

Applied Linguistics: Analysis of The Translation Methods Used in Translating Poetry "Peace"

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Abstract. *The objective of this research was to describe the ability of the fourth semester students in translating a poetry entitled Peace from English to Indonesian. The research is to find the translation method that used by the students in translating poetry and to identify the most dominant translation method that used by the students in translating a poetry. The subject of the research is the fourth semester students of English Department in Universitas HKBP Nommensen Pematangsiantar (UHKBPNP). The data was a translation test. The research used descriptive qualitative method as a research design. Result of the research shows there are 6 types of translation method that used by the students in translating the poetry, they are word-for-word translation (1,75 %), literal translation (20,27%), faithful translation (25,66%), free translation (30,03%), communicative translation (12,93%), semantic translation (10,16%), since the other method are rarely to use for translating poetry. And the most dominant translation method that used by the students is free translation (30,03%).*

Keywords: *poetry, translation, translation methods*

Introduction:

Teaching English as a foreign language necessitates a variety of tasks that encompass a wide range of English skills (Achilov, 2017). Some EFL classrooms include translation activities since they are perceived to incorporate language in use practice such as vocabulary, grammar, reading, and writing (Tsai, 2022). According to Jumiatty (2019), translation is a language activity related to the process of translating a text from one language to another (Jumiatty, 2019). Translating involves the application of comprehensive linguistic theory as well as language theory (Herman, 2017; Van Thao, Binh, and Herman, 2020; Pym, 2023). Students can benefit from learning translation by learning parts of English and communication (Zuparova, Shegay, & Orazova, 2020). Because translating entails transmitting messages from various languages and cultures to all readers worldwide in other languages (Baker, 2018). The translation process demands a great deal of effort and concentration from the translator in order to represent the meaning in the source language, making it a difficult task (House, 2014). This challenge requires that a translator be fluent in both the source and target languages (Khashimovich, Salahitdinovna, & Artigalievna,

2022). Translation is currently a common, even though important, a role in international literature and communication.

Translation is one kind of communication technology that connects two or more different languages in terms of communication (Saputra et al., 2022). In further, translation allows people to interact or communicate with those who speak various languages. Accordingly, people who are proficient in translation will use their abilities to communicate since speaking and communicating are critical life skills (Syafryadin, et al. 2020). Translation has always been a crucial component of communication, which is why it is so important in bridging the gap between native speakers of other languages. Translation is, basically, the process of converting meaning from one language to another (Herman and Rajagukguk, 2019). Consequently, at least two languages must be used in the translation. A translation technique is a method of meaning at the level of individual words, phrases, clauses, or sentences to transfer a message from a source language (SL) to a target language (TL). According statement above can conclude that poetry is writing imaginative of experience and arranged to create the meaning and rhythm. The poetry is creative imagination in writing an experience with the result that making an creative writing.

In the translation process, the translator must carefully identify the source language into the target language. The translator must find the differences and closest equivalents between the source and target languages. The problems translators face in the translation process are that it can cause translations to be inaccurate, unacceptable, and unreadable, and there are differences in the grammatical structure of the source and target languages. Baker (1992: 183) stated that the grammatical discrepancies between the source language and the target language frequently cause some modification in the message's information content during translation. It is translating not only in the scientific field but also in the non-scientific field. They are translating both scientific and non-scientific subjects. Poetry translation is one of them. A poetry is a piece of English literature that uses lovely language and rhymes that are either similar or the same. The challenges of translating poetry, such as additions, deletions, and adjustments to the inherent components of poetry, cannot be ignored while interpreting Indonesian poetry

The difficulty of translating poetry has an effect on students' abilities to translate. Most students take a literal translation method when translating poetry, ignoring elements of emotion, aesthetics, and figurative expressions in both the source and target languages (Pasaribu, Herman and Hutahaeon, 2020). According to the findings of the researcher's interview with third-year English Education students, students still had difficulty deciphering words, phrases, sentences, and paragraphs in poetry. Students claimed that translating poetry was more challenging due to the structure of the language, the character of the poem's language, and the differences between the two languages

However, the fact shows that translating sometimes causes a lot of problems to the learners. The students translated the poetry differently. Every student has their own way in translating the poetry. Some students selected and wrote down what in his or her mind in another language. Some of them just think and select accurate words in the right way in order to make it sense. Another just transferring the word in source language into target language directly. For that reasons, the researchers attempt for the kind or explanation about the translation method that the students used for translating the poetry. The researcher analyzed what are the translation techniques that used by the students in translating a poetry.

Based on above, the researcher formulates research question as follow:

1. What are the translation methods that used by the students in translating poetry "Peace"?

2. What is the most dominant type of translation method that used by the students in translating poetry “Peace”?

In relation to the problem of the study above, the writer states the purpose of this study are:

1. To find out what are the translation methods that used by the students in translating a poetry “Peace.”
2. To find out what is the most dominant type of translation method that used by the students in translating a poetry “Peace.”

Translating a poetry is not easy task to do. Based on the researcher’ preliminary observation the researcher focused at the fourth semester students in English Department of Universitas HKBP Nommensen Pematangsiantar. The scope of the research is limited in translating an English poetry into Indonesian entitled “Peace”. The theory that will be used in this research is based on Newmark theory of translation method.

Concerning with those phenomena above, it is important to conduct the research. That is why the researcher are interesting to do the research and tried to analyze these case in order to know how the students translate the poetry.

METHOD

The method used to perform this research was descriptive qualitative. Descriptive qualitative research, according to Denzin and Lincoln (2005), involves an interpretive naturalistic perspective on the world. This implies attempting to understand or interpret things in terms of the meanings that individuals assign to them in their natural environments. Rather than measurements, statistics, and numerical numbers, words, language, and experience are more commonly linked with qualitative research. Thus, the main goal of this research was to analyze the data and determine the translation strategies that the students employed when translating the poetry.

The fourth semester students from Universitas HKBP Nommensen Pematangsiantar, especially English Department served as the study's subjects. Three parallel classes were chosen at random for the sample by the researcher. There are 20 students in the class. The reason the researcher selected them is to examine the techniques that students employed to translate a English poetry into Indonesian. The goal of the research was to translate a poetry called “Peace”, which was translated by the fourth semester English students of Universitas HKBP Nommensen Pematangsiantar.

In order to observe the students' approach to translating a poetry, the researcher employed a translation test in which the writer provided an English poetry as the question material. The pupils had 60 minutes to complete the exam according to the researcher. During the poetry's translation, they are not permitted to use a phone or dictionary.

The data of this research was collected by applying documentary technique because the source of this research is the students’ answer sheet in the translation of poetry.

1. The researchers gave a brief explanation about what the poetry was.
2. The researchers gave the students a test and the test is a poetry.
3. The number of data is 20 students which one class include.
4. The time allocation that the researcher gave to students is 60 minutes.
5. After students did the test, the researcher collected their answer sheet.

6. At last, the researchers checked the students' answer sheet, tried to find out what are the translation methods that used by the students in translate that poetry.

RESULT AND DISCUSSION

RESULT

After analyzing the data, the results were as follows: The finding of the first research question is the writer classified and analyzed by Newmark (2001) which was mentioned before in reviews of the literature. The data could be tabulated as follow:

Table 1. Types of translated method used by students in translating Poems

No	Students	Types of Translation Methods							
		Wfw	Fr	Fa	Li	Se	Co	Id	Ad
1	BZ	2	-	3	5	2	2	-	-
2	FS	-	2	1	5	1	3	-	-
3	BRI	-	1	3	4	2	3	-	-
4	ELLE	-	1	5	5	1	1	-	-
5	ZI	1	3	4	3	1	1	-	-
6	ON	2	2	5	3	1	-	-	-
7	TRI	1	5	3	1	2	1	-	-
8	RH	-	3	6	3	-	1	-	-
9	ZE	-	11	-	1	1	-	-	-
10	BA	-	2	4	3	2	2	-	-
11	ESB	-	6	1	3	2	1	-	-
12	RPN	-	7	3	2	-	1	-	-
13	SS	-	4	4	5	-	-	-	-
14	JDM	-	6	3	3	1	-	-	-
15	ARR	-	10	1	1	1	-	-	-
16	ASS	-	3	3	2	1	4	-	-
17	SU	-	4	4	1	1	3	-	-
18	NI	-	7	4	1	1	-	-	-
19	RTY	-	2	4	4	2	1	-	-
20	DRT	-	2	1	4	2	4	-	-
TOTAL		6	81	58	59	24	28	-	-

After all the data were collected, there were only six types of translation method that used by the students in translating a poetry. There are, word-for-word translation, literal translation, faithful translation, semantic translation, free translation, and communicative translation.

In order to know what is the dominant types of translation method that used by the students in translating poetry, the researcher make it as follows:

Table 2 The Most Dominant Type of Translation Method

No	Translation Methods	Quantity	Percentage (%)
1	Word-for-word Translation	6	1,75 %
2	Free Translation	81	30,03 %

3	Semantic Translation	24	10,16 %
4	Faithful Translation	58	25,66 %
5	Literal Translation	59	20,27 %
6	Communicative Translation	28	12,93 %
Total		256	100 %

From the data above, the researcher found that only 6 types of translation method that used by the students in translating the poetry and from 20 students as a subject or participant of this research, the researcher found that word-for-word translation (1,75 %), literal translation (20,27%), faithful translation (25,66%), semantic translation (10,16%), free translation (30,03%) and the last communicative translation (12,93%).

DISCUSSION

The results of analysis in this research found that the types of translation method that used by the students in translating poetry are 6 types. The researcher did not find the other two translation method (Adaptation and Idiomatic translation) in students answer sheet. The students only used 6 types of translation method in translating poetry entitled Peace, they are: Word-for-word translation, literal translation, faithful translation, free translation, communicative translation, semantic translation.

The researchers found that the most dominant type of translation method that used by the students in translating poetry is Free Translation. It concluded that Free Translation used 81 times from 20 students which is 30,03%. Most of students used Free translation in their answer sheets and they just translate the poetry freely.

CONCLUSION

Based on the researchers' analysis, this research has successfully answered the research question. Actually, there are 8 types of translation method that stated by Newmark' theory (2001:45) but in this research the researcher' found that only 6 types of translation method used by the students since the other translation method (Adaptation and idiomatic translation) are rarely used in translating text especially poetry. The translation method that used by the 20 students in translating poetry are: Word-for-word Translation (1,75%), Literal Translation (20,27%), Faithful Translation (25,66%), Semantic Translation (10,16%), Free Translation (30,03%), and Communicative Translation (12,93%).

The most dominant type of translation method that used by the students in translating poetry is Free translation (30,03%), since the students just showed their free thoughts in translating the poetry and only takes one word as their key word to translate whole the sentence without thinking about the real meaning of the poetry and the correlation in each sentence.

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