

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the findings and discussion of this study. Researcher analyzed data from the documentation namely student translations result related to translation errors and the methods used by students in translating a text. The researcher illustrates the data descriptively, the finding and discussion are below.

A. Finding

1. Translation Error on Students' Translation Result

After reading and analyzing the data on student translation results, the researcher found various kinds of translation errors based on Mossops' model. With the Mossops' model, the researcher can analyze and identify translation errors on the students' Translation results. They are accuracy, completeness, logic, fact, smoothness, tailoring, sub language, idiom, mechanic, layout, typography, and organization. The researcher show the source text (ST), the target text (TT) and the students' translation result (SR) below.

a. Accuracy

An accuracy error occurs when the translation result not maintain both of ST and TT.

Data 1:

ST : This paper reports on 16 in-depth, life course interviews.

TT : *Artikel ini melaporkan 16 wawancara perjalanan hidup yang mendalam.*

SR : *Makalah ini melaporkan 16 wawancara mendalam, wawancara seumur hidup.*

Based on the data above, students' result (SR) on underlined text is an accuracy error. The sentence "Life course" in ST literally means a life story/life experience of a person, which in TT the sentence is more appropriately interpreted as "perjalanan hidup".

Data 2 :

ST : ...to ensure that services they valued were not taken away.

TT : *Untuk memastikan bahwa layanan yang berharga bagi mereka tidak hilang.*

SR : *Untuk memastikan bahwa layanan yang mereka hargai tidak hilang.*

Based on the data, it appears that SR's translation is good but the meaning conveyed seems strange to TT. It would be more appropriate if the underlined sentence was translated into "layanan yang berharga."

Data 3

ST : ... the role of place was not the main focus of this work.

TT : ... *peran tempat tidak menjadi fokus utama dalam penelitian ini.*

SR : ... *peran tempat bukanlah fokus utama dari pekerjaan ini.*

Based on the data above, students' result (SR) on underlined text is an accuracy error. The sentence "this work" in ST means the research activity. Although the word "work" in TT means "*pekerjaan*" but in this context which in TT the sentence is more appropriately interpreted as "*penelitian ini*".

Data 4

ST : The city has 27 community libraries.

TT : *Kota ini memiliki 27 perpustakaan cabang*

SR : *Kota ini memiliki 27 perpustakaan komunitas*

In the SR above, students translate the sentence "community libraries" into "*perpustakaan komunitas*". The researcher see this as an accuracy error, even though the word "community" has meaning "*komunitas*" in TT. However, the context of the translation in the sentence is "*perpustakaan cabang*", it's more suitable and doesn't convert ST to TT messages.

b. Smoothness

In Mossops' model, smoothness focuses on translation results that are easy to understand when read by the readers. Therefore, the following is the smoothness error in the data found.

Data 5:

ST : ...the provision of evidencebased cognitive-behavioral therapeutic texts.

TT : *Penyediaan teks pengobatan kognitif-perilaku berbasis bukti.*

SR : ...penyediaan berbasis bukti kognitif-perilaku teks terapi.

From these data, SR's translation still feels difficult to understand, making it difficult for readers to understand the translation.

c. Idiom

Idiom error occurs when the translator does not adjust the grammatical combination of words from ST-TT. Of course that allows the translation to feel odd.

Data 6:

ST : (Hicks et al., 2010)

TT : (Hicks dkk., 2010)

SR : (Hicks et al., 2010)

In general it can be seen that students do not translate ST into TT. Even though it looks trivial, it would still be better if students translated ST into TT.

Data 7:

ST : Sheffield City Council have confirmed

TT : *Pemerintah kota Sheffield telah memastikan*

SR : *Dewan kota Sheffield telah mengindikasikan*

The SR above, students translate the sentence “Sheffield City Council” into TT to become “*Dewan kota Sheffield*”. In this case the idiom that is more suitable and familiar in TT is the SR above, “*pemerintah kota Sheffield*”.

2. Translation Method on Students' Translation Result

As already contained in chapter 2, the translation method used by researcher as a reference to identify the method used by students in translating is the translation method from Newmark. Namely word for word translation, literal translation, faithful translation, semantic translation, adaptation translation, free translation, idiomatic translation, and communicative translation.

In this case, the fifth semester students translate two paragraphs from an article about “the public library as therapeutic landscape” by Liz Brewster in which the text is translated into Indonesian. Thus English is the source text and Indonesian is the target text. For the text of the article can be seen in the attachment.

The findings obtained by the researcher after analyzing the students' translation result documents are based on Newmark's theory,

namely students tend to use the word for word translation method, and literal translation in translating texts.

a. Word for Word Translation Method

Word for word method is a method of translation in which the translator translates ST per word into TT. So that the resulting translation follows the ST sentence pattern. This method is the method most often used by translators who are still in the learning stage to translate (Hartono, 2018) including students taking Translation 2 Courses.

Paragraph 1 (sentence 1)

ST : “This paper reports on 16 in-depth, life course interviews with people with mental health problems who use public libraries which were conducted as a part of the collection of a larger data set including participant observations, interviews with information and mental health professionals health policy analysis and quantitative analysis of book borrowing.”.

TT : “Artikel ini melaporkan 16 wawancara kursus hidup dengan orang-orang yang memiliki masalah kesehatan mental yang menggunakan perpustakaan umum dan dilakukan sebagai bagian dari pengumpulan data yang lebih besar termasuk observasi partisipan, wawancara dengan informasi dan

profesional kesehatan mental, analisis kebijakan kesehatan dan analisis kuantitatif dari meminjam buku”.

In the TT, it can be seen in the sentence above students translate it word for word so that the results of the translation really maintain the word order in ST.

Next in paragraph 1 (sentence 3),

ST : “Bibliotherapy is the provision of texts (non-fiction or fiction) with the intention of improving mental health , and around 100 public library services operate a bibliotherapy scheme (Hicks et al., 2010)”.

TT : “Biblioterapi adalah penyediaan bahan baca (non fiksi- fiksi) dengan maksud meningkatkan kesehatan mental dan sekitar 100 layanan perpustakaan umum mengoperasikan skema biblioterapi (Hicks et al., 2010)”.

It can also be seen that student translation at TT really cares about ST. They look for words that match between ST and TT. So researcher believe that students use this method.

Then in paragraph 1 (sentence 5)

ST : “Schemes initially focused on people with mild-to-moderate mental health problems like depression and anxiety but there is increasing evidence that bibliotherapy (mainly using fiction and poetry) can be beneficial for people with more severe and

enduring conditions like schizophrenia and bipolar (Volpe et al., 2013; Farrington and Fearnley, 2010)”.

TT : *“Skema awalnya berfokus pada orang-orang dengan masalah kesehatan mental ringan hingga sedang seperti depresi dan kecemasan tetapi ada semakin banyak bukti bahwa biblioterapi (terutama menggunakan fiksi dan puisi) dapat bermanfaat bagi orang dengan kondisi yang lebih parah dan bertahan lama seperti skizofrenia dan bipolar (Volpe et al., 2013; Farrington dan Fearnley, 2010)”. ”.*

Just like before, the pattern of students' translation results follows the ST pattern so that ST and TT look similar. Researcher without hesitation determine this method as word for word translation.

Further in paragraph 2 (sentence 1)

ST : *“Thus, the role of place was not the main focus of this work, but arose in interview data as a concern for participants”.*

TT : *“Dengan demikian, peran sebagai tempat bukanlah fokus utama dari pekerjaan ini, tetapi timbul di dalam data hasil wawancara sebagai suatu perhatian partisipan”.*

It can be seen in the SR, the sentence "this work" is translated word for word into "*pekerjaan ini*", thus it becomes clearer that students use this method in translating.

Next in paragraph 2 (sentence 4),

ST : “Public library use has been seen to grow as economic decline affects a country, with reference to their role as 'recession sanctuaries' (Rooney- Browne, 2009)”.

TT : “Penggunaan perpustakaan umum telah dilihat tumbuh sebagai kemerosotan ekonomi yang berefek pada sebuah negara, dengan merujuk pada perannya sebagai kawasan resesi (Rooney- Browne, 2009)”.

It is very clear that each word is translated individually based on the general meaning. For example, in the word "public library", translated "*perpustakaan umum*" then the word "seen" is translated "*dilihat*" as well as other words.

b. Literal Translation Method

Paragraph 1 (sentence 1),

ST : “This paper reports on 16 in-depth, life course interviews with people with mental health problems who use public libraries which were conducted as a part of the collection of a larger data set including participant observations, interviews with information and mental health professionals, health policy analysis and quantitative analysis of book borrowing”.

TT : “sebagai salah satu bagian dari kumpulan data yang lebih besar, termasuk pengamatan partisipan, wawancara dengan para profesional di bidang informasi dan kesehatan mental,

analisis kebijakan kesehatan dan analisis kuantitatif dari meminjam buku” .

In contrast to the word for word method, the literal method does not maintain ST word patterns, but prioritizes patterns and meanings in TT. As in the TT above, the underlined word does not follow the ST pattern. However, the result meaning does not change the actual meaning of ST.

Next in paragraph 1 (sentence 2),

ST : “The wider study focused on the provision of bibliotherapy schemes in the public library and compared policy aims with service user experiences (Brewster, 2011)”.

TT : “Cakupan studi yang lebih luas berfokus kepada *penyediaan skema biblioterapi di perpustakaan umum dan membandingkan tujuan kebijakan dengan pengalaman pengguna layanan (Brewster, 2011) ”.*

Look at the underlined TT. Students add the word “*cakupan*” which is not found in the ST. However, the meaning of TT does not change ST. So that the translation of students still maintains the meaning of ST and can be accepted in TT.

Furthermore in paragraph 1 (sentence 4),

ST : “The majority of schemes focus on the provision of evidencebased cognitive-behavioral therapeutic text , but some use

fiction and poetry to work with people with mental health problems”.

TT : “*Sebagian besar skema berfokus pada penyediaan teks terapeutik kognitif-perilaku berbasis bukti*.”

In the TT above, students do not translate ST per word, but are more inclined to find the appropriate TT pattern. This can be seen in the underlined sentences.

Then in paragraph 2 (sentence 1)

ST : “Thus, the role of place was not the main focus of this work, but arose in interview data as a concern for participants”.

TT : “*Dengan demikian, fokus utama penelitian ini bukan pada perani tempat, melainkan pada peningkatan peserta sebagai pusat data wawancara*.”

In the students' translation, it can be seen in the underlined sentences, the word "work" is translated literally into TT. Students look for appropriate words in TT by understanding the meaning of ST. So the word "work" is translated into “*penelitian*”.

Then, in paragraph 2 (sentence 2)

ST : “At the time the research was being conducted (2009-2010), cuts to public library services were taking place across the UK”.

TT : *“Pada saat penelitian ini diadakan (2009-2010), pemotongan layanan perpustakaan umum sedang berlangsung di Britania Raya”.*

Pay attention to the underlined sentences on ST and TT. In the student translation it can be seen that the word "across" (*melintasi*) is not translated to TT, because if it is still translated it can interfere with the message from ST to TT. The student chooses to keep the TT, so the researcher can conclude that this is a literal method.

Next in paragraph 2 (sentence 3)

ST : *“Participants often commented that they did not see this as a positive development and wanted to contribute to the research project to ensure that services they valued were not taken away in budget cuts”.*

TT : *“Partisipan kerap berkomentar bahwa mereka tidak melihat ini sebagai perkembangan yang positif dan mereka juga ingin berkontribusi pada proyek penelitian ini untuk memastikan bahwa layanan yang mereka hargai tidak diambil dalam pemotongan anggaran”.*

In the sentences that are underlined, it can be seen in TT that students put forward the suitability of meaning in TT by adding the sentence *“mereka juga”*. Even though in the end the

pattern between ST and TT is not the same, the result of the meaning remains the same and does not change.

Move to paragraph 2 (sentence 4)

ST : “Public library use has been seen to grow as economic decline affects a country with reference to their role as 'recession sanctuaries' (Rooney- Browne, 2009)”.

TT : “*Penggunaan perpustakaan umum terlihat tumbuh seiring dengan penurunan ekonomi yang mempengaruhi suatu negara dengan mengacu pada peran mereka sebagai tempat perlindungan dari resesi (Rooney- Browne, 2009)*”.

The same as before, in ST sentences the underlined word "as" is not translated "*sebagai*" but translated into "*seiring*" so that it is more appropriate to TT.

Then in paragraph 2 (sentence 5),

ST : “The research took place in Sheffield, a large northern English city with an ethnically and socioeconomically diverse population of over 550,000”.

TT : “*Penelitian ini berlangsung di Sheffield, sebuah kota besar di Inggris utara dengan populasi lebih dari 550.000 yang beragam secara etnis dan tingkat sosial ekonomi*”.

Pay attention to the translation of TT, in the underlined sentence it can be seen that the pattern of ST and SR is not similar. The students translated the word "population" at the beginning so

that the translation results were different from the ST pattern. The students translate literally by adjusting the meaning of TT without changing the message from ST.

And the last in paragraph 2 (sentence 7),

ST : “Since this research was conducted, Sheffield City Council have confirmed that decreases in the library service budget mean that 15 of these 27 branch libraries are under threat of closure”.

TT : “*Sejak penelitian ini diadakan oleh dewan Kota Sheffield dan telah mengindikasikan bahwa 15 dari 27 perpustakaan cabang ini menghadapi penutupan karena pemotongan anggaran untuk layanan perpustakaan*”.

In this section, researcher can see that the students’ Translation pattern is similar to the ST pattern, except that students’ translation does not translate word by word. They understand the ST message then translate it to TT by finding the appropriate equivalent.

B. Discussion

After obtaining the findings in this study, the researcher explained more the detail of the findings in this section.

1. Translation Error on Students’ Translation Result

From the research, the researcher found 3 types of translation error as stated in finding section namely accuracy error, smoothness error and Idiom error. Errors in accuracy occur during the process of transferring the meaning of language from ST to TT. In this process the translator must really understand the suitability of the meaning of ST and TT. The following is a discussion on the accuracy error.

ST : ...to ensure that services they valued were not taken away.

TT : *Untuk memastikan bahwa layanan yang berharga bagi mereka tidak hilang.*

SR : *Untuk memastikan bahwa layanan yang mereka hargai tidak hilang.*

In the students' translation result, in this case the researcher uses the term (SR), the underlined SR sentences are less accurate even though students have translated them close to ST. If seen in the context of the sentence, bibliotherapy services in public libraries are something of value to visitors. So it can be seen on the TT for an accurate translation.

Next error on smoothness. The readers certainly really want to be able to understand a passage smoothly without any errors or obstacles, and this also applies to translation results. Translation feels good when the reader is fluent in reading the translation results. In this case the arrangement of words in translating ST to TT must be a concern for

students so that the translation is easily understood by readers. Look at the following data.

ST : ... the provision of evidencebased cognitive-behavioral therapeutic texts.

TT : ... *Penyediaan teks pengobatan kognitif-perilaku berbasis bukti.*

SR : ... *penyediaan berbasis bukti kognitif-perilaku teks terapi.*

In the student translation results above, researcher have difficulty understanding the meaning of the translation of the sentence. But it's different when reading TT which is actually easier to understand. Based on the above data, the arrangement of sentences in student translation results is still not effective enough to trigger a translation error on smoothness. This is in line with Utami's statement (2017) that translation errors occur due to various factors, one of which is as previously mentioned, namely the ineffectiveness of sentence arrangement in the translation result, which triggers a translation error on smoothness.

Last error on idiom. Every language has combinations of words (idioms) that are often used and spoken in everyday life. For a translator, idioms are something that is very tricky because they look trivial. As contained in data below.

ST : (Hicks et al., 2010)

TT : (Hicks dkk., 2010)

SR : (Hicks et al., 2010)

The student translation results above show translation errors in idioms. As mentioned by the researcher in the finding section, the word *et al* must be translated to TT. In this case students do not translate it into TT and ignore it. So that this triggers a translation error in the idiom. This is also related to Mossops (2020) stated error on idiom often occurs when the translator is affected by the ST word combination and then ignores it to TT.

2. Translation Method on Students' Translation Result

As mentioned in the previous section, students tend to use Word for Word Translation and Literal Translation methods in translating texts. In translating a text students translate sentence per word, and the results of the translation maintain the word order ST. So that the results of the translation are very similar seen from the sentence pattern of ST. The following is an example of the Word for Word method on finding data.

ST : “Thus, the role of place was not the main focus of this work, but arose in interview data as a concern for participants”.

TT : “Dengan demikian, peran sebagai tempat bukanlah fokus utama dari pekerjaan ini, tetapi timbul di dalam data hasil wawancara sebagai suatu perhatian partisipan”.

Based on that, according to Newmark (1988) stated Word for Word Translation is where the translator translates sentence by word and maintains the ST word order. Thus the researcher believes that the method used by students in the above case is Word for Word Translation.

Besides the Word for Word method, students also use the Literal method. This condition occurs when the translator translates ST to TT by prioritizing the suitability of the TT pattern. Sometimes the translation results do not follow the ST pattern but the TT translation results are easier for TT readers to understand. The following is an example of the Literal method found in the findings data.

ST : “Thus, the role of place was not the main focus of this work, but arose in interview data as a concern for participants”.

TT : “*Dengan demikian, fokus utama penelitian ini bukan pada peran tempat, melainkan pada peningkatan peserta sebagai pusat data wawancara.*”

Based on this according to Newmark (1988) stated Literal method means the translator changes the ST pattern and pays attention to the suitability of the TT pattern. So that the results of the translation show that there is a difference in the ST pattern. Thus the researcher believes that the method used by students in the above case is Literal Translation. So, the researcher can see that students use Literal Translation in translating. They initially translated ST to TT per letter

and then looked for the appropriate meaning of TT so that the pattern from ST to TT was different. This is also related to Newmark's theory in Hartono (2018) regarding Literal Translation, in which the theory states that Literal Translation is a method that is between word for word and free translation, namely by understanding the ST message per word and then translating it into TT with appropriate match.