

CHAPTER IV
GENERAL DISCUSSION

A. Findings

1. To find out the use of translation methods used by students in both classes, the research conducted an analysis by making tables to examine the translation results of each class. The table contains translation methods and several examples of sentences using these methods along with the total number of uses of the overall translation method among students in their class. Tables for analyzing the translation methods of class A and class B students are explained with the following table:

Table 1

Example data of Translation Methods found in the documentation of Translation II course students

No.	Translation	Source Text	Target Text	Total
	method			Found

1. Literal Translation	This paper reports on 16 in-depth, life course interview with people with mental health problem Who use public libraries which were conducted as a part of the collection of a larger data set including participant observations,	Makalah ini melaporkan 16 wawancara mendalam, mengenai perjalanan hidup Bersama orang-orang yang mengalami masalah kesehatan mental Yang mana dilakukan dengan menggunakan perpustakaan umum sebagai bagian dari pengumpulan kumpulan data yang lebih besar Termasuk observasi partisipan,	69
	interviews with information and mental health professionals, health policy analysis and quantitative	wawancara dengan informasi dan profesional Kesehatan mental, kebijakan Kesehatan analisis dan	

		analysis of book borrowing.	analisis kuantitatif peminjaman buku.	
2.	Faithful Translation	The wider study focused on the provision of bibliotherapy schemes in the public library, and compared policy aims with service user experiences (Brewster, 2011).	Studi yang lebih luas berfokus pada penyediaan skema biblioterapi di perpustakaan umum, dan membandingkan tujuan kebijakan dengan pengalaman pengguna layanan (Brewster, 2011).	75
		Bibliotherapy is the provision of texts (non-fiction or fiction) with the intention of proving mental health, And around 100 public library services operate a bibliotherapy scheme (Hicks et al., 2010).	Biblioterapi adalah penyediaan teks (non-fiksi atau fiksi) dengan tujuan meningkatkan Kesehatan mental, Dan sekitar 100 layanan perpustakaan umum mengoperasikan skema	

			biblioterapi (Hicks et al., 2010).	
3.	Free Translation	Thus, the role of place was not the main focus of this work, but arose in interview data as a concern for participants.	Dengan demikian, faktor tempat bukanlah fokus utama dari penelitian ini, melainkan hanya sebagai bentuk dari kepentingan informan sebagai subjek yang diwawancarai.	113
		At the time the research was being conducted (2009-2010), cuts to public library services were taking place across the UK.	Pada saat penelitian ini dilakukan (2009-2010), penurunan layanan perpustakaan umum sedang terjadi di seluruh inggris.	
4.	Communicative Translation	Schemes initially focused on people with mild-to-moderated	Skema awalnya berfokus pada orang dengan masalah	58

mental health problems like depression and anxiety,	Kesehatan mental ringan hingga sedang seperti depresi dan kecemasan,
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).	Penggunaan perpustakaan umum telah dipandang sebagai kemerosotan ekonomi yang mempengaruhi suatu negara, dengan merujuk pada perannya sebagai ‘kawasan resesi’ (Rooney-Browne, 2009).

From the table above, it can be seen the results of the translations of students from Translation II course of both class A and B. by analyzing the sentences of their translation test, show the total number of translation method they used. From foreignization ideology perspective, there are 69 sentences using literal translation, and 75 sentences using faithful translation. Meanwhile in terms of domestication ideology side, the total number of sentences analyzed was 113 sentences with free translation,

and 58 with communicative translation. To find the whole text translated from the Translation II course can be found in appendix.

2. After knowing the methods used by students from both classes, the next step is to group sentences that contain foreignization or domestication ideologies. The research is still the same as before, where each text translated by students from each class would be analyzed for each text. When you already know the translation methods used by students in translation, it only remains to classify the use of ideology in translation by grouping the total sentences that use translation methods related to the ideology of the translation in question. For this reason, the explanation is presented in table form as follows:

Table 2

Example data of Translation ideology found in the documentation of Translation II course students

No.	Translation Ideology	Source Text	Target Text	Total Found
1.	Foreignization	interviews with information and mental health professionals, health policy analysis and quantitative analysis of book borrowing.	wawancara dengan informasi dan profesional Kesehatan mental, kebijakan Kesehatan analisis dan analisis kuantitatif peminjaman buku.	144

Bibliotherapy is the provision of texts (non-fiction or fiction) with the intention of proving mental health, and around 100 public library services operate a bibliotherapy scheme (Hicks et al., 2010).	Biblioterapi adalah penyediaan teks (non-fiksi atau fiksi) dengan tujuan meningkatkan Kesehatan mental, Dan sekitar 100 layanan perpustakaan umum mengoperasikan skema biblioterapi (Hicks et al., 2010).
---	---

2. Domestication	Thus, the role of place was not the main focus of this work, but arose in interview data as a concern for participants. At the time the research was being conducted (2009-2010), cuts to	akibatnya, meskipun peranan tersebut menjadi kekhawatiran bagi peserta dalam wawancara, itu bukan fokus utama dari pekerjaan ini. Layanan perpustakaan umum sedang menurun di	171
------------------	---	---	-----

public library services were taking place across the UK.	Inggris pada saat penelitian dilakukan (2009-2010).
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).	Penggunaan perpustakaan umum terlihat meningkat seiring dengan penurunan ekonomi yang mempengaruhi suatu negara, dengan mengacu pada peran mereka sebagai ‘tempat berlindung yang aman’ (Rooney-Browne, 2009).

Based on the table above, it can be seen that the total number of ideological translation types found in each sentence translated by the students of Translation II course from both class A and B. From the data above, if each sentence is analyzed in

total, it can be concluded that 144 of the total sentences they translated were foreignization translations. The result is obtained by adding up the use of literal translation (69 sentences) and faithful translation (75 sentences). Meanwhile, for domestication ideology, 171 sentences were found. The total number of uses of domestication ideology can be found by adding up the use of research methods derived from that ideology, such as free translation (113 sentences), and communicative translation (58 sentences). To find the whole text translated from the Translation II course can be found in appendix.

B. Discussion

Conclusions have been found from examining texts translated by of Translation II course from both class A and B. Results from examining each form of sentence translated by students, and grouping them to get answers according to the research question. As can be seen in the results of text translations carried out by students from both classes, it was found that every class used the same translation methods. Among the most widely used methods are free translation, literal translation, communicative translation and faithful translation. Meanwhile, there are translation methods which are not at all found in the translated text of any class, such as word-to-word translation, idiomatic translation, adaptation translation and semantic translation.

This research has similarities and differences with the previous research with the same theme of study. It can be seen by how grouping the sentence based on the

translation method it used, which is almost the same as the research conducted by Putu Cindy Aprilia Devi, I Nengah Sudipa and Ida Ayu Made Puspani in their research entitled 'Foreignization and Domestication Ideology of Indonesian Cultural Terms in Janda Dari Jirah Translated into English' (2021) in comparison. They divide the use of ideology based on its methods. It can be found that the results of the analysis of the novel 'Janda Dari Jirah' found translation methods in the form of word-to-word, literal, faithful, semantic, adaptation, free and idiomatic. Meanwhile, what was found in this study involving the Translation II course was a method in the form of literal, faithful, free, and communicative. The reason why is somewhat different is because in the research conducted by the three researchers, they used the data collecting method, which observed the cultural terms in the novel and classified them into several categories. While this study uses the documentation method in research by analyzing documents made by students and classifying each sentence based on the methods used. In contrast to the research of Putu Cindy Aprilia Devi, I Nengah Sudipa and Ida Ayu Made Puspani in their research entitled 'Foreignization and Domestication Ideology of Indonesian Cultural Terms in Janda Dari Jirah Translated into English' (2021), this research involving class A and B shows the results of how many methods are used in each sentence.

There are several factors why there are differences in the number of uses and why there are methods that are not used in translating texts. The first is the level of acceptance of the translation results. In Newmark's theory (1998), there are levels of

translation methods for each translation ideology. In foreignization ideology, starting from the least acceptable to the most acceptable, the results of the translation method are word-to-word, literal, faithful and semantic. Meanwhile, domestication ideology divides the translation methods from the least acceptable to the most acceptable, namely adaptation, free, idiomatic and communicative. This is in accordance with Newmark's theory (1998) by dividing the levels of acceptance of the results of the translation method to form the letter V. The higher the method used, the greater the possibility that the results of the translation text can be accepted. This is why word-to-word and adaptation translation cannot be found in the translation results from students, because it is indeed not suitable for interpreting a sentence, but suitable for interpreting a cultural term.

There are other reasons that influence the use of the translation method, namely the type of text used. From what researchers Cindy, Sudipa and Ayu studied was a novel entitled 'Janda Dari Jirah', while this study examined two classes that translated texts in formal form. In translating this kind of text, there are appropriate and inaccurate methods used. In foreignization ideology, literal and faithful are the proper translation methods for translating formal texts. For example, the literal method described by Peter Newmark (1998) is used for translations that require the same accuracy and structure as the source text. Meanwhile, in the ideology of domestication, free and communicative are very suitable for translating formal texts. For example, as emphasized by Ernst-August Gutt (1991) and Christiane Nord (1997) that the purpose

of this translation is to make texts that are easy to understand and have high readability. In other words, all of this is based on the function of the translation itself, this has also been explained in previous research by Muji Endah Palupi in his research entitled 'The techniques of translation and methods using the V diagram methods' (2021). This is the reason why these four translation methods are the most widely used than the other methods.

Drawing conclusions from which ideology students use in Translation II course in translating can also be seen from the text they translate. Namely from the method they use to translate a text and classifying it into translation ideology related to that method. Judging from Newmark's theory (1988), the translation ideology is divided into foreignization and domestication ideologies. This is because in every translation ideology, there is a translation method that connects to that translation ideology. Such as ideology foreignization which has word-to-word, literal, faithful and semantic translation methods. While in domestication ideology, is the ideology of translation from the use of adaptation, free, idiomatic and communicative translation methods.

In finding the type of translation ideology used in the students' translation results, each translated sentence is grouped based on the translation method found in the text. This grouping can be said to use the method of two previous studies, which are 'Foreignization and Domestication Ideology of Indonesian Cultural Terms in Janda Dari Jirah Translated into English' (2021) and 'Translation in Movie Subtitles: Foreignization and Domestication' owned by Mega Septy Puspitasari, Sri Endah

Tabiati , Esti Junining (2020). Namely by first knowing the methods found in the text as was done in the research 'Foreignization and Domestication Ideology of Indonesian Cultural Terms in Widows Dari Jirah Translated into English', then categorizing these methods based on characteristics that point towards the ideology of translation as was done in the research ' Translation in Movie Subtitles: Foreignization and Domestication' (2020). However, what distinguishes it once again is that the two previous studies only examined cultural terms which were considered to have or did not have words that had the same meaning as TL. While this research focuses not only on cultural terms, but also on the form of word order that forms the sentence itself. And by using this method, the results of the research that came out were that the ideology of translation from class A students was more inclined towards Domestication, while class B was more inclined towards Foreignization.

This analysis also found the use of translation ideology found in students' translated texts by collecting sentences that used translation methods rooted in their respective translation ideologies. As a result, 144 sentences with a foreignization ideology were found by adding up the total sentences using literal translation and faithful translation. Meanwhile, for domestication, 171 sentences were found by adding up the sentences using the free translation and communicative translation methods. In other words, students from the Translation II course prefer to use domestication rather than foreignization. The existence of these two translation ideologies in the students'

translated texts cannot be denied. As stated by Mona Baker (1992), this is important in order to produce an effective translation that is faithful to the original text.

Because students translate texts as part of an assignment and there is no audience to receive the results of the translation, it can be assumed that the driving factor for students to use domestication ideology comes from internal factors of the translator himself. This is also the reason why foreignization is rarely used by students. The first reason is linguistic limitations. Sometimes there are words or phrases from the source language that are difficult to understand, so domestication provides an alternative to avoid confusion or ambiguity that can arise from directly translating words that are difficult to understand. This is supported by Lawrence Schaffner (1997) who argues that effective translation must have considerations of appropriateness and understanding.

Another reason is the translator's own preferences. This reason is more subjective because translators are more comfortable with a more 'free' and 'creative' domestication ideology. This was explained by Andre Lefevere (1992) that domestication reflects the translator's creativity. This is because the translator takes an active role in selecting and adapting the content, style and structure of the translated text to make it more relevant.