melalui teknik observasi".<br/> TL:"In conducting data collection observation technique"<br/> SL: "Sedangkan teknik analisis data menggunakan"<br/> TL: "While the data analysis technique used is going"<br/> SL: "Metode penelitian yang digunakan adalah"<br/> TL: "The search method used is"<br/> From SL text to TL text above shows that free translation method transfers the message from SL to TL with focuses on content than structure of form, longer paraphrase and without the manner. They are such as "pengumpulan data" (SL) to "in conducting data collection" (TL), "teknik analisis data menggunakan" (SL) to "the data analysis technique used is going" (TL), "metode penelitian" (SL) to " the search</p> |

| Translation methods       | The students preference | Percentage of preference (%) | The students reason                               |
|---------------------------|-------------------------|------------------------------|---|
| Idiomatic translation     | 0                       | 0%                           | method" (TL), "digunakan" (SL) to "used is" (TL). |
| Communicative translation | 0                       | 0%                           | -   |
| Total number              | 25                      | 100%                         | -   |

The table above shows that free translation is the dominant method used by the student with the total of 16 students (64%). The other method is literal translation with total of 7 students (28%), word for word translation for 1 student (4%), semantic translation for 1 student (4%), faithful translation, adaptation, idiomatic and communicative translation is not used by the students. The students have certain reasons of using the methods as shown in the table above. The result of observation sheet done by the students in this research shown as the following examples. Based on the data above, the reason of using dominant method (free translation) by the students it simply because the students don't have to be limited on the the use of grammatical aspek of source language text in doing the proses of translation to the target language text. As foreign learner, grammatical aspect is something scary for them to be mastered and understood. Therefore, Newmark (1988) with his translation methods provides solution to overcome the students scary in translating particularly to the English,. In addition, The dire need to be understood not only in grammatical aspect, but also in terms of gestures, signs as well as repetition for these, translation comes out as necessary tool to build natural communication and to remove language barriers among society [13]. In aline with this, Tarighi [14] says that the preferred method in translation must be relevant to the original term of the source language text to express the meaning. This view is parallel with the finding of this study that the students used free translation method is for nearly closed to the message or meaning of the source language text. Sofyan and Tarigan [15] have other idea on translation that typical characteristics of the target language should be reflected for its fuction and structure to get a good translation product. Sofyan and Tarigan [15] tend to emphasis to the target language to reach good translation. For instance, this study found that in free translation method used by the students, the structure of the source language text is not limitate the structure of the target language text form, but the meaning or message from the source language text may be received or comprehended into the target language text. Newmark (1988) [5] said that a large numbe of writers preferred free translation because there looked for the spirit not the letter, the sense not the words, the message rather than the form and the matter not the manner. In here, Newmark states that the writers wants the truth in text may be read and understood. It is in accordance with what Burak [16] says that, "translation is an activity that can dimage, distort, but in some cases also enhance even improve upon the original text in terms of its cultural-aesthetic impact on the reader".

#### 4 Conclusion

There are many translation methods may be used to transfer the message from the source language text to the target language text. Free translation is one of translation method chosen by the students with certain reasons as what the reserachers found in this study. However, as the

student reasons, it is suggested that no matter what translation method is used from the text of source language to the target language text, the most important makes equivalent message which can be read and understood because every language has own cultural aesthetic.

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