

# Transformasi Manageria

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## Learning Strategies of Translating English Texts Into Indonesian Students

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### ABSTRACT

*Multilingual ability is one of the abilities that is really needed in the global era and industrial era 4.0. One of the most vital international languages is English, because English can connect society with the world in various fields, including education. The method used in this research uses Systematic Literature Review (SLR) to find out the most appropriate method for designing Enterprise architecture in government agencies. This research results in the fact that students are quite familiar with mathematics vocabulary and mathematics learning in English, thus the "comprehension strategies" stage has been carried out quite well. However, it can be seen that P students use a type of word-for-word translation which results in the translation results being less smooth and the meaning less precise in the context of phrases, clauses and sentences. So it can be said that the "production strategies" stage is still not good.*

**Keywords : Learning Strategy, Translation, English, Indonesian.**

### INTRODUCTION

Language, in its development in the world of science and technology, has a very crucial role in human understanding of all aspects of life in the current global era. For the world of education and academics in Indonesia especially, language occupies an important position as a mediator between one scientific discipline and another. One language that plays a big role in bridging academics in Indonesia to understand knowledge from outside is English. English as a foreign language is one of the main factors that influences many academics in Indonesia in understanding various scientific disciplines and technology. This of course cannot be separated from the large number of text sources, books, journals and learning materials written in English.

Multilingual ability is one of the abilities that is really needed in the global era and the industrial era 4.0. One of the most vital international languages is English, because English can connect society with the world in various fields, including education (Megawati, 2016). Mastery of English will support an individual's achievement. This can be seen from the government's decision to make English a compulsory subject in schools and universities. At the higher education level, in every study program there must be English language courses, both general English courses and special English courses that suit your field of expertise.

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English language textbooks are commonly used in the lecture process at universities, both for English language courses and other mathematics content courses. The obstacle faced by students so far is the lack of ability to understand reading/text before discovering mathematical concepts in the reading. Therefore, the ability to understand reading in English is very necessary so that students can understand the mathematical concepts contained in a text book. Bell in Orton (2004) stated that there are 360 basic mathematical vocabulary or terms in English. These vocabularies can be found in all topics in mathematics, namely algebra, geometry, analysis, statistics and combinatorics. Something that needs to be considered when students translate Indonesian vocabulary into English is that there is a difference in meaning between mathematical terms and terms commonly used in everyday life.

Based on the researcher's experience as a student, the cause of students' lack of understanding of English texts is because students are not used to reading English textbooks and are dependent on the help of translation machines. Machine translation assistance is certainly needed, but students often do not refine their translation results. This causes the results of the translations carried out by students to still seem word for word and not completely appropriate to the context of the sentence. What should be done when translating is to read and understand the text as a whole first, then after being translated (whether with the help of a translation machine or not) the sentences are refined according to the reading context. This can minimize errors in translating Indonesian texts into English for students.

Researchers feel that this ability is very important for students to master, starting from understanding Indonesian texts in English to translating them into Indonesian. The translation process requires observation, identification, and finding appropriate solutions. Therefore, the translation process requires the right strategy (Owji, 2013). However, research in the field of education still rarely addresses this topic. The description above is a reference for this research, namely to analyze the translation strategies for English-Indonesian texts used by students. So it is interesting for researchers to conduct research entitled "**Learning Strategies for Translating English Texts to Indonesian for Students**".

## LITERATURE REVIEW

### Translation Process

'Comprehension strategies' and 'production strategies' are two distinct stages in translation. The first is related to analysis of the source text, while the second is the result of various comprehension strategies and is related to how the translator manipulates the linguistic material to produce an appropriate target text. 'Understanding strategy' and 'production strategy' are two different stages in

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translation. The first is related to the analysis of the source text, while the second is the result of various comprehension strategies and is related to how the translator manipulates linguistic material to produce an appropriate target text. (Chesterman, 2016). There are 2 stages of translation strategy, namely "comprehension strategies", referring to the analysis of the source text, and "production strategies", referring to the results of the production of the translated text (Płonska, 2014). In comprehension strategies, it is hoped that there will be an understanding of the text as a whole, not just focusing on word units. Then in production strategies it is hoped that there will be an interpretation of meaning that is appropriate to the context of the reading. This is a complex task where the translator faces several problems that require observation, identification and finding appropriate solutions. The way translators handle this problem is called strategy (Owji, 2013).

## Translation Strategy Concept

The translation process is an activity that requires language understanding and complex analysis. In this regard, a translator will definitely encounter problems or challenges in conveying the message from the source text to the target text. This is because the language in the source text can have various meanings, depending on the context of the text. In overcoming this problem, what is called a translation strategy arises, which according to Loescher (1991) is a procedure that translators consciously carry out in overcoming problems when translating a text, or parts of that text (quoted in 3áR VND 2014).

Therefore, a translator needs his own method or strategy to be able to understand and translate a source language text into the target language. Globally, according to Seguinot (1989), quoted in Ordudari (2007), there are at least three strategies implemented by translators, namely: 1) translating without stopping for as long as possible, 2) correcting visible errors immediately, and 3) carrying out a monitoring process qualitative and stylistic errors in the translated text at the revision stage. Meanwhile (2005, according to Ordudari Jaaskelainen (2007), he considers there is a relationship between the translation process and the translation product itself so he divides translation strategies into two parts: 1) strategies that relate to what happens in the text, and 2) strategies that relates to what happens in the translation process. However, the most commonly known and applied translation strategies are literal translation and free translation. This literal translation strategy focuses on word for word, while free translation refers to translations that are more creative and look for similarities that are more than just the actual meaning of the words (Sun, 2012).

According to Jääskeläinen's (1993) perspective, these two general strategies are included in the global strategy category that he introduced. In Jääskeläinen's view,

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strategy can also be linked to problems. Problems are divided into two things, namely global (general) and local (specific). So, Jääskeläinen developed two types of strategies based on problems, namely a) global strategies, which relate to the general principles of translators and the way they work, and b) local strategies, which relate to the way problems are solved and decisions made by translators. According to Jääskeläinen, these literal and free translation strategies are global strategies because they influence the translator to consider the purpose of the translation and how it impacts the reader. This is how the translation process takes place.

On the other hand, local strategies are intended to handle specific problems that must be in harmony with the global strategy that was chosen earlier. As a result, local strategies are related to certain translation techniques which then have an impact on the translation results and micro units in the text. In other words, local strategies are translation techniques (cited in Bernardini, 2001).

Concepts that are often known in the world of classical translation which have more or less the same framework as Jääskeläinen (1993) are concepts related to translation techniques by Vinay and Dalbernet (1958 & 2000), namely translation methods (global strategies) and translation procedures (local strategies ) (quoted in 3ÁR VND. Translation methods are divided into two general strategies: direct/literal translation and oblique translation. Direct translation includes: 1) borrowing, namely borrowing words or expressions from the source language, such as Kung Fu from Chinese; 2) calque, which is a type of borrowing of words from the source language but still with the structure in Indonesian; 3) literal translation, namely direct translation where the matching of words is done without context/word for word.

Meanwhile, oblique matching includes: 1) transposition, namely the transfer of grammatical forms from the source language to the target language; 2) modulation, namely transfer that occurs as a result of a shift in meaning due to changes in perspective and thought patterns; 3) equivalence, namely looking for equivalent words in the target language for similar words or expressions from the source language; and 4) adaptation, namely looking for cultural equivalents between two certain things because the concepts are not the same. (Nababan, 2007a: 51).

## RESEARCH METHODS

The method used in this research uses the Systematic Literature Review (SLR) to find out the most appropriate method for designing enterprise architecture in government agencies. This research implements three stages, namely: planning, implementation, and analysis of the results, which involve analyzing the results of the Literature Review that the author has carried out. The planning stage involves formulating the problem you want to identify. The implementation stage involves the

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process of collecting ipapers to conduct iLiterature iReview. iAnalysis of the results i.e. answering the formulation of the existing problem i.e. sourced from iLiterature iReview i.e. carried out.

## RESULTS AND DISCUSSION

From the several definitions of translation mentioned above, it is important to emphasize here that the translation process involves many aspects to achieve satisfactory results. This means that efforts to convey equivalent or equivalent messages from two different languages are not only viewed from a lexical or word perspective, but also include the cultural domain or social aspects of the languages concerned. This consideration is made to form the language involved so that messages contained in the source language can be communicated well in the target language (Machali, 2000, in Sayogie, 2009: 11), and information originating from the source language does not experience distortion (shift) of meaning when translated into the target language (Sunardi, 2010).

To achieve this goal, according to Neubert (2000), as quoted by Nababan (2008), there are several requirements that a person must have to be able to translate, namely linguistic competence, textual competence, scientific competence, cultural competence and transfer competence. These competencies synergize with each other to produce a quality translation product, so that readers of the translated text can really understand the meaning the author wants to convey in the source language text.

In reviewing the literature relevant to this research, researchers found several strategies used by previous scientists in translating English tests into Indonesian. Here are some strategies:

### Translation Strategy Based on Jääskeläinen (1993)

In connection with Jääskeläinen's (1993) concept of strategy, according to the data, all translation results show that prospective master's students take local strategies in dealing with the translation of source texts. This finding is in line with the results of Jääskeläinen's (1996) own research, where he concluded that amateur or non-professional translators tend to apply local strategies because their focus is only on the language level and ignores aspects other than linguistics or understanding the text as a whole (in Andi, 2014).

A similar thing was also found in research by Tirkkonen-Condit (2005) which showed that amateur translators only focused on word/lexical units, while professional translators focused on the semantic, pragmatic and inter-textual elements of the text as a whole (in Andi, 2014). For more details, below is a description of the data found in this research. To make it easier to understand the data, the researcher will present each

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source text unit along with the target text (translated results) from the respondents. The target text is given a sequential number based on the number of respondents. However, researchers will only present some data as examples of the application of this strategy.

**Tabel 3 Data Teks Sumber (Tsu) 2 dan Teks Sasarannya (Tsa)**

Tsu 2	The concept of human rights in Islam is generally different from the Western concept, and is based on the historical experience of early Islam.
Tsa 1	Konsep HAM dalam Islam biasanya berbeda dari konsep HAM di barat, dan berdasarkan pengalaman sejarah Islam terdahulu.
Tsa 2	Pada konsepnya hak asasi manusia dalam Islam biasanya <b>diperankan seperti film koboi dan didalamnya berkaitan dengan sejarah pengalaman</b> permulaan Islam.
Tsa 3	<b>Pengertian kemanusiaan menurut Islam</b> biasanya berbeda dengan pengertian barat, dan <b>itu adalah dasar pengalaman sejarah Islam.</b>
Tsa 4	Konsep HAM dalam Islam sangat berbeda dengan Konsep HAM Barat, HAM Dalam islam <b>sudah dimulai sejak awal islam.</b>
Tsa 5	Konsep Hak Azasi Manusia dalam Islam <b>berlaku umum</b> , berbeda dari konsep Barat. Konsep HAM dalam Islam juga telah didasari dari pengalaman bersejarah pada awal Islam.
Tsa 6	Konsep hak Asasi Manusia dalam Islam berbeda dengan konsep Hak Asasi yang dianut oleh negara barat. <b>Itu dilihat dari segi sejarah</b> dalam Islam.
Tsa 7	Konsep Hak asasi manusia dalam Islam secara umumnya berbeda dengan Konsep barat, dan berdasarkan sejarah <b>yang terjadi secara nyata Islam.</b>
Tsa 8	Konsep hak asasi manusia di Islam umumnya berbeda dengan konsep Barat, dan di dasarkan pada pengalaman sejarah Islam.
Tsa 9	Konsep hak asasi manusia dalam Islam adalah biasanya berbeda dari konsep barat, dan <b>dasar pengalaman yang berhubungan</b> dengan sejarah awal-awal Islam.
Tsa 10	Konsep hak asasi manusia didalam Islam umumnya berbeda dari konsep orang Barat, dan itu didasari dari pengalaman sejarah permulaan Islam.

\*Sentences in bold in the TT are sentences that have errors in terms of meaning in context

In table 1 above you can pay attention to Tsu 2 first. Tsu 2 is a compound sentence, which consists of two simple sentences separated by the word "and". However, in Tsu 2, the subject of the sentence is the same, namely "The Concept of Islamic Human Rights". In this case, the respondent as a translator can choose to divide the sentence into two, or also maintain it as a compound sentence. From the data above, it can be seen that there are eight TTs (TTs 1, 2, 3, 4, 7, 8, 9, and 10) which choose to remain in the form of compound sentences, and two TTs (TTs 5 and 6) divide them into two simple sentence.

Despite these differences, the implementation of strategies for all respondents is generally the same, namely local strategies, where the emphasis on translation is only

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lexical/linguistic. The respondents did not indicate that there was a particular language style that stood out to make it read more naturally because when it was connected to the next text unit, there was an impression of being fragmented when the entire translated text was read, which resulted in understanding the translated text being more disturbed.

## **Initial Translation Strategy based on Vinay & Darbelnet (1958 & 2000)**

In the concept of translation strategy by Vinay & Dalbenet (1958 & 2000), the terms used are method and procedure. However, within the scope of this research, researchers did not create a dichotomy between strategies, methods and procedures. For ease of understanding the results of this research, the terms translation methods and procedures proposed by Vinay & Dalbenet (1958 & 2000) refer to the same concept, namely translation strategy.

To find out the effect of the translation strategy applied by respondents in their translated text, researchers only assessed it in terms of accuracy and readability of the translated text. The acceptability aspect was not examined because the researcher does not have a scientific background in the field of Modern Fiqh, because the naturalness of a contextual text such as Modern Fiqh can be studied more if the reader concerned has competence in the field being studied. In terms of finding accuracy, researchers found that most of the words/phrases/sentences from the source language were not able to be conveyed correctly by respondents. This can be seen in the target text that the researcher presented previously. The researcher concluded that because the respondents tended to understand the text only in terms of words/language, they were overwhelmed in conveying the target text in a good, correct and natural flow, so that the idea of the text was comprehensive and did not seem separate.

Moreover, this local strategy is supported by a literal translation method which actually translates words so as not to deviate from the sequence/structure of the source language itself. Although in terms of word order in sentences, English and Indonesian are not different, this is not the case at the phrase level. Indonesian has a grammatical rule where the part that explains (M) is always located behind the part that explains (D) (kbbi.web.id, 2014a) while English is the opposite. In terms of the readability of the target text itself, researchers found that the readability quality of the text tends to be medium to low. This is mainly due to the application of this local strategy which also makes respondents not pay attention to extra linguistic elements and language styles that are suitable for Indonesian readers.

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## CONCLUSION

Based on the research data, it can be concluded that students already understand mathematics vocabulary and mathematics learning in English, thus the "comprehension strategies" stage has been carried out quite well. However, it can be seen that P students use a type of word-for-word translation which results in the translation results being less smooth and the meaning less precise in the context of phrases, clauses and sentences. So it can be said that the "production strategies" stage is still not good. The recommendation for students is to increase their willingness to read and understand English language mathematics text books.

The translation process should be carried out carefully so that errors in translation can be avoided. Furthermore, the recommendation for teachers of English for Mathematics Teaching courses is that the use of mathematical terms in English needs to be increased by adding their application in full text so that students gain additional knowledge and can apply it when translating these terms.

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