

TRANSLATION STRATEGIES USED BY EFL LEARNERS IN TRANSLATING NARRATIVE TEXT

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Abstract

This research aimed to explain strategies, and most dominant strategies in the translating process used by students of the Institut Agama Islam Negeri Palangka Raya English Language Study Program for interpreting narrative texts. Translation is a means of communication and translation strategy is a way to improve the ability to translate a text. This research uses a descriptive qualitative approach with personal data sources. Data was acquired through the use of questionnaires and interviews. The authors' analysis was based on the outcomes of a translation challenge given by 55 students. The finding revealed that the students employed all seven translation strategies from Vinay and Darbelnet when translating the narrative text. The three most regularly utilized translation strategies are borrowing (78%), Calque (61%), and Modulation (56%). This research is expected to provide insight into language training, particularly translation linked to translation methodologies utilised to translate. The correct application of the translation method during the translation process will result in accurate translation. Results of this study emphasise the need of offering tailored translation strategies teaching to EFL students.

Keywords: EFL Learners; Narrative Text; Translation; Translation Strategies

INTRODUCTION

Languages are important in almost every aspect of life because they allow people to share their experiences, feelings, and thoughts with others. They must be fluent in both oral and written communication. People cannot interact or communicate with one another without the use of language. When a person knows a language, he can speak and be understood by others who know that language (Nurhayati & Fitriana, 2018). The world's languages are numerous, and English is the most widely spoken language in the world.

Translation, as a means of communication, has become an important activity in bridging these gaps. People receive a lot of information in various languages from different countries, which is then translated into their language. As a result, transferring is regarded as one of the most important means of connecting people all over the world. Students learning English as a second language may have issues in terms of grammar, inaccurate pronunciation, and a lack of vocabulary, which stops them from grasping the meaning of the words. Furthermore, when students tried to convert English to Indonesian, the differences between English and Indonesian grammatical systems occasionally confused them.

Translation has developed into a student academic activity that offers several advantages for the students in the English Education Department. A translation might theoretically increase the students' knowledge (Sari, 2020). The pupils had to research and comprehend a variety of sources to translate a certain word or phrase. Additionally, translation might help children improve their reading and writing abilities (Anggadewa & Tarigan, 2022). For instance, the students were required to study the text until they understood it before beginning the translation process. Students can understand language through text by reading, however, others consider

that reading could be a difficult language skill to pick up (Wicaksono Bhaskara & Wahyun, 2018). Finally, interpreting a foreign language could be considered as a habit of pupils learning a foreign language.

Additionally, the chance to become a translator is another advantage of translation. The translator's responsibility is to translate a text within the allotted time from the original to the target language. The explanation makes it apparent that pupils were regarded "successful language learners" if they could translate books, particularly literary texts, into their home tongue (Laser-Freeman, 2001). It suggests that learners will be efficient in learning a foreign language if they fully comprehend what the text is saying. Because of this, translation is among the tools utilized by learners to learn a foreign tongue.

According to (Susi Fitriani, 2021) argument, young learners have difficulty using the appropriate words in context, which presents a further barrier to vocabulary growth. Unfortunately, most young learners struggle to differentiate between words if their teacher does not teach them to use proper words in context. This is a rather regular phenomenon. However, when young students mature into adult learners, failure could be exploited in their daily activities, which is a regular concern (Hennink et al., 2020). The second issue is that learners frequently translate the material literally and are unable to comprehend its meaning. Students struggle to convey the meaning from the first language to the target language since narrative writings frequently contain idioms, making it challenging for them to remember the unspoken meaning. As caused by this, the student translation for the language of the target is incorrect. From the gap or phenomenon described above, the researcher was inspired to carry out research that examines the students' translation strategies. The reason why this study is important apart from the objective of research is to prove or test the truth of various existing knowledge. Another reason is that translation is a means of communication and translation strategy is a way to improve the ability to translate a text.

METHOD

This study is a qualitative case study to investigate how students' translation strategies work. A case study is a type of qualitative research in which the researcher thoroughly explores an entire program, celebration, activity, technique, or one or more people. The researcher collects detailed data over a lengthy period utilizing a variety of data, collection methodologies for the time and activity-constrained case(s). Although case studies have various advantages, including the ability to present data from real-world contexts as well as offering better insights into the specific behaviors of the people of concern, they are occasionally critiqued for being unable to generalize their findings. The case study method was frequently criticised for its lack of rigour and the researcher's proclivity for biased data interpretation (Priya, 2021).

Furthermore, the researcher descriptively analyzed the data and offered the findings in the form of an explanation. Using this method, the researcher learned about different types of students' techniques for translating narrative texts, and the most common students' strategies for translating narrative texts.

Data are pieces of information gathered by the writer to answer a research question. According to (Thakur, 2019), data are certain types of information that are frequently collected by observation, examinations, and inquiries, or that are the result of human action for research purposes. Talking about data, (Ajayi, 2017) stated the types of data were classified as primary and secondary data, surveys, observations, experiments, questionnaires, personal interviews, and so on.

The research data falls under the heading of qualitative data. The researcher collects data for this study by upsetting the questionnaire link, giving students the task of translating a text, and conducting interviews with college students of TBI IAIN Palangkaraya. The questionnaire

connected to each variable's indicators was employed as the study instrument. Meanwhile, the questionnaire was distributed via Google Forms software. As a result, the data source for this study was classified as a personal data source.

RESULTS AND DISCUSSION

Results

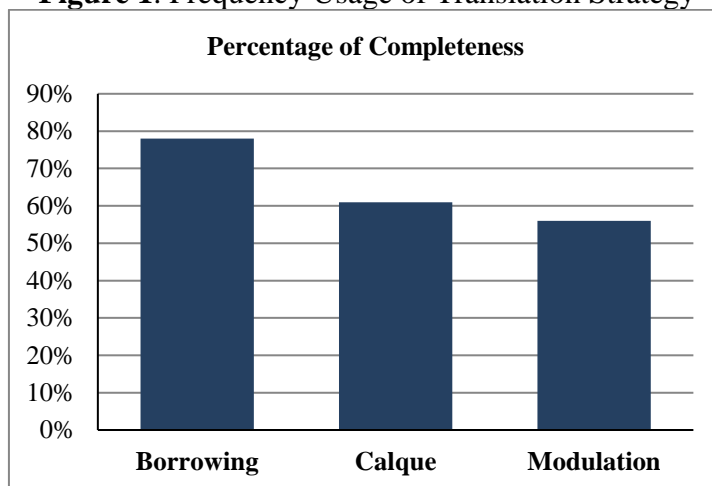
The author found out that the students implemented all seven strategies, namely literal borrowing, calque, literal translation, modulation, transposition, equivalence, and adaptation. The table below shows, the summary of the students' translation strategies.

Table 1. Students' Translation Strategies

No	Translation Strategies	Student
1	Borrowing	S2, S3, S4, S5, S6, S7, S8, S9, S10, S13, S14, S15, S16, S17, S18, S19, S20, S21, S22, S23, S24, S25, S26, S27, S28, S29, S30, S31, S33, S34, S45, S38, S41, S42, S43, S44, S46, S47, S48, S50, S51, S53, S54
2	Calque	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S15, S17, S18, S19, S20, S21, S25, S26, S27, S28, S29, S33, S35, S37, S40, S41, S42, S44, S46, S48, S49, S52, S55
3	Literal Translation	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S13, S15, S16, S17, S19, S20, S21, S22, S23, S25, S26, S27, S28, S33, S35, S40, S44, S51, S52, S53
4	Modulation	S1, S3, S4, S5, S6, S7, S8, S9, S10, S15, S17, S18, S19, S20, S21, S22, S23, S24, S25, S26, S27, S28, S30, S34, S36, S38, S42, S45, S50, S51, S53
5	Transposition	S2, S4, S5, S6, S8, S10, S13, S16, S17, S18, S20, S23, S26, S27, S29, S31, S32, S34, S37, S41, S43, S47, S48, S49, S50, S51, S52
6	Equivalence	S1, S4, S5, S6, S10, S13, S14, S18, S20, S23, S24, S27, S30, S31, S32, S37, S38, S41, S49, S50
7	Adaptation	S1, S2, S3, S5, S6, S7, S9, S11, S13, S16, S19, S20, S21, S22, S23, S27, S30, S31, S33, S35, S48, S40, S41, S42, S43, S44, S47, S49, S50, S54

The most used translation strategy was borrowing 78%. The second most used strategy was calque 61%. Finally, the least used strategy was modulation 56%. The frequency can be seen in the figure below.

Figure 1. Frequency Usage of Translation Strategy



a. Borrowing

Sentences are translated using this method by borrowing and reusing expressions from the original language. It denotes that information is transmitted directly from the source language to the destination language.

b. Calque

In this approach, students use this technique to translate words from the source language into the target language. To put it another way, a term or phrase that has been accurately translated into the target language from the source language.

c. Modulation

In this approach, sentences are translated using this method by modifying the semantics of the source language text while keeping the same notion in mind. Students alter the dominant point of view in the source language material.

Discussion

All the students of the participant implemented seven strategies, namely Borrowing, Calque, Literal Translation, Modulation, Transposition, Equivalence, and Adaptation. Among those strategies, Borrowing, Calque, and Modulation were the most used strategies. Borrowing was the most translation strategy used by the students. It is a method of translating that involves taking the words without translating them. It is the fastest type of translation strategy, decreasing the turnaround time for the translation process (Rm & Rosa, 2020). It implies that information is conveyed directly from the original to the intended language. The students used it 78% of the time.

The second most used strategy was Calque. It represents a foreign phrase or word that has been translated and absorbed into another language, or in other words, a word or phrase that has been directly translated from the original language into the intended language. The usage frequency of this strategy was 61%. The literal interpretation is a word-for-word translation. As stated by (Vinay & Darbelnet, 1995), the literal translation is only appropriate for languages that are culturally very close. The source text has been translated literally into the target text and concentrates on form and structure without adding or subtracting from the objective text. The usage frequency of this strategy was 54%.

Transposition is a shift in the order of components of speech without compromising the sense of the message. It shifts a grammatical category, and each word in a foreign language has a distinct grammatical structure. The usage frequency of this strategy was 49%. Modulation is another term for the deviation that results from a change in perspective or mindset as well as a

change in meaning. When this term is used, it means changing the target text's perspective or creating a semantic change from that of the source text. The usage frequency of this strategy was 56%. Equivalence strategy refers to how something might be expressed in an entirely different way. Finding words or expressions that are comparable in both the source and target languages is called matching. It is useful for interpreting idioms, catchphrases for items, advice, interjections, and organization names. The usage frequency of this strategy was only 36%. The last strategy is Adaptation, when something of another culture is not found in the intended culture, adaptation comprises modifying a cultural reference. There is a change in the cultural environment when something unique in one language culture comes across in an entirely distinct way that is recognizable or acceptable to another language culture. The usage frequency of this strategy was 54%.

CONCLUSION

After analyzing the data based on the research questions from previous chapter, it can be concluded that (1) the students used various strategies in translating the narrative text. The types of the students' strategies used in translating narrative text were Borrowing strategy (78%), Calque strategy (61%), Literal Translation strategy (54%), Modulation strategy (56%), Transposition (49%), Equivalence strategy (36%), and Adaptation strategy (54%). (2) The most dominant strategy used are Borrowing, Calque, and Modulation.

While many studies discuss translation, this study focuses on a gap in students' translation strategies while translating narrative literature. Furthermore, the authors believe that few relevant studies have addressed the issue. Meanwhile, there has been a lot of research on student translation, but none on the narrative text.

Study findings provide light on the translation procedures employed by EFL students while translating narrative literature. The high frequency of borrowing, calque, and modulation tactics among participants underlines the need for more targeted translation training that promotes a better knowledge and appreciation of the meaning and context of the source text. This is especially significant for EFL students engaged in English Language Education Study Programmes, who may be expected as part of their homework to translate various sorts of materials, including narrative writings.

Educators can assist EFL students in developing the skills required to generate high-quality translations that properly represent the source text's meaning and characteristics by providing them with a varied repertoire of translation tactics and procedures (Sinaga Parasian Tua, 2020). To address the obstacles given by culturally distinctive expressions or complex story structures, for example, culturally equivalent translation or compensation procedures might be applied. Overall, the outcomes of this study emphasize the need to offer tailored translation strategies teaching to EFL students.

Educators can assist students in developing the abilities along with knowledge required to make excellent in quality translations that accurately reflect the content and subtleties of the source text by doing so (Nur & Ibtisam, 2019). As a result, students can fulfill their academic and professional goals while also contributing to cross-cultural communication and understanding.

ACKNOWLEDGMENTS

Alhamdulillahirobbil'alamin

I appreciate a lot of gratitude to my supervisors for warm positive reinforcement, inspiration, and wise counsel. I am very grateful to all the lecturers and my friends who have helped provide advice and support as well as their knowledge during the lectures. Finally, I dedicate my

gratitude to my parents for their everlasting support and encouragement throughout my endeavour.

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