MINI RESEARCH IN TRANSLATION

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FOREWORD

All praise is due to God Almighty, because of His power finally the book entitled "Mini Research in Translation" can be completed. This book is a collection of mini-research of the students of English Language Study Program of FKIP Lambung Mangkurat University, Banjarmasin. Mini research, which was later made into this book, is the result of research as a final project in the Translation course taught by the editor himself.

The purpose of this mini-research itself is that students can apply the knowledge they have learned in the form of theory. With this direct application, students are expected to be more focused on the sub-field of translation that they are good at. This form of project-based learning is also expected to be able to develop students' critical thinking skills and put them in the form of scientific papers.

We realize that in the preparation of this book, there are still shortcomings; therefore, critics and suggestions from readers for the improvement of this book are very much expected.

Banjarmasin, April 2020

Editor

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TRANSLATING ENGLISH PUNS INTO INDONESIAN

Ersyaluna Salsabila Irawan

Abstract

Puns are a part of the humor. It is used in everyday lives in any types of media. It can be told when having a conversation, heard in televisions or radio, and it can also be found online. English puns are the most popular around the world as it is a language may people understand. But in some case, people would answer a pun by its literal meaning instead of the true meaning hidden inside. This paper will analyze how Indonesian will translate a pun in English and if they can grasp the joke inside of it.

Keyword: *puns, meaning, jokes, English*

INTRODUCTION

Puns, or paronomasia, are forms of linguistic jokes. Some also know it as dad jokes. It is known as a source of humour in daily life. It can be used anywhere; television shows, books, even advertisements would use it to make the advertisement appealing. Even people would often make puns when having conversations to lighten the mood. People would react differently to puns, but most categorize it as 'cheesy.' Each language in the world has their puns that only a native would understand.

In a case where someone wants to understand a joke from another language, they would need to translate it. English pun is famous around the world. As English is a language everyone understands, it spread fast via online media. It is not rare to found pictures containing pun, known as a meme, spread in social media. The risk of translating puns and jokes to a target language is that the result would be the literal meaning instead of the true meaning of said delivered puns. For Indonesian, there are some scenarios where they see a pun as something offensive when it is only to humour the reader because they do not understand the joke it tries to deliver. This paper will discuss the understanding of puns in English and see if said

puns can deliver its meaning or failed to do so because it is translated to its literal meaning.

REVIEW OF LITERATURE

The Oxford Dictionary defines that pun is "the use of the word in such a way as to suggest two or more meanings or different association or the use of two or more of the same or nearly the same sound with different meanings, to produce a humorous effect." A pun in common is known as wordplay. That means a pun would use the word with similar sound while it has more than one meaning. This allows a pun hides the true meaning under its literal meaning.

Xiaoli Gan (2015) quotes; "Generally speaking, punning, one of the rhetorical devices which are widely used in English, makes the language more concise, funny, humorous, novel, and so on, and it will leave a deep impression on readers with readability and humour."

METHOD

A subject is given a video containing a few puns to see if said subject will understand it by the literal meaning or the true meaning. The video used is by The Try Guys from the series Try Guys Game Time, and it contains a series of puns. This will be used to test if the subject understands the puns by its literal meaning or getting the true hidden meaning the pun tries to deliver.

a) What is a dentist favourite time of day? 02:30 The pronunciation of 'two' in "two-thirty" sounds almost the same as 'tooth' and make it as "tooth thirty."

b) Why can't you trust trees? Because they seem kind of shady. The word shady means "giving shade from sunlight", but it can also mean "not entirely honest."

c) What do you call a cheese that is not yours? Nacho cheese. The word "Nacho" came from *Nacho*, which is food from Northern Mexico sounds almost the same as "not yours" making the answer of the pun "not your cheese."

d) Why do cows have hooves instead of feet? Because of the lactose. 'Lactose' is a sugar component found in milk and is usually associated with feeding milk or breastfeeding, which a cow does. The word 'lactose' almost sounds the same as 'lack toes' because a cow does not have toes.

e) Why does the king only a foot tall? Because he was a ruler. A king is also known as a ruler because he has the privilege of ruling a kingdom. Why this has something to do with how tall the king is because a ruler is also a device to measure length.

f) Why does the grape sunbathing? No raisin. 'Raisin' is a dried grape and is usually dried under the sun. The word 'raisin' almost sounds the same as 'reason' making "no raisin really" sounds like "no reasons."

g) What kind of clothes do cowboys wear when they go out? Ranch clothing. The word 'dressing' means an outfit or something to wear on the body. While ranch dressing can also mean dressing for salads. So instead of clothes, the answer to this pun is a kind of sauce

h) What did the janitor say when he came out of the closet? Supplies! The word 'supplies' sounds almost the same as 'surprise.'

RESULT AND DISCUSSION

From the test given, subject understand 87.5% by their true meaning, and the rest, 12.5% are understood by its literal meaning. After the true meaning of the puns is given, it is revealed that the subject does not understand the second meaning of "ranch dressing." This means that the word is understood because the subject translates it as clothing.

The result proves that the lack of knowledge of the many meanings of some words can affect the response of understanding puns. Because of said lack of knowledge, the subject translates it to its literal meaning, and the pun fails to deliver the humour to the subject.

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TRANSLATION TECHNIQUES OF ENGLISH TO INDONESIAN POEM "A FATHER'S PRAYER"

Etik Kusumaningrum

Abstract

The objectives of the research are to classify the types of translation technique from English to Indonesian poem translation, to determine the dominant type of translation technique of English to Indonesian poem entitled "A father's prayer" translated by Andrie Wongso. This research is a descriptive qualitative method. Data of this research are sentences in both English and Indonesia. The source of this research is "A Father"s Prayer" poem. The finding shows that there were eight translation techniques used in translation the poem, they are Reduction/omission (9 occurrences or 40,90%), Transposition/shift (5 occurrences or 22,72%), Amplification/addition (3 occurrences or 13,635), Discursive/creation (1 occurrence or 4,54%), Modulation (1 occurrence or 4,54%), Particularization (1 occurrence or 4,54%), Generalization (1 occurrence or 4,54%), Literal translation (1 occurrence or 4,54%). The first most dominant translation technique is Reduction(omission). It is about 9 data, and the parentage is 40,90%.

Keywords: *Translation, Translation Technique, poem translation.*

INTRODUCTION

Language is the main topic of any discussion about translation. It is a way to be able to do interaction with other people. The Oxford dictionary (2008:247) defines "language as a system of communication is speech and writing using by people of a particular country". It means that every country has its language, so the translation is an essential thing needed in interaction. Nida (1998) says, " Translation is an important phenomenon that has a huge effect on everyday life". Hanne(2006: 209) also stated that translation is impossible, necessary, and important. The translation is needed because of its function to communication and to avoid misunderstanding

between one language to another language. Bel (1991: 22) states: the purpose of translation theory is to reach an understanding of the process undertaken in the act of translation and not as is so commonly misunderstood to provide a set of norms for effecting the perfect translation."

Generally, translation is transferring an idea, knowledge or purpose from Source Language (SL) to Target Language (TL). Newmark (1988b:7) states, "Translation is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language". The activity of translation consists of SL or the language that will be translated into and TL or the language as the works that is being structured by the translator. The purpose of translation is to reproduce various kinds of spoken or written texts in another language and thus making them available to wider readers. It can be seen from the definition of translation from Wills (in Noss, 1982: 3); "Translation is a transfer process which aims at the transformation of a written SL text into an optimally equivalent TL text, and which requires the syntactic, the semantic and the pragmatic understanding and analytical processing of the SL".

The translation is not an easy thing to learn; it is not just replacing message from SL to TL. Many aspects must be considered. Different countries do not only have different languages, but they also have different cultures too. It is like Nobar (2000) who says in her journal. Scholars believed that translation could be used as a means of transferring one nation's culture and science and ideologies to other countries with different languages. The difference and problematic aspects involved in translation such as form, meaning, equivalent, proverbs, style, idiom between SL and TL and also the variation in their cultures make the process of translating a little bit harder.

This study focuses on the translation analysis of literary work. The vovacbulary.com defines literary work as —imaginative or creative writing‖. It explains that literary work is the work of a writer; anything expressed in letters, every emotion of the writers that can be imaginative according to the writer wanted. There

are kinds of literary works such as Poetry, novel, lyric, etc. Literary works translation can be distinguished into literary and non-literary works in a

the way that the first one is "symbolical or allegorical" while translating a literary piece of work, the most attention is paid to connotation and emotion in imaginative literature.

Poetry, one of literary works, has something special compared to other literary works. Poetry can explain the art of rhythmical composition, written or spoken, for exciting pleasure by beautiful, imaginative, or emotional thoughts. Poetry is more difficult than others. Poetry is not like a novel or short story. It also has rhythm, rhyme, meter, and specific expressions and structures that may not conform to the ones of the daily language. The rhythm, rhyme and meter are the aesthetic points in poetry which make poetry beautiful, imaginative and emotional. To translate poetry, translators need 'something more' than translating other genres of literature. Translators have to observe the aesthetic and emotional value. Due to these characteristics, poetry translation seems to be so controversial, and this brings Jakobson (in Venuti 2001: 118) to state: "poetry by definition is untranslatable".

The translation is not only for scientific or linguistic text. Literature, especially poetry, can be translated as long as knowing what strategies and methods should be appropriately used. So, the researcher wants to analyze the translation techniques used in the poems by General Douglas MacArthur with the title A Father"s Prayer, which is translated into Indonesia become *"Doa untuk Putraku"* translated by Andrie Wongso.

Moreover, there are some differences in meaning between the Indonesian and English versions, and it becomes the reason why the researcher chooses the poems of General Douglas MacArthur. Besides, the researcher wants to find out what type of technique is used to translate the poems.

REVIEW OF LITERATURE

The translation is a written medium and useful connection to communicate with other people in a different language, culture and background. It can help people to share any perspective of this world. People can share information, knowledge, ideas,

and lots of things. There are many differences both source language (SL) and target language (TL) like the structure, culture and style. Therefore, translation is very useful for people who do not have good ability in understanding SL, so they need help to translate it into the TL. Pinchuck in Suryawinata and Hariyanto (2003: 13) states that translation as a process of finding a TL to be equivalent toward the SL utterance. The equivalence in translation is the closest TL with the SL, which is used by the translator in the translation. The equivalence in translation can be reached by mastering language skills. In finding the equivalence, the translator also needs to study some linguistics theories related to the translation study before they do the translation work.

The translation is not an easy thing to do, as it can be difficult to establish its equivalence, such as in English change into Indonesian or vice versa since there are some different system and structure between those languages. The system and structure in SL and TL may become the obstacles if the translator faces difficulties to discover the equivalence of both languages. In translating a text, a translator should convey the message of the source language into the target language. Hatim and Mason (1997: 1), states that the translator both a receiver and a producer. While the translator"s task is to read and to understand a written text (source text) and then to transfer the meaning to the TL in a written form. While the other explanation is added by Catford (1984: 12) that states the goal of a translator is to keep the meaning of the translation to be constant. A translator does not just transfer each word in SL into TL, but a good translator must skilful in translating the SL into TL without changing the purpose and message in TL. Therefore, the translator can transmit the SL to the TL text by using some translation technique in making the readers can understand the translation in the TL. Translation techniques can be defined as a way to transfer the meaning from the SL to TL is based on the micro-unit (word, phrase or clause or in sentences), which influence the result of translation. Molina and Albir (2002: 499) defines that translation techniques allow the people to describe the actual steps which taken by the translators in each three textual micro-unit and obtain clear data about the general methodological option chosen. Translation technique is the procedure to analyze and classify the way of equivalence can happen. Translation technique is called as the realization of the decision, making process, where the product of translation can be identified on the translation result.

There are 18 translation techniques which are stated by Molina and Albir"s (2002: 509511), they are 1. Adaptation; 2. Amplification (Addition); 3. Borrowing; 4. Calque; 5. Compensation; 6. Description; 7. Discursive Creation; 8. Established Equivalence; 9. Generalization; 10. Linguistic Amplification; 11. Linguistic Compression; 12. Literal Translation; 13. Modulation; 14. Particularization; 15. Reduction; 16. Substitution; 17. Transposition, and 18. Variation.

Types of Translation techniques
Adaptation
Adaptation is a technique that replaces the SL cultural elements with one which has the same condition and situation in the TL culture. The translator has to create or make a new situation that can be considered as being equivalent both in SL and TL.

Amplification (Addition)

Amplification (Addition) is a technique that conveyed details that are not formulated or stated in SL. It can be either information or paraphrasing explicitly. It is same with addition or gain. It also can be called grammatical expansion for clarity of meaning.

Borrowing

Borrowing is a technique that takes a word or expression straight from another language. It can be copied, reproduced, translated/changed in TL exactly as in SL. When an expression or a word is taken over purely in TL (without change), it is called pure borrowing. In naturalized borrowing, it can be naturalized to fit the spelling rules in the TL (with changing).

Calque

Calque also called as loan translation. It is a technical translation of the word or phrase or from the SL into TL which can be a lexical or structural system. It also can be translated word-for-word in a language into another language, for example, translates each word literally.

Compensation

Compensation is a technique that introduces SL element of information or stylistic effect in another place in the TL because it cannot be reflected in the same place as in the SL.

Description

Description replaces the term in the source language with the description in the target language. This technique is used when a term in the source language does not have a term in the target language.

Discursive Creation

Discursive Creation is a technique that replaces a term or expression with a description of its form or/and function. This technique is often used in the translation of the title of film/movie/book to indicate equivalence that can only be valid in a certain context.

Established Equivalence

It is a technique that uses term or expression which is recognized (in dictionary or language in use and everyday use) as an equivalent in the TL.

Generalization

Generalization translates a term with the term that is already well known in public and known to the wider community. This technique is used when a term in the source language refers to a specific section, which parallels in the target language does not exist and refers to the same section.

Linguistic Amplification

Linguistic amplification adds elements of linguistic from SL into TL. This technique is often used in interpreting or dubbing.

Linguistic Compression

Linguistic Compression unities or collects the linguistic elements that exist in the SL.

Literal Translation

It is a technique that translates a word or an expression in a word for word. The SL is translated literally, and focuses on the form and structure, without any addition or reduction into TL.

Modulation

Modulation is a technique that changes the point of view in the TL to focus or cognitive category concerning SL. It is a variation of the form of the message, obtained by a change the point of view. It allows in expressing the same phenomenon differently.

Particularization

Particularization uses terms that are more concrete and specific. The technique contrast with the technique of generalization.

Reduction (Omission)

The reduction is a technique that reduces certain elements of the SL. It is also called elimination, omission or subtraction which suppressing an SL information in the TL.

Substitutions

Substitutions replace the linguistic elements into paralinguistics (such as intonation and gesture).

Transposition (Shift).

Transposition is a technique that changes a grammatical category concerning the source language. This technique is the same with shift (in category, structure and unit shift, such as changing singular to plural, the position of an adjective, changing the word class or part of speech).

Variation

Variation replaces linguistic elements or paralinguistic which influence the linguistic variable.

PREVIOUS STUDY

There is a previous study related to this research. A journal was written by Yusuf Al Arief and Rizky Amellia (2017) entitled Religious and Cultural Values in Douglass Mac Arthurpoem and Its Translation. The researchers describe the differences between religious and cultural values based on language use. The writers found a fact that at least there were two big differences between the poem in English and Indonesian caused by religious and cultural values.

RESEARCH METHOD
Research Design
The study of the research uses a descriptive method. The writer classified, analyzed the data and then drawing the conclusion. The writer analyzed the translation analysis qualitatively.

Sources of Data

The sources of this research are types of translation techniques in translation English poem "A Father"s Prayer" by General Douglas MacArthur into Indonesia "Doa Seorang Ayah" translated by Andrie Wongso. Data of the research are sentences in the poem, which involves two languages, both SL(English) and the TL(Indonesia).

Techniques of Data Collection

1. Choosing the Data

2. Reading the Data

3. Identifying and classifying the Data

Technique of Data Analysis
 The data collected were analyzed descriptively. They were classified according to the types of translation techniques which were proposed by Molina and Albir"s theory. After identifying the data, data will be classified in each type, and provide its description. Then, the data were tabulated by statistical formula to find out the Translator, Andrie Wongso technique in translating "A Father"s Prayer" poetry from English to Indonesia language. The statistical formula being used was the percentage formula as follows: $P = f \ per \ N \ x \ 100\%$

Note :

P : percentage number

F : frequency

N : the number of translation technique

FINDING AND DISCUSSION

In this point, the writer describes the types of translation technique and the most dominant type of translation technique found in "A Father"s Prayer " both English and Indonesia poetry translation. The result is described by counting the categories/types and its percentage of numbers. The writer shows the frequency of translation technique and the percentage of translation technique used. The first step, the writer identifies the translation technique. Then they are classified into the category of translation technique. Next, the writer counts the type translation technique to get the frequency of translation technique. Finally, the writer counts the frequency of translation technique by using the chosen formula to get the percentage of them.

The writer makes the percentage of translation technique type that occurs in the articles" abstracts of the journal. To get the percentage of translation technique, the writer uses the following formula as stated above.

NO	CATEGORIES	FREQUENCY	PERCENTAGE
1	Reduction (omission)	9	40,90%
2	Transposition (shift)	5	22,72%
3	Amplification (addition)	3	13,63%
4	Discursive Creation	1	4,54%
5	Modulation	1	4,54%
6	Particularization	1	4,54%
7	Generalization	1	4,54%
8	Literal translation	1	4,54%

	TOTAL	22	100%

From the table above, it can be seen that the translation techniques are categorized into eight categories, they are Reduction/omission (9 occurrences or 40,90%), Transposition/shift (5 occuracnces or 22,72%), Amplification/addition (3 occurrences or 13,635), Discursive/creation (1 occurrence or 4,54%), Modulation (1 occurrence or 4,54%), Particularization (1 occurrence or 4,54%), Generalization (1 occurrence or 4,54%), Literal translation (1 occurrence or 4,54%). The first most dominant translation technique is Reduction(omission). It is about 9 data, and the parentage is 40,90%. The analysis and the description of translation techniques used as follows:

Discursive Creation

Discursive creation is a technique that replaces a term or expression with a description of its form or/and function.

SL : A Father"s Prayer

TL : Doa untuk Putraku

From the example above shows the discursive creation technique, which is usually used for translating the title. If it translated, it should be "Doa seorang Ayah". Here the translater use discursive translation technique it is uses of similar techniques while away from their original context and it becomes "Doa untuk putraku".

Transposition (Shift)

Transposition is a technique that changes a grammatical category concerning the source language. This technique is the same with shift (in category, structure and unit shift, such as changing singular to plural, the position of an adjective, changing the word class or part of speech).

SL : Build me a son, **O Lord,**

TL : **Tuhanku...**bentuklah puteraku

From the example above shows transposition/shift technique. The SL and TL have a different position of the mention of "God". From the bold letters above the researchers see that there is a shift in the position of word "God" which in SL is in the middle and in TL is in the beginning. Both in SL and TL have different culture and religion, in target language always put God at the beginning. It is a symbol of greatness.

SL : Build **me** a son

TL : Bentuklah putra**ku**

From the example above shows the shift technique. The translator shifting the word "me" in SL into the ending "ku" in word "putraku" (TL)

SL : Lead him, I pray, not in the path of ease and comfort

TL : Tuhanku…Aku mohon, janganlah pimpin puteraku di jalan yang mudah dan lunak

From the example above, the researcher founds the shifting of the phrase. In Indonesian's culture and religious people mention God first when they pray. So, the translator adds the "Tuhanku" at the beginning and then shifting the phrase after.

SL : To know **when he is weak** and brave enough to face himself when he is afraid.

TL : Untuk mengetahui **kelemahannya**. Dan, berani menghadapi dirinya sendiri saat dalam ketakutan

The example above shows that the translator is almost transpositioning all the words. The translator also makes shifting in adjective word "he is weak" into "kelemahanya". With that technique, the meaning is more obvious to the target language.

SL : I have not lived in vain

TL : hidupku tidaklah sia-sia

The example above shows that the translator shifting the words. The word of SL "lived" that is mean "hidup" in TL the posisition is in the middle. Then, in the TL it is shifting to the beginning and become "Hidupku".

Reduction (Omission)

Reduction is a technique that reduces certain elements of the SL. It is also called elimination, omission or subtraction which suppressing an SL information in the TL. Reduction condenses the information contained in the Source Language into the Target Language. Compacting information should not alter the text of the message int the source language.

SL : One who **will be** proud and unbending in honest defeat

TL : Manusia yang bangga dan tabah dalam kekalahan

SL : Build me a son whose heart **will** be clear,

TL : Bentuklah puteraku menjadi manusia yang berhasrat mewujudkan cita- citanya

SL : A son who **will** know…

TL : Seorang Putera yang sadar…

SL : …whose goal **will** be high

TL :… bercita-cita tinggi,

SL : a son who **will** master himself…

TL : sanggup memimpin dirinya sendiri…

SL : one who **will** learn to laugh

TL : seorang putra yang mengerti makna tawa ceria

SL : One who **will** reach into the future

TL : Putera yang berhasrat untuk menggapai masa depan ya

From the example above shows reduction/omission. The bold word "will be" as future times is not translated into TL. If it translated it should be "akan menjadi". The use form times in English (SL) and Indonesia (TL) are different. In English the use of time forms is important. It was Yusuf Al Arief(2000) who said in his journal, their language(English) where the „Tense‟ or time forms are strongly emphasized and have special forms so when one speaks the time element in the sentence will be known clearly. This is different from the Indonesian language to show the time, and the user must add the time description.

SL : Build me **a** son

TL : Bentuklah puteraku

      The example above shows reduction/omission. The bold word "a" as the article is not translated into TL. If it translated, it should be "seorang". Although is not translated, it does not change the meaning.

SL : To know **when** he is weak

TL : Untuk mengetahui kelemahanya

Like the previous case, the translator reduces the SL words"when" as the times form. Although it is not translated, it does not change the message.

Amplification (Addition)

Amplification (Addition) is a technique that conveyed details that are not formulated or stated in SL. It can be either information or paraphrasing explicitly. It is same with addition or gain. It also can be called grammatical expansion for clarity of meaning.

SL : Build me a son whose **wishes** will not take the place of deeds

TL : Bentuklah puteraku menjadi manusia yang berhasrat **mewujudkan cita-citanya** dan tidak hanya tenggelam dalam angan-angannya saja.

      From the example above, the researcher founds the amplification/addition technique. The bold word in TL "mewujudkan cita-citanya" conveyed the detail of the words "wishes"(TL) so the meaning can easily understand by the reader/listener.

SL : One who will learn to **laugh**

TL : Berikanlah hamba seorang putra yang mengerti **makna tawa** ceria

      The other example of the used addition technique in translating "A Father"s prayer" is in the bold word in SL "laugh" translated into Indonesia become "tawa". The translator, Andrie gave the addition "makna" before the word "tawa" in the target language.

SL : **Then** I, his father, will dare to whisper…

TL: Dan, **pada akhirnya bila semua itu terwujud**, Hamba, ayahnya, dengan berani berkata…

The translator also used the amplification addition technique is translated the last part of the poetry. The word "then" in SL if translated in Bahasa Indonesia become "kemudian/akhirnya". In Indonesian(SL) if it time forms people need to describe the time clearly so the translator translated with the addition technique then it became "pada akhirnya bila semua itu terwujud"

Modulation

Modulation is a technique that changes the point of view in the TL to focus or cognitive category concerning SL. It is a variation of the form of the message, obtained by a change the point of view. It allows in expressing the same phenomenon differently.

SL: … yet never take himself too seriously.

TL: … namun tetap mampu menikmati hidupnya.

Andrie also uses the modulation technique. He changes the point of view in "never take himself too seriously." to "tetap mampu menikmati hidupnya." Which is when it is translated to one another it has a different meaning, but it is acceptable because of the same point of view.

Particularization

Particularization uses terms that are more concrete and specific. The technique contrast with the technique of generalization.

SL : **One** who will reach into…

TL : **Putera** yang berhasrat untuk…

The word "one" in SL can be translated as "seorang", the translator used the particularization technique to translated "one" became more specific to "putera" in TL.

Generalization

Generalization translates a term with the term that is already well known in public and known to the wider community. This technique is used when a term in the source language refers to a specific section, which parallels in the target language does not exist and refers to the same section.

SL :… before he seeks to master other **men**,

TL :… sebelum mempunyai kesempatan untuk memimpin **orang lain**.

The translator use Generalization technique to translated "men" (SL) which has meaning in Indonesian (pria) to the general "orang lain" (TL).

Literal Translation

It is a technique that translates a word or an expression in a word for word. The SL is translated literally, and focuses on the form and structure, without any addition or reduction into TL

SL : … and gentle in victory

TL : … dan rendah hati dalam kemenangan.

From the example above shows a literal translation technique. The translator translates SL in the words of words into the TL

From the explanations above, it can be concluded that the most dominant type of translation technique found in "Doa untuk putraku" poetry from the original "A father"s Prayer" is Reduction/omission. It is for about 9 data and the percentage 40,90%. Translation technique that reduces certain elements of the SL. Also Compacting information without altering the message. Most of the words that reduced are the words "will" in the time's forms. The source language (English) and target language (Indonesia) have a different perspective on time. The time's forms in English culture strongly emphasized and have special forms, so when one speaks the time element in the sentence will be known clearly. This is different from the Indonesian language to show the time. The user must add the time description. This

requires that the translator knows that it is possible to reduce the "time forms" in the target language without altering the meaning of source text.

CONCLUSION

From the analysis, it can be concluded that the translation techniques are categorized into eight categories. They are Reduction/omission (9 occurrences or 40,90%), Transposition/shift (5 occurrences or 22,72%), Amplification/addition (3 occurrences or 13,635), Discursive/creation (1 occurrences or 4,54%), Modulation (1 occurrences or 4,54%), Particularization (1 occurrences or 4,54%), Generalization (1 occurrence or 4,54%), Literal translation (1 occurrence or 4,54%). The first most dominant translation technique is Reduction(omission). It is about 9 data, and the parentage is 40,90%. This type of translation technique is used because can reduce the different perspective of time in both Source Language (SL) and Target Language (TL).

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THE READABILITY OF THE TRANSLATION OF THE FAIRY TALES CINDERELLA

Farah Annisa

Abstract

This study aims to analyze the legibility of a fairy tale called Cinderella, which is translated from Indonesian into English. This research was conducted with the descriptive-quantitative approach. The author takes the data in this study using "Test". This study uses purposive sampling as a sampling technique. This study used the Gunning Fog Index formula as a tool to measure the level of readability. The results show that different Gunning scores were found in each translation result of the six students. The Gunning scores obtained are as follows: (1) Student A's Gunning score is 9.0, (2) Student B's Gunning score is 8.3, (3) Student C's Gunning score is 9.2, (4) Student D's Gunning score is 8.0, (5) Student E's Gunning score is 9.4, (6) Student F's Gunning score is 9.1. Based on the score 2 levels of education appear namely: (1) 8th Grade which is the result of student B and student D, (2) Freshman High School which is the result of student A, student C, student E, and Student F.

Keyword: *Translation, readability, fairy tales*

INTRODUCTION

Fairy tales are an unreal or fantasy story that is usually used to entertain readers, especially children. Although the fairy tale is a story that is not real, many writers write the story because many people are interested. One of the stories that children often read is a story called Cinderella. This fairy tale is so well-known that many are encountered in many countries with various versions. In Indonesia, this story is also very popular with children. This fairy tale did originally use English, but this tale was widely adapted using other languages, including Indonesian.

In this era of globalization, children in Indonesia themselves are increasingly open to changing times. Many parents have taught their children to use English since they were young. English is an international language where many people want to be able to use English in their lives. Many English texts are translated into Indonesian and not infrequently also usually for several purposes. This activity is usually called the translation process.

Referring to Catford (1965: 20) in his book A Linguistic Theory of Translation defines translation as "the transfer of discourse in the source language (SL) with its equivalent discourse in the target language (TL). Therefore, many things must be considered when translating one of which is legibility. According to Richard et al (1993: 238) in Nababan (1999: 62) Readability is how easily written materials can be read and understood. Readability is very important especially in translating a fairy tale that is intended for children. Sometimes when we translate, we forget to pay attention to the readability of the text we have translated and assume our translation is correct even though it is not certain that what has been translated has a level of readability that matches the target reader. This study aims to analyze the readability of short fairy tales called Cinderella, which is translated from Indonesian into English by English Department batch 2017 students.

LITERATURE REVIEW

Translation

There are some definitions of translation. Brislin (1976:1) states that translation is the general terms referring to the transfer of thought and ideas from one language (source language) to another (target language), whether language is written in oral form. Pinchuck (1977:35) in Yuwono (2000:1) states that translation is transferring the meaning.

According to Catford (1974:1) in Yuwono (2000:2), translation is a process of substituting a text in one language to another language. This definition stresses the importance of linguistic theory in translation. The translation process does not only deal with linguistic theory. It usually tends to maintain the form of language of the original text. The result of translation must be transferring the meaning of source language clearly, and it is expected that readers can be understood the meaning of target language. So, the result of the translation must be readable.

From many definitions above, we know that translation is a process of transferring thought, ideas, and the message from the source language to the target language in the form of written and oral and the result of translation must be readable.

Readability

(Sakri, 1993:135) in Nababan (1999:2) states that readability refers to the easy degree of a text to be understood. The same definition stated by Richard et al. (1985:238) in Nababan (1999:62) readability is how easily written materials can be read and understood. From the two definitions above the writer can conclude that readability is the easy degree written text to be read and understood by the readers.

In the beginning, the readability is only related to the reading activity. Then the readability is also used in translation because translating is always related to reading. Basically, in the context of translation, readability is related in every translation process, which always involves two languages at the same time. According to Gilmore and Root (1997:102) in Nababan (1999:62), the readability level of a text which is based on linguistic factors and human enchantment is not more than a support tool for a writer in adjusting the readability of a text with the ability of the readers. According to Wardah (1978:2) in her thesis, the readability level is used to show how to communicate or how easy to understand a particular reading text is. To determine the readability level of text, the writer uses the readability formula proposed by Robert Gunning (1952). According to the Gunning Fog Index, the Fog Index is interesting in terms of its applicability and simplicity.

The readability of a text is determined by some factors. According to Richard (1985:238) in Nababan (1999:62), readability depends on the average length of the sentence and the number of a new word. According to Hafni (1981: 22), all readability formulas consider the length of sentences. Longer sentences tend to be more complicated than shorter sentences. Harjasujana and Mulyati (1996/1997: 107) state that two factors affect readability, namely (1) length and short sentences, (2) level of the complex word.

Fairy Tales

Bruno (1989:25) states that fairy tales, wonder tales, or magic tales is an instance of a folklore genre that takes the form of a short story. Such stories typically feature entities such as dragon, fairies, giants, mermaids, talking animal and usually magic

or enchantments. In most cultures, there is no clear line separating myth from folk or fairy tale; all these together from the literature of preliterate societies. According to Thompson (1972), fairy tales may be distinguished from other folk narratives such as legend (which generally involve belief in the veracity of the event description) and explicitly moral tales, including beast fables. The term is mainly used for stories with origin in European tradition and at least in recent centuries, mostly relates to children's literature. Fairy tales usually do not contain more than superficial references to religion, and to actual places, people, and events; they take place "once upon a time" rather than in actual times.

METHODOLOGY

Design

This research was conducted with descriptive-quantitative approach because in this study the analysis involves numbers and scores. This study used Gunning Fog Index formula which requires Mathematical technique in its calculation and this research also describes the result of the analysis based on its quantity which with the description can make it easier to elaborate the results of the analysis in this study.

Data Collection

The author takes the data in this study using "Test". The test is a manuscript from a fairy tale called Cinderella in Indonesian. This study uses purposive sampling as a sampling technique. It says purposive sampling because this test is given to students who have the same criteria. The test was conducted by 6 English Department Batch 2017 students who had already taken the Translation course.

Data Analysis

Readability in a fairy tales can be calculated with the Fog Index formula through the internet network. Stages of how to start with searching for the term Gunning Fog Index via a search page (Googling) and various findings will appear. Then go to http://en.wikipedia.org/wiki/Gunning_fog_index then after that the formula will be found as follows:

$$0.4 \left[\left(\frac{words}{sentences} \right) + 100 \left(\frac{complex\ words}{words} \right) \right]$$

Gunning Fog Index work like this:

1. Find the average number of words per sentence (L), using a 100+ words passage.

Count all of words (W) and all of the independent clause (C) and divide (W: C). Dates count as a single word.

2. Find the number of different words (D), defined as those with three or more syllabus.

3. Add the average sentence length to the number of difficult words and multiply by 0.4. This will give an estimate of the average grade level that a reader should have to understand the writing. That is, Gunning Fog Index = 0.4 × (L + D).

From this process, go to https://www.webfx.com/tools/readable/. Then enter the text you want to analyze by typing the button that says "TEST BY DIRECT INPUT" after that copy-paste the text you want to analyze then you will find the necessary data. After that, we can find out the results of the calculation of the Gunning Fog Index itself.

Instrument

The instruments used for data collection and the results of the analysis are in the form of a table as follows:

Table 1. Instrument of the Data

No	Object	No. of sentences	No. of Words	Average Length of The Sentences	No. of Complex Words	Percentage of Complex Words	Gunning Score	Reading Level by
1.								
2.								
3.								

The instrument used to carry out the test is in the form of a text which is the text as shown below:

Cinderella

Dahulu kala, tinggallah seorang gadis cantik bersama 2 orang kakak dan Ibu tirinya. Sejak ayah kandungnya meninggal, ia diperlakukan seperti seorang pembantu. Dipaksa untuk menuruti segala permintaan ibu dan kedua kakak tirinya. Meskipun

begitu, Cinderella tetaplah seorang gadis yang baik hati, ia tetap menyayangi kedua kakak dan ibu tirinya.

Suatu hari istana akan mengadakan pesta dansa. Undangan pun disebar hingga ke pelosok desa.Pesta dansa ini bertujuan untuk mencari gadis yang akan menjadi permaisuri pangeran. Mendengar kabar gembira itu, kedua kakak tiri Cinderella sangat bahagia. "ibu, tolong pilihkan aku gaun yang paling cantik untuk menghadiri pesta dansa di istana malam nanti" ujar kakak sulung. "aku juga bu, belikan aku gaun yang baru. Aku tak ingin pangeran kecewa saat berdansa denganku" timpal kakak kedua. Mendengar puterinya berceloteh ria, ibu menjawab "tentu saja, ibu akan memilihkan baju yang bagus untuk pesta nanti malam". Cinderella yang sedang menyapu terlihat sangat bahagia, dalam hatinya ia juga ingin pergi ke pesta dansa di istana, ia pun berkata kepada Ibu tirinya "Ibu, tolong ijinkan Aku untuk pergi ke pesta dansa, aku tidak butuh gaun baru. Cukup ijinkan aku saja bu". Ibu dan kedua kakak tirinya sangat kesal dan memarahi Cinderella. Sang ibu berkata "tidak bisa, kau di rumah saja". Mendengar itu, Cinderella pun terdiam. Harapannya untuk bertemu pangeran gagal. Meskipun begitu ia tetap ikhlas menjalani perlakuan ibunya.

Hingga tibalah waktu pesta dansa. Ibu dan kedua kakak tirinya sudah bersiap pergi ke istana. Mereka memakai gaun terbaik dengan sepatu dan dandanan yang cantik. Sedangkan Cinderella hanya bisa menatap kepergian mereka dari balik jendela. Ketika Cinderella sedang bersedih, tiba-tiba terdengar suara wanita cantik "tenanglah Cinderella, kau akan mengikuti pesta dansa malam ini. jangan khawatir, aku yang akan membantumu". Cinderella terkejut "kau siapa?". Wanita cantik itu menjawab pelan "aku peri khayangan, kemarilah". Dengan senyum yang menawan, peri itu memutar-mutar tongkatnya di depan Cinderella. Seketika Cinderella berubah seperti seorang putri kerajaan. Ia memakai gaun yang bagus, mahkota emas, wajah yang cantik jelita, serta sepasang sepatu kaca. Cinderella pun nampak bahagia "terimakasih peri. Tapi bagaimana caranya agar aku bisa pergi ke istana itu? Aku tidak punya uang untuk menyewa kereta" ujar Cinderella. Dalam sekejap, peri cantik itu menghadirkan pengawal dan kereta kuda untuk Cinderella. "kau bisa menaiki kereta kuda ini. ingat, pengaruh sihir ini akan hilang saat tengah malam". Mendengar itu, Cinderella pun mengangguk dan segera menuju ke istana.

Sesampainya di istana, semua terpana melihat kecantikan Cinderella. Bahkan ibu dan kedua kakak tirinya tidak berhasil mengenalinya. Pangeran pun jatuh cinta, ia mengajak Cinderella berdansa. Cinderella sangat bahagia. Tiba-tiba lonceng tengah malam melengking "aku harus pergi pangeran" ujar Cinderella.

"tunggu putri, siapa namamu?" jawab pangeran yang berlari mengejar Cinderella. Tanpa disengaja, sepatu kaca Cinderella terlepas sebelah di teras istana. Sepatu kaca itu akhirnya di ambil oleh pangeran. Dalam hati ia berjanji akan mencari sang putri pemilik sepatu kaca itu.

Keesokan harinya, pangeran bersama pengawal pergi hingga ke pelosok negeri, namun tak ada gadis yang cocok dengan sepatu kaca itu. Hingga tibalah pangeran di rumah Cinderella. Kedua kakak tirinya sangat girang mendengar kedatangan pangeran "berikan padaku, aku akan mencoba sepatu kaca itu" sahut dua kakak tiri Cinderella bersamaan. Namun, ternyata sepatu kaca itu tidak cocok dengan mereka. Tiba-tiba Cinderella berkata

"biar aku mencobanya pangeran". Pangeran menjawab "silahkan nona". Melihat hal itu ibu tiri berkata "Cinderella, memalukan sekali kau". Singkat cerita, Cinderella mencoba sepatu kaca itu dan cocok di kakinya. Pengeranpun merasa gembira dan berkata

"kaulah putri yang selama ini aku cari".

Cinderella pun akhirnya dibawa oleh pangeran ke istana. Mereka menikah dan hidup bahagia selamanya.

FINDING AND DISCUSSION

Data retrieval was conducted for 6 English Department students Batch 2017. This data was taken based on the results of the translation of students who had already taken the Translation course. Then the data obtained as follows:

Table 2. Data Analysis Results of Translation

No	Object	No. of Sentences	No. of Words	Average Length of the Sentences	No. of Complex Words	Percentage of Complex Words
1.	Student A	58	654	11.28	74	11.31%

2.	Student B	63	770	12.22	65	8.44%
3.	Student C	57	654	11.47	75	11.47%
4.	Student D	58	744	12.83	53	7.12%
5.	Student E	58	654	11.28	78	11.93%
6.	Student F	58	656	11.31	75	11.43%

From the data obtained, the Gunning score will be known. These results are calculated using the formula contained in the methodology. Then the results obtained as in the table below:

Table 3. Gunning Fog Index Calculation Results

No	Object	No. of Sentences	No. of Words	Average Length of the Sentences	No. of Complex Words	Percentage of Complex Words	Gunning scores
1.	Student A	58	654	11.28	74	11.31%	9.0
2.	Student B	63	770	12.22	65	8.44%	8.3
3.	Student C	57	654	11.47	75	11.47%	9.2
4.	Student D	58	744	12.83	53	7.12%	8.0
5.	Student E	58	654	11.28	78	11.93%	9.4
6.	Student F	58	656	11.31	75	11.43%	9.1

Gunning Fog Index has a reader level table. From the table, we will find out which score the Gunning will be at which level of the reader. As for the reader level table based on the Gunning Fog Index score as follows:

Table 4. Reader Level

Fog Index	Reading Level by	Fog Index	Reading Level by
< 6	6th grade	12	High School Senior
7	7th grade	13	College Freshman
8	8th grade	14	College Sophomore
9	High School Freshman	15	College Junior
10	High School Sophomore	16	College Senior
11	High School Junior	17	College Graduate

From the table above it will be known the results of the translation readability of the 6 English Department Batch 2017 students are as follows:

Table 5. The Result of Readability from Translation

No	Object	No. of sentences	No. of Words	Average Length of the Sentences	No. of Complex Word s	Percentage of Complex Word s	Gunning Score	Reading Level by
1.	Student A	58	654	11.28	74	11.31 %	9.0	High School Fresh man
2.	Student B	63	770	12.22	65	8.44%	8.3	8th grade
3.	Student C	57	654	11.47	75	11.47 %	9.2	High School Fresh man
4.	Student D	58	744	12.83	53	7.12%	8,0	8th grade
5.	Student E	58	654	11.28	78	11.93 %	9.4	High School Fresh man
6.	Student F	58	656	11.31	75	11.43 %	9.1	High School Fresh man

Based on these results it can be seen that Student A has the number of sentences (58), the number of words (654), average length of sentences (11.28), the number of complex words (74), percentage of complex words (11, 31%) so from these data, Student A has a Gunning score (9.0) which is the level of reading at Freshman High School. Then Student B has the number of sentences (63), the number of words

(770), the average length of sentences (12.22), the number of complex words (65), percentage of complex words (8.44%) so from these data for Student B has a Gunning score (8.3) which is the reading level of 8th grade. Then Student C has the number of sentences (57), the number of words (654), average length of sentences (11.47), the number of complex words (75), percentage of complex words (11.47%) so from these data Students, C has a Gunning score (9.2) which is the reading level of the Freshman High School. Then Student D has the number of sentences (58), the number of words (744), average length of sentences (12.83), the number of complex words (53), percentage of complex words (7.12%) so from these data Students, D has a Gunning score (8.0) which is the level of the reader at 8th grade. Then Student E has the number of sentences (58), the number of words (654), average length of sentences (11.28), the number of complex words (78), percentage of complex words (11.93%) so that from these Student E has a Gunning score (9.4) which is the level of reading at Freshman High School. And the last Student F has the number of sentences (58), the number of words (656), the average length of sentences (11.31), the number of complex words (75), percentage of complex words (11.43%) so that these data Students F has a Gunning score (9.1) which is the reading level of Freshman High School.

According to Hafni (1981: 22), all readability formulas consider the length of sentences. Longer sentences tend to be more complicated than shorter sentences. Harjasujana and Mulyati (1996/1997: 107) state that two factors affect readability, namely (1) length and short sentences, (2) level of the complex word.

In this research, the author found the factors that most influenced the Gunning Fog Index score were several complex words and percentage of words, for example, student D had 53 numbers of complex words, and percentage of complex words was 7.12% so that student D had Gunning scores are the lowest than the others at 8.0 and have a level of readability at 8th Grade. So student D has the lowest readability among the others although student D has the same reader level as student B who is at the 8th Grade legibility but still student D has the lowest Gunning score because student B has a Gunning score of 8.3 and has a number of complex words as many as 65. It is very different from Student E who has a number of complex words of 78 and percentage of complex words is 11.93% which has a Gunning score of 9.4 and has a readability level at Freshman High School so that Student E has a

Gunning score the highest among the other students even though student E has the same level of readability as student A, student C, and student F but still student E has the highest Gunning score and also has the highest number of complex words among the others.

According to the experts, the longer sentences tend to be more complicated than the shorter sentences. However, in this study, the students who had the highest average length of the sentences were the students who had the lowest Gunning and readability scores, for example, Student E had the average length of the sentences, which is the largest, at 12.83 but has the lowest Gunning and readability scores. While student A and student B have the smallest average length of the sentences of 11.28, but both of these students have different Gunning scores. So in this study, the length or the short sentence does not significantly affect the level of readability when using the Gunning Fog Index formula.

CONCLUSION

After analyzed and found the findings as above, the author can conclude that the higher the level of education of the reader, the higher the Gunning scores will be. Similarly, the more appropriate Gunning scores with the level of education of the reader, the easier the text are understood. The factors that most affect the Gunning Fog Index score are a number of complex words and percentage of words because of the more number of complex words, the higher the Gunning score and vice versa. The Gunning score is very influential in determining the level of education of its readers.

In this study, Gunning scores were found to be different in each translation result of the six students. The Gunning scores obtained are as follows: (1) Student A's Gunning score is 9.0, (2) Student B's Gunning score is 8.3, (3) Student C's Gunning score is 9.2, (4) Student D's Gunning score is 8.0, (5) Student E's Gunning score is 9.4, (6) Student F's Gunning score is 9.1. Based on the score 2 levels of education, It is found that (1) 8th Grades which is the result of student B and student D, (2) Freshman High School which is the result of student A, student C, student E, and Student F. Based on these results of the six students who have a level of legibility, the ones approaching the level of education of fairy tale readers are

student B and student D. However, among the six students none had a Gunning score that corresponds to the level of education of fairy tale readers.

The author suggests that each translator pay attention to the readability of what they are translating, and also they must pay attention to the level of education of the reader. Translators must pay attention to the use of words in translating something, make sure not to use difficult words, especially in translating a fairy tale because the target audience of fairy tales is usually children.

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ERROR OF TRANSLATION IN TRANSLATING SHORT NARRATIVE TEXT FROM ENGLISH INTO BAHASA INDONESIA

Muhammad Rizal Fahlifi

INTRODUCTION

Translation is the process of communication. Levy (2000) states that translation is a process of communication: the objective of translating is to import the knowledge of the original to the foreign reader. Translating is also a process to transfer meaning. Translating is the process of transferring the meaning of a text in one language into a text in another language (Rachmadie, et al. 1988). Based on the definition of translation above, it can simply be said that translation is the process of transferring the meaning of information, stories, experiences and knowledge from one language to another language to communicate to other people.

In Indonesia, English is a foreign language that students must learn in school, and translation helps students to get knowledge from textbook another material. The students, especially students in college, must deal with many kinds of texts, and one of them is narrative text. According to Rebecca (2003), a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. Narrative text is a story can be in the form of fable, legend, or myth.

Occasionally, when translating narrative text, students make errors by omitting one or more phrases, inserting an item or more, using the wrong form of structure, and misplacing words in sentences, and in the end, the meaning of the original word or sentence is gone. Based on these problems, the researcher is interested in conducting this research related to an error in translating narrative text.

REVIEW OF LITERATURE

Translation

Shuttlewort and Cowie (1997) say "Translation is an incredibly broad notion which can be understood in many different ways. For example, one may talk of translation

as a process or a product, and identify such subtypes as literary translation, technical translation, subtitling and machine translation; moreover, while more typically it just refers to the transfer of written texts, the term sometimes includes interpreting."

Newmark (1988:7) "Translation is a craft consisting in the attempt to replace a written message statement in one language by the same message or statement in another language" Newmark emphasizes that translation is a process of rendering written message, from the source language to target language without adding or reducing the message."

Based on the definition above, we can say that translation is a process or a product that replace or transfer meaning from one language to another language.

Error Analysis

Brown (2002) states that error analysis is the process of observing, analyzing and classifying the deviation of the rules of the second language and then to reveal the systems operated by learners. Error analysis is also the type of linguistics that focuses on the errors made by the learners (Khansir, 2012). Based on that definition, we understand that by doing error analysis, the errors that the learners can be seen and classified based on the types of errors.

Types of error

Dulay et al. (1982) explain that there are some descriptive classifications of error, namely Linguistic Category, Surface Structure Taxonomy, Comparative Analysis and Communicative Effect taxonomy.

1). Surface Strategy Taxonomy

A surface strategy taxonomy highlights the way surface structures are altered. Learners may omit necessary items or add unnecessary ones; they may misform items or mid-order them. Many researchers have noticed, however, that the surface elements of a language are altered in specific and systematic ways. It shows the cognitive process that underlined the learner"s reconstruction of the language learned. It also makes aware that learners" errors are some logic. They are types of this category, they are:

    a). Omission

    The omission errors are characterized by the absence of an item that must appear in well-formed utterance and the content of morphemes (nominal, verbs, adjectives, adverbs) which should be in the correct expressions. Omission

error happens because the students sometimes omit the actually important utterance. Then the meaning of utterance automatically will change. Dulay et al. (1982) explain that there are two types of omission errors; they can be described as follows:

    1). The omission of the Content Morphemes

    The omission of the content morphemes is the omission of morphemes that carry much meaning of a sentence, for examples are nouns, verbs, adjectives and adverbs.

    2). The omission of Grammatical Morphemes

    The omission of grammatical morphemes is omitting the morpheme that does not carry much meaning. In other words, it plays a minor role in conveying the sentence meaning. This type includes inflexions in verbs and nouns (the –s in bags and chairs, the –ed in watched and lived, the –ing in looking and buying), the preposition (in, on, at, under, etc.), conjunction (and, or, but, because, etc.), verb auxiliaries (to be, will, must, etc.), and the article (a, an, the).

b). Addition

Addition errors are characterized by the presence of an item that must not appear in a well-formed utterance. Addition error happens when the translator adds an item or more in the utterance.

c). Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. Misformation error happens if the translator uses the wrong form of morpheme or structure.

d). Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. The students often do misaddress on the group of morphemes. The misordering error happens because of misplacing of morpheme in a sentence. A translator does wrong in the process placement of morpheme in an utterance.

2). Linguistic Category

This linguistic category taxonomy classifies errors concerning language component the errors affect. Language component includes phonology (pronunciation), syntax

and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style). Many researchers use the linguistic category taxonomy as a reporting tool, which organizes the errors they have collected.

3). Comparative Taxonomy

The classification of errors in comparative taxonomy is based on a comparison between the students of the target language (L2) errors certain other types of construction. In this study, the errors made by the children learning the target language as their first language and equivalent phrases or sentences in the learners" mother tongue (Indonesia language).

4). Communicative Effect Taxonomy

This taxonomy is different from both surface strategy and comparative taxonomies. Communicative effect taxonomy deals with errors from the perspective of their effect on the listener or reader.

Narrative Text

According to Rebecca (2003), "a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors."

Anderson and Anderson (2003), "a narrative is a text that tells a story and, in doing so, entertains the audience. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem."

The translation of this kind of text is usually pretty hard because it has their own original culture that mixed in the story that does not apply in other culture, because of that student tend to make errors when translating narrative text.

RESEARCH METHODOLOGY

This research is conducted by using qualitative research. Auerbach and Silverstein (2003) state that, "Qualitative research is research that involves analyzing and interpreting texts and interviews to discover meaningful patterns descriptive of a particular phenomenon", the researcher collects and analyzes the data, then draws a conclusion based on the data analysis. The data of this research were errors found in students translation text. The source of data in this research was the student in the

English department of ULM batch 2017 in translation class. The source of this research is consist of ten students in the translation class using random sampling.

Data Collection

The analysis of students translation test involves the identification and classification of the errors. Therefore, it goes to several steps:

1. Collecting the data

2. Identifying the errors from the students' translation text

3. Classifying errors

4. Describing errors based on their types

5. Analyzing the students' errors

Data Analysis

To find out the percentage for each type of error so that teacher can focus on avoiding the error that has the highest percentage, the researcher uses the formula as follows:

Error Percentage (%) =

$$\frac{\text{(The Number of Errors at Each Category)}}{\text{(The Total Number of Errors)}} \times 100\%$$

NO.	Subjects	Types of Error			
		Omission	Addition	Misformation	Misordering
1.	Muhammad Maruf	3	1	3	-
2.	Muhammad Bagus Abiyyu	2	1	3	-
3.	Gusti Rayyan Noor	1	-	2	-
4.	Dessy Karmila Sari	2	-	2	-
5.	Shandi Kevin T.	1	2	2	-
6.	Galang Wicaksono	4	2	3	-
7.	Farrel Danuhardi	1	1	2	-
8.	Muhammad Fithri Noor	3	3	6	1
9.	Jubrian	2	2	3	-
10.	Alief Nordiaz Satria	2	2	4	-
	Total	**21**	**14**	**30**	**1**

Based on the formula, we can calculate the result as follows:

1. The Error of Omission   : $\frac{21}{66}$ x 100 = 31.88%

2. The Error of Addition   : $\frac{14}{66}$ x 100 = 21.21%

3. The Error of Misinformation   : $\frac{30}{66}$ x 100 = 45.45%

4. The Error of Misordering   : $\frac{1}{66}$ x 100 = 1.51%

RESEARCH FINDING AND DISCUSSION

Findings

Having done analyzing the data, the findings can be seen as follows:

NO.	Types of Errors	Accuracy	
		Frequency	Percentage
1.	Omission	21	31.88%
2.	Addition	14	21.21%
3.	Misformation	30	45.45%
4.	Misordering	1	1.51%

Based on the table, the researcher found four types of error in translating narrative text, namely; omission, addition, misformation, and misordering. For omission error, the researcher only found one type of error. It was the omission of the content morpheme. It happened because the omission error of grammatical morpheme that the students made only consisted of article omitting, like "a" and "the", or to be "was" and "were" which didn't carry much meaning, so it didn't change the meaning of the target language, Bahasa Indonesia. The table also showed that misformation was the most dominant error that was found in the students' translating text with 30 occurrences or 45.45%. This error occurs because students use the method of translating word by word from English to Bahasa Indonesia. Addition happens because of the lack of knowledge in vocabulary in student, so they use other more than one word to convey the translate in Bahasa Indonesia.

Discussion

Usually, the cause of the students' errors in translating narrative text is influenced by the interlingual and intralingual transfer. An interlingual transfer is caused by the interference from the mother language, Bahasa Indonesia. For example, a student

who has not known the rules of the foreign language will use the same rules as he obtained in his native language. Intralingual transfer happens because the learners attempted to build up concept and hypotheses about the target language from their limited experience with it. In other words, the errors appear because of the students' lack of knowledge in forming a well-formed utterance and their limited knowledge about English vocabulary.

CONCLUSION

The data were collected by using the students' translation text. Then the data were analyzed by identifying the errors, describing the errors, and the last explaining the errors. The errors that occurred in students' translation texts are omission error, addition error, misformation error, and misordering error. The result of the research indicates that the students made 66 errors which classified into 31.88% omission error, 21.21% addition error, 45.45% misformation error, and 1.51% misordering error. The most dominant error that occurred in the students' translation text is misformation errors, and the causes of errors were influenced by the interlingual transfer and intralingual transfer. The lowest error that occurs in this research is the misordering error which only occurs once with the percentage of 1.51%.

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A TRANSLATION ANALYSIS ON GRAMMATICAL ADJUSTMENT OF NOUN PHRASE IN *THE LAST LEAF* SHORT STORY

Norhidayah

Abstract

This study aimed to analyze the grammatical adjustment of noun phrase in "The Last Leaf" short story by O. Henry and the its' translated by Harum L. Wibowo entitled "Helai Terakhir". This research used descriptive qualitative method in order to give clear analysis. The researcher used documentation in collecting the data. First, the researcher read the short story then tagged the noun phrase in both. The researcher used Larson's theory in analyzing the data.

Keywords: *translation, grammatical adjustment, noun phrase*

INTRODUCTION

Nowadays, the translation becomes the important and popular way to get the meaning of the utterances or sentences that they do not know yet. This is important because of common people need the translation itself and when it is using by them, it will be popular. As the researcher sees the one of the famous social media; it is Instagram. The latest update of Instagram is the owner provides the instant translation in Instagram apps. When do the instant translation in Instagram, the utterances or sentences will be difficult to understand. Even though when translate the noun phrase. Noun phrase consist of two words or more. When it's translates one by one it will be ill-formed. It is very important to know how the translator translates the noun phrase in the short story. Therefore, readers can be easy to get the meaning. The researcher wants to proof that when noun phrase translated to target language (Indonesia) the meaning is not change.

The scope of this research is analyzing the noun phrase in "The Last Leaf" short story by William Sydney Porter also known as O. Henry. This study was limited on the analysis of noun phrase. This study has purpose to find how the translator translates the noun phrase in "The Last Leaf" short story.

REVIEW OF RELATED LITERATURE

Definition of translation

According to Newmark (1988:7) "Translation is a craft consisting in the attempt to replace a written message statement in one language by the same message or statement in another language" Newmark emphasizes that translation is a process of rendering written message, from source language to target language without adding or reducing the message. According to Catford (1974:20), "Translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)". In his definition, Catford states that the replacement of textual material from source language into target language has to be equivalent.

Equivalence in translation

Equivalents in translation have been explained by Baker (1997), there are: equivalent at word level, equivalent above word level, grammatical equivalent, textual equivalent and pragmatic equivalent. In finding the equivalent, translator often alters the class word or level of word. This matter is known as translation shift. "translation can be divided into the two types; level shift are shift for grammar to lexis and vice-versa, and Category shift are departures from formal correspondence in translation that grouped into four types; structure shift, class shift, units shift and intra-system shift" (Catford, 1974: 73).

Grammatical adjustment

Grammatical adjustment deals with grammatical categories. Baker explains that "it describes the variety of grammatical categories, which may or may be expresses in a different language and the way of this area of language structure affect decision in the process of translation". "Differences in the grammatical structures of the source and target languages often result in some change in the information content of the message during the process of translation. This change may take the form of adding to the target text information which is not expressed in the source text" (Baker 1992:86).

Noun phrase

Prahi (2006:1) mentions, "A noun phrase is a group of words that does the work of a noun. A noun phrase is either a pronoun or any group of words that can be replaced by a pronoun." Nordquist (2009:1) mentions that a noun phrase is a phrase that plays the role of a noun. The head word in a noun phrase will be a noun or a pronoun. Swan (1980:22) stated that noun phrase (NP) is a group (e.g article + adjective + noun) which acts as the subject, object, or complement of a sentence.

Previous study

The previous study was conducted by Vinda Kiky Yulia Trisnawaty (Muhammadiyah University of Surakarta, 2013) entitled *A Translation Analysis of Noun Phrase in Khaled Hosseini's the Kite Runner Novel and Its Translation by Berliani Nugraheni.* She found that 1) the translation shift is divided into only one types, namely: level shift (7,95% English noun phrase is translated into adjective; 1,14% into adverb; 3,98% into verb; 2,27% into adverb phrase; 2,27 into adjective phrase; 9,09% into verb phrase and 72,73% into clause). 2) there are 94,32% equivalence translation and 5,68% non-equivalence translation.

RESEARCH METHOD

This chapter discusses the research design, subject of the study, research instrument, data collecting method, and data analysis.

Research design

This research uses descriptive qualitative research. It is suitable method because the data is going to analyze and it is need more explanation and elaboration; not only provide the numerical result. The purpose of the research is to gather noun phrase. The researcher is going to analysis the translation of noun phrase in "The Last Leaf" and the result of the data were tabulated in the form of analysis.

Subject of the study

"The Last Leaf" short story by William Sydney Porter also known as O. Henry. The translated text was published by Harum L. Wibowo entitled *Helai Terakhir*

Research instrument

Grammatical adjustment of noun phrase		
Source language	Target language	Analysis

Data collecting method

This research uses documentation method to collect the data. First, the short story is reading carefully and then identifies the sentences or utterances include the noun phrase to support the analysis. After that the researcher choose 5 noun phrase only, then compare from source language to target language, the last is analyze the noun phrase.

Data analysis

In analyzing the data, it uses qualitative method. The data needs more reason and proof explanation; therefore, the qualitative is suitable and will do the analysis better than show the numerical result. First, analyze the data grammatical adjustment according to Larson's theory (1986) and analyze the change form of the translated text.

FINDINGS AND DISCUSSIONS

Grammatical Adjustment of noun phrase found in "The Last Leaf" short story

No	Source language (SL)	Target language (TL)
1	"icy fingers"	"tangannya yang sedingin es"
2	"a nice old gentleman"	"seorang pria tua yang berjiwa ksatria"
3	"new winter clothes"	"gaya jaket baru untuk musim dingin"

| 4 | "low sound" | "suara-suara pelan" |
| 5 | "don't be a little fool" | "jangan berpikir hal-hal yang bodoh" |

Discussions

There are some points that can be elaborated based on the finding of this mini research. The first one is that the noun phrase in source language "icy fingers" the translator translated it into proverb "tangannya yang sedingin es". However there is no "hand" word in SL, but the reader could get what the translator meant. The second one is that the noun phrase "a nice old gentleman" translated to proverb "seorang pria tua yang berjiwa ksatria". However the word "nice" its' sense is too far from TL "berjiwa ksatria". But it does not change the meaning actually. The third one is that the noun phrase "new winter clothes" translated into clause "gaya jaket baru untuk musim dingin". If see the words firmly, there is no "jacket", "style", or "for". The word "clothes" is general but the translator specify it into "jacket", and there is word "winter" which is means if someone get the winter he/she needs a jacket; translator adjusted the words and it was not affected the meaning. The fourth one is that the noun phrase "low sound" translated into object in TL "suara-suara pelan". The word "sound" is not plural but in TL its translated into "suara-suara" which is meant plural. The fifth one is that the noun phrase "don't be a little fool" translated into clause "jangan berpikir hal-hal yang bodoh". There are no words of "think" and "things" but in TL it became a complicated clause.

CONCLUSION AND SUGGESTION

Conclusion

The researcher found that translator when doing the translation "The Last Leaf" short story it was not changed the meaning.

Suggestion

For further researcher may analyze the proverb in others literary works.

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THE READABILITY OF RECOUNT TEXT TRANSLATION BY ENGLISH DEPARTMENT STUDENTS

Rifaei

INTRODUCTION

Translation, in a dictionary, is the process of changing something that is written or spoken into another language, whereas transliteration is to write or describe words or letters using letters of a different alphabet or language (Wehmeier, McIntosh, Turnbull, &Ashby, 2005, p.1632).

Translation is one of the language skills that should to be mastered by English foreign learners due to its significant and its use for communication. It is very important to be able to translate English regarding that it is the most commonly accepted language in the world so that it will be very beneficial for those who comprehend it not only to improve their knowledge and skills but also easier for them to get a job. More than that, they will not find it difficult to communicate and interact with people around the world when they travel (Gard & Gautam, 2015).

Readability is the reading level of a text, whether a text is read by a particular reader level. By knowing the readability of a text, we can find out the level of readability of the text so that it can match with the reader. If the level of readability of a text in accordance with the reader, it can facilitate the reader in understanding the text so that the reader gets the intention to be conveyed in a text.

Based on the descriptions, a research is carried out to analyze and to know how are the readability of translation in Recount Text. According to Knapp (2005: 224), Basically, Recount Text is written out to make a report about an experience of a series of related event. A recount is written out to inform an event or to entertain people. Recount Text is text function as for telling an incident in the past. Recount text is a text that retells event or experiences, story, action, or activity in the past about. Its goal is to entertaining or informing the reader.

In this case, students of Lambung Mangkurat University Batch 2017 are chosen as the subject of the study because they are considered already taken or taking a class of translation in 5th semester.

REVIEW OF LITERATURE

Translation

Translation is rendering the meaning of a text into another language in the way that the author intended the text. Translation definition by Foster in 1958 is a mental activity in which a meaning of given linguistic discourse that is rendered from one language to another. It is the act of transferring the linguistic entities from one language in to their equivalents in to another language. Translation is an act through which the content of a text is transferred from the source language in to the target language.

The language to be translated is called the source language (SL), whereas the language to be translated into or arrived at is called the target language (TL). As a translator, we need to have good knowledge of both the source and the target language. Not only great at knowing the meaning of both languages, but also a translator needs to have a knowledge of both culture of the language.

According to Catford (1995), translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL). This definition shows that translation is a process in the sense that is an activity which is performed by people through time and expressions are translated in to simpler ones in the same language.

Translation is a product because it provides us with other different cultures, to ancient societies and civilization life when the translated texts reaches us (Yowell and Mutfah, 1999).

Readability

Richards and Schmidt (2002: 442) define readability as how easily written materials can be read and understood by an age range. Dubay (2004: 3) also defines it as what makes some texts easier to read than others. Readability is concerned on how difficult the text is perceived by the reader. It has nothing to do with legibility or

literarcy but it is often confused with legibility, which concerns with typeface and layout.

According to Klare (1963), readability is concerned with the problem of matching between a reader and a text in chosing a right reading text for a certain reader. Accomplished readers usually will feel bored if they are given easy texts below their reading level. On the other hand, poor readers will feel discourage when they have to read texts that too difficult for them.

The Aspects of readability are as following:

1. Number of sentences
2. Number of words
3. Number of complex words

Recount Text

Recount is dealing with a sequence of events that establishes a relationship between a writer/reader and speaker/listener. Recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence (Ken Hyland, 2004; 29).

Recount text based on the life experiences and familiar language and used in most subjects to show memory of series of events as in accounts of Science excursion, everyday life in another time or culture. Personal letters to friends are often recounts of experience. The language feature of Recount Text use past tense such as simple past, past progressive, past perfect, and past perfect progressive. Here is the advanced explanation about the tenses:

A. Simple Past

The simple past indicates that the activity or situation began and ended at a particular time in the past. For example: *I walked to school yesterday.*

B. Past Progressive

The progressive indicates that the activity was in progress in the past. For example:
I was studying at eight o'clock last night.

C. Past Perfect

The past perfect expresses an activity that was completed before another activity or time in the past. For example: *My parents had already eaten by the time I got home.*

D. Past Perfect Progressive

The past perfect progressive emphasizes the duration of an activity that was in progress before another activity or time in the past. For example:
The police had been looking for the criminal for two years before they caught him.

Recount text has several elements, one of which is the generic structure. In making the recount text should match the existing generic structure, because this is an early grounding in making text recount. The following is the example with generic structure of Recount text.

Generic Structure	Furious Pace in Hockey Finals
Orientation	Spectators were treated to a feast of fast hockey on the weekend when the South coast Woman's Hockey Association staged four grand finals at Kiana. The highlights of the day was the Division One grand final between Gerringong and minor premiers Warilla which was a hard, fast game, with the speed of the young Gerringong team proving the difference on the day.
Event 1	Warilla stormed the Gerringong circle from the start of the game but the Gerringong defence held out and then took attack to Warilla's 25 yard line through speedy centre forward Jenny Miller.
Event 2	After a period of midfield play warilla's right inner Mandy Smith broke away but again met solid Gerringong defence.
Event 3	Gerringong continued to move the ball quickly and just five minutes before half-time, Gerringong's left wing Michelle Cooper finally latched on to the ball and put it between the posts after having narrowly missed connecting with a shot several minutes earlier.

RESEARCH METHODOLOGY

The focus of this study is to know the translation readability of the Lambung Mangkurat English Department Batch 2017 students translated version of Recount

Text. Therefore, this research employed quantitative study. The data used in this research were some an Indonesian text and the students are going to translate it into the English version. In this research, the data were gained through the analysis of translation readability of 10 sample texts. From the text we analyze the readability by comparing the text with the indicator of readability which is contain of Number of sentences, Number of words, Number of complex words, Average of word in a sentence, and Average of syllables per word. The score of data will show us how are the readability level of Lambung Mangkurat University English Department Batch 2017 Students.

Instruments of the Research

Data Collection

The data from this research is collected by using simple random sampling from one population of Lambung Mangkurat University English Department Batch 2017 and taken 10 random sample. The method of collecting the data is by giving Indonesian text, then respondents translate it into English version and make it into a Recount Text without using translation machine because the respondents already have ability to translate by the reason of already taken or still taking the Translation Subject. The Indonesian text that I used is as follows:

Please translate this text into English Recount Text !

Indonesia:

Tiga hari yang lalu aku pergi ke pasar tradisional untuk membeli beberapa buah-buahan dan sayuran. Di pasar tersebut aku melihat kejadian suatu musibah, seorang pencuri dihajar massa. Peristiwa itu sangat mengerikan. Aku tidak ingin pergi mendekat untuk melihatnya. Beberapa menit kemudian polisi datang dan mengamankan pencuri itu.

Aku bertanya pada penjual buah tentang peristiwa itu dan penjual tersebut menjelaskan kalau ada pencuri yang mencoba mencuri dompet seseorang dan ia tidak beruntung. Seseorang melihat aksinya lalu berteriak kencang dan tiba-tiba beberapa orang menghajar pencuri tersebut hingga babak belur.

Peristiwa itu sungguh menyedihkan dan aku berharap hal semacam itu tak akan terulang lagi.

Data Analysis

After all of the data collected, the data will be analyzed with help of an automatic readability test tool website that can calculate the text and show us many aspects of readability in a text such as number of words, number of sentences, and number of complex words. The name of website is called *WebFX.com*. The data from the automatic readability test tool will be calculate in Gunning Fog Formula so that we can find the reading grade level of the text. At last, with these data it can be found the mean readability of English Department students batch 2017 in Lambung Mangkurat University calculated by formula.

This is the example of the table that will present the result of readability of translated version of the Narrative Text that show from the website :

Aspects of Readability	Sample 1	Sample 2	Sample 3	Sample 4	Sample 5
Number of Words					
Number of Sentence					
Number of Complex Words					
Aspects of Readability	Sample 6	Sample 7	Sample 8	Sample 9	Sample 10
Number of Words					
Number of Sentence					

Number of Complex Words		

Here is the formula of Gunning Fog Score and Single Data Mean:

$$\text{Mean} = \frac{S1+S2+S3+S4+\ldots}{\text{Total number of values}}$$

Gunning Fog Score

$$0.4 \times \left[\left(\frac{\text{total words}}{\text{total sentences}} \right) + 100 \left(\frac{\text{complex words}}{\text{total words}} \right) \right]$$

FINDING AND DISCUSSION

The findings result can be seen from the table. The table presents into the aspects of text readability statistics, among others are: 1) Number of sentences, 2) Number of words, 3) Number of complex words.

Aspects of Readability	Sample 1	Sample 2	Sample 3	Sample 4	Sample 5
Number of Words	114	98	118	113	116
Number of Sentence	8	8	8	8	8
Number of Complex Words	6	10	9	10	8

Aspects of Readability	Sample 6	Sample 7	Sample 8	Sample 9	Sample 10

Number of Words	116	112	107	119	118
Number of Sentence	8	8	9	8	8
Number of Complex Words	8	11	8	10	9

From the table, there is a result score of readability aspects which are become of this research source to measure the readability by using the Gunning Fog. The calculation will show a score of reading grade level of its text. So, the result of the formula calculation are as follows:

- Sample 1's reading grade level = 8
- Sample 2's reading grade level = 9
- Sample 3's reading grade level = 9
- Sample 4's reading grade level = 9
- Sample 5's reading grade level = 9
- Sample 6's reading grade level = 9
- Sample 7's reading grade level = 10
- Sample 8's reading grade level = 8
- Sample 9's reading grade level = 9
- Sample 10's reading grade level=9

After knowing the reading grade level of each sample, the data will be calculated again to find the mean number so that it will be found reading grade average level which will be used as the final result of this research. Here is the calculation of the mean of reading grade level in the 2017 batch of translating recount text by the English Department of Lambung Mangkurat University:

$$\text{Mean} = \frac{8+9+9+9+9+9+10+8+9+9}{10} = 8.9 \sim 9$$

Fog index	Reading level by grade
≤ 6	6th grade
7	7th grade
8	8th grade
9	High school freshman
10	High school sophomore
11	High school junior
12	High school senior
13	College freshman
14	College sophomore
15	College junior
16	College senior
17+	College graduate

Klare (1963) states that readability is concerned with the problem of matching between a reader and a text in choosing a right reading text for a certain reader and Dubay (2004: 3) also defines it as what makes some texts easier to read than others. Readability is concerned on how difficult the text is perceived by the reader. It has nothing to do with legibility or literacy but it is often confused with legibility, which concerns with typeface and layout.

This research is on line with this statement. The purpose of this research to know how is the readability of translating recount text by the English Department of Lambung Mangkurat University. Recount text usually appears in 10th grade of high school in Indonesia. The school using recount text as their material in English subject. The table above will show the reading grade level according to the Gunning Fog Score.

The result of the mean shows that the average reading grade level of English Department students batch 2017 Lambung Mangkurat University is 9. From the table, the score of 9 of a text should be read by the high school freshman. In Indonesia, Freshman of a high school are in the 10th grade which is mean the text that are translated by the English Department students batch 2017 Lambung Mangkurat University are already on the target level. So, this research shows some

of the sample have already great in translation because they can determine the correct target of readability in the view of the original version story. As a translator, we should know the differences of the readers background, experience and knowledge which is important before we want to translate a text so that the reader will experience and understanding the text easily.

Translation makes people easily get any information but to create a good translation, translators have to use appropriate procedures in translating the source texts to target texts to create suitable and meaningful messages. It is also supported by Gibova (2012, p. 27) who states that "when analyzing translations of any sort, be it literary or non-literary texts, there are certain categories that allow us to examine how the target text (TT) functions in relation to the source text (ST)." In addition, different genre of text has different treatment or procedures depending on the functions. The limitation or weakness of this study are due to the complex word that found from the data also can be a difficulty for the target reader.

CONCLUSION

Translation makes people easily get any information. Translation also is a way to communicate, to share stories, message, and the way to share a knowledge. Translation works not only by transferring words by words, but how the translator can deliver the same message and meaning to another language. The purpose of this research to know how is the readability of translating recount text by the English Department of Lambung Mangkurat University. According to Klare (1963) states that readability is concerned with the problem of matching between a reader and a text in chosing a right reading text for a certain reader and Dubay (2004: 3) also defines it as what makes some texts easier to read than others. Recount text is usually appearing in 10th grade of high school in Indonesia. The school using recount text as their material in English subject. This research gets the sample from Batch 2017 Students of English Department in Lambung Mangkurat University because they already or in process of completing translation subject. From that reason, sample can easily set the target of the readers and have suitable grade level of readability. This research is using Gunning Fog Score in order to calculate the data. The final

result of the data calculated in the mean of 9 shows that the grade level score from all sample can set the correct target of reader age level. In conclusion, Lambung Mangkurat University English Department Batch 2017 Students are already great in translating a recount text.

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TRANSLATION METHODS USED IN FIVE POEMS OF *LOVE & MISADVENTURE* POETRY BOOK

Salsabila

Abstract

This research is aimed to identify and describe the translation methods used in five poems of *Love & Misadventure* poetry book translated into *Cinta & Kesialan-kesialan*. The data were analyzed through translation methods stated by Newmark (1988), they were Word for Word Translation, Literal Translation, Faithful Translation, Semantic Translation, Adaptation Translation, Free Translation, Idiomatic Translation, and Communicative Translation. Descriptive qualitative method was used in this research. The data were taken from each sentence written in English (as the Source Language) into Indonesian (as the Target Language). Furthemore, based on the analysis, the researcher found six translation methods used in translating five poems of *Love & Misadventure* poetry book translated into *Cinta & Kesialan-kesialan*, they were: Word for Word Translation (22.22%), Literal Translation (50%), Faithful Translation (11.11%), Adaption Translation (2.78%), Free Translation (11.11%), and Idiomatic Translation (2.78%). The most frequent translation methods used by the translator in translating five poems of *Love & Misadventure* poetry book translated into *Cinta & Kesialan-kesialan* were Word for Word Translation (22.22%) and Literal Translation (50%).

Key Terms: *translation*, *translation methods*, *poetry translation*

INTRODUCTION

In many aspects of human life, language is one of the most important parts. It is the way on how human beings communicate and convey messages to each other. It must have purpose and mean to be understood. Without a language, people will find many difficulties in their daily life. People will find it hard to express themselves, establish a character, understand each other, fulfill needs and wants, and many more.

In daily life, people often encounter literary works that are produced in foreign languages. Readers who are not aware of the language will find the literary works hard to be understood. That is why literary translation is important because it permits the literary works to be enjoyed by readers worldwide, including Indonesia. In literary translation, especially when translating English to Bahasa Indonesia, it will influence the language used because both countries that are mentioned have different cultures.

Larson (2003, p. 16) stated that translation is a change of form. Form in the SL is replaced by receptor's form in TL. Larson also mentioned that if the translator stating back the meaning he/se has grasped into TL, the process of the translation will be automatically presented. In simple definition, translation is a way to transfer one language (SL) to another language (TL).

Love & Misadventure is published by PT. Gramedia Pustaka Utama, Indonesia. M. Aan Mansyur is in charge for being the translator of the Indonesian version of the book, which was published in April, 2012. The book title in Indonesian version maintains its original title, *Love & Misadventure*, without being translated. Nevertheless, the translator adds Cinta & Kesialan-kesialan below the title, making the Indonesian version of the book has a longer title.

Thus, this research is aimed to identify and describe the translation methods that are frequently used in translating poetry book *Love & Misadventure* into Cinta & Kesialan-kesialan. Keeping the meaning in the SL is being tried by the translator by converting it into the TL. Trying to make it sound and seem natural in the TL, the translating session is intended to make readers feel like they are reading the original book. The researcher is intrigued to challenge herself in doing this research because

grammatically, the structure of the SL and TL is different, but the translator still tries to keep the SL's message.

REVIEW OF LITERATURE

Translation

Newmark (1988:7) stated that translation is a technique in order to change a written text in one language to another language. Newmark underlines translation as an activity of rendering written message without increasing or reducing the message. There are 4 important elements in translating a text: setting, tradition, culture, writers, and norms. It is being said that translator must keep each element of the SL's originality. In the translation process, the form is the only thing that changes. The SL's form is changed by the TL's form. It refers to words, phrases, clauses, sentences, paragraphs, etc. In addition, translator must think through the TL's appropriate form such as lexicon and grammatical structure.

Nida and Taber, as quoted in Suryawinata and Hariyanto (2003:12) stated that in terms of meaning and style, translation comprises reproducing target language the regular counterpart of the message in source language. There are two worthy points on translation process. First, the translator should convey an applicable message to the TL. Second, the translator has to translate the applicable style in the TL.

There are some similarities about the definition of translation based on the definitions stated by some experts above. Translation can be concluded as a process of conveying message from SL to TL. When translating, consider to use an appropriate form, message, and style in TL. A translator also has to study the target text's context and culture, so that the message delivered can be acknowledged by the readership.

Translation Methods

There are 8 types of translation methods, they are:

a. Word-for-Word Translation

It is for the translator to translate the text word by word, keeping the target text's structure similar with the source one.

b. Literal Translation

It is for the translator to change the source text's structure into the target text one in which the source text's words and language style linger the same.

c. Faithful Translation

It is to reproduce the exact original's contextual meaning within the barrier of the grammatical structure of the TL. It tries to be fully faithful to the aims and the SL writer's text-realization.

d. Semantic Translation

It is different from faithful translation because it must take more of the SL's aesthetic value, compromise the appropriate meaning, so that the result does not have word play, assonance, or repetition jars.

e. Adaptive Translation

It is used mostly for poems and plays. The text is re-written with studying the SL's culture. Transferring it to the TL's culture where the characters, plots, and theme are habitually preserved.

f. Free Translation

It highlights on the message transferred. The translation does not construct a regulation of the culture, but is habitually done to fulfill the client's demand regarding to the content of the message.

g. Idiomatic Translation

It breeds the original message, but leans to mislead meaning's nuances by fancying colloquialisms and idioms.

h. Communicative Translation

It is to deliver the original's exact contextual meaning in a way that both language and content are acceptable, comprehensible, and readable.

Poetry Translation

Poetry translation may be outlined as transmitting poetry into another language. The features of the poetry can be sound-based, it means that it can be syntactic, pragmatic, or structural in nature. In a setting where physical and social exist, poetry translation includes cognition, action, and discourse by and between textual and human actors. Poetry translation generally has an aim to publish a poet or poets and

is typically overt. The translators of the poetry are told to interpret the meaning of the source poem's layers, to relay it reliably, and/or to make a poem in the TL enjoyable to read.

According to Asim Gunawan, as quoted by Sayogie (2013:164), poetry translation is an aesthetic poetic translation where the message is being transmitted to the TL with aesthetical form as well. In poetry translation, a translator has to keep the poem's original image and keep the poem's original content and message. Holmes as cited by Sayogie (2013:165), there are four categories of translating poems as follow:

    a. Maintaining the original poems form.

    b. Using the analogical form.

    c. Using the derivative content form.

    d. Using merely the original poems as an insipiration.

The definition above verifies that poetry translation must be made in the best outcome; both in the content and form. Poetry intends to deliver a feeling, view of life, and behavior. Poetry has several elements such as personal source, culture, and universal. Sayogie also points out that poetry translation has two tasks which are forms and message must be rendered reliably. In conclusion, translating poetry means delivering the message that the SL has.

PREVIOUS STUDIES

Related to this research, there are three similar researches that have been done before. The first is a journal written by Syafrizal and Cucum Rohmawati (2018). This journal is talking about Translation Methods in *A Walk to Remember* Novel Translated into Kan Kukenang Selalu. The result of this research is, the researchers found all types of translation methods that occurred in *A Walk to Remember* into Kan Kukenang Selalu Chapter I and Chapter II with making a percentage out of it. The second is a thesis written by Anisah Azmita (2019). This thesis is talking about Faithful Translation in Two of Lang Leav Poems Translated by M. Aan Mansyur. The result of this research is, the researcher found 12 faithful translation out of 14 lines in two poems. The last is a journal article written by Widi Dharmawan Yudha and Achmad Basari (2013). This journal article is talking about Translation Methods Used

in Three Chapters of "Tanjung Mas Sebagai Central Point Port" Handbook. The result of this research is, the researchers found some of the translation methods used in 171 sentences in Three Chapters of "Tanjung Mas Sebagai Central Point Port" Handbook.

METHODOLOGY

This study aims to: (1) analyze the result of translation methods used in five poems of *Love & Misadventure* Poetry Book translated into *Cinta & Kesialan-kesialan* based on Newmark's theory and (2) analyze the acceptability of poetry translation in five poems of *Love & Misadventure* Poetry Book translated into *Cinta & Kesialankesialan*.

Research Design

The researcher is using descriptive qualitative method to help analyzing the problems, looking through the theories, methods, or approaches. Qualitative method itself is a research method relied on fact, verbal, and non-numerical. Issac et al (1981:46) stated that descriptive qualitative method describes the evidence and population of the data accurately, factually, and systematically. The study is designed by formulating the problem, collecting the data, analyzing the data and drawing conclusion.

Data

The instruments in this research are the researcher herself as the subject by reading, identifying, marking, and classifying what is needed to be done; and two poetry books of Lang Leav: one that is the original and the other that is the translated version (Indonesian) as the object.

Data Collection

The data is taken directly from five poems of a poetry book entitled *Love & Misadventure* by Lang Leav; and its translation into Indonesian version *Cinta & Kesialan-kesialan* by M. Aan Mansyur which was published by PT. Gramedia Pustaka Utama.

Data Analysis

There are three steps needed to analyze the data:

1) The researcher looks for five of the original and translated poems.

2) The researcher compares five of the original and translated poems.

3) The researcher finds out the translation methods that are used by the translator based on Newmark's theory.

FINDING AND DISCUSSION

Findings

After reading *Love & Misadventure* poetry book translated into *Cinta & Kesialan-kesialan*, the researcher listed down five poems of the SL and TL to make the analysis more convenient and clearer.

Table 4.1

No.	Source Language (SL)	Target Language (TL)	Translation Method
1.	in fear and faith	dalam kesangsian dan keyakinan	Word for Word
2.	when hope and despair,	ketika harapan dan keputusasaan,	Word for Word
3.	Xs and Os	X dan O	Word for Word
4.	around and around.	berputar dan berputar.	Word for Word
5.	Before I fell	Sebelum aku jatuh	Word for Word
6.	in love with words,	mencintai kata-kata,	Word for Word
7.	HE AND I	DIA DAN AKU	Word for Word
8.	he does not try,	dia tidak mencoba,	Word for Word
9.	A TOAST!	SESULANG!	Literal
10.	To new beginnings,	Memasuki permulaan-permulaan	Literal
11.	and all it tinges.	dan semua warna yang dipendarkan.	Literal
12.	To love is a dare,	Mencintai adalah keberanian,	Literal
13.	Love is a game	Cinta adalah permainan	Literal
14.	constantly waiting,	serangkaian penantian	Literal
15.	For the next X or O.	X atau O berikutnya.	Literal
16.	CIRCUS TOWN	KOTA SIRKUS	Literal
17.	From a city so bright	Dari sebuah kota yang terang	Literal
18.	to a strange little town;	ke kota kecil yang asing;	Literal
19.	on a carousel spinning	di atas putaran karosel	Literal
20.	with his sights, his sounds.	oleh tatapan dan suaranya.	Literal

21.	FIRST LOVE	CINTA PERTAMA	Literal
22.	with setting skies,	lengkung ujung langit,	Literal
23.	nor do I.	dan aku juga.	Literal
24.	He just is,	Dia hanya dia,	Literal
25.	I just am,	aku hanya aku,	Literal
26.	and we just are.	begitu juga kami, cuma kami.	Literal
27.	The dizzying height,	Ketinggian yang membuat pusing,	Free
28.	of the stars from the ground.	bintang-bintang berjatuhan dari tanah.	Free
29.	it was you I fell	cintaku jatuh pertama	Free
30.	in love with first.	kepadamu.	Free
31.	are gates upon it hinges.	ialah pintu yang engselnya bertautan.	Faithful
32.	The world all alight	Dunia segenap jadi cemerlang	Faithful
33.	and singing birds	dan cericit burung-burung	Faithful
34.	We are on par.	Kami sama apa adanya.	Faithful
35.	of tic-tac-toe,	Catur Jawa	Adaptive
36.	When words run dry,	Ketika kata-kata tidak berdaya,	Idiomatic

After analyzing the data, Table 4.2 served the finding of translation methods found in five poems of *Love & Misadventure* poetry book translated into *Cinta & Kesialan-kesialan*:

Table 4.2

No.	Translation Method	Quantity	Percentage (%)
1.	Word for Word Translation	8	22.22%
2.	Literal Translation	18	50%
3.	Faithful	4	11.11%
4.	Adaptive	1	2.78%
5.	Free	4	11.11%
6.	Idiomatic	1	2.78%
	Total	**36**	**100**

Discussions

There are 6 types of translation methods found in five poems of *Love & Misadventure* poetry book translated into *Cinta & Kesialan-kesialan* based on Newmark's theory. They are Word for Word Translation, Literal Translation, Faithful Translation, Free Translation, Adaptive Translation, and Idiomatic Translation. The examples of translation methods are explained below:

Word for Word Translation Method

Word for word translation is for the translator to translate the text word by word, keeping the target text's structure similar with the source one. The SL words are being translated singly by their most common meanings (Newmark: 1988, p. 45). There are 8 data or 22.22% from total data found using word for word translation method. The explanation:

No.	Source Language	Target Language	Analysis
1.	Before I fell	Sebelum aku jatuh	The word *before* is translated into the word *sebelum*, the word *I* is translated into the word *aku*, and the
			word *fell* is translated into the word *jatuh*.
2.	HE AND I	dia dan aku	The word *he* is translated into the word *dia*, the word *and* is translated into the word *dan*, and the word *I* is translated into *aku*.

Literal Translation Method

Literal translation is for the translator to change the source text's structure into the target text one in which the source text's words and language style linger the same. The grammatical constructions of SL are being transformed to their nearest TL that is equal, but the lexical words are being translated singly. There are 18 data or 50% from total data found using literal translation method.

No.	Source Language	Target Language	Analysis
1.	Love is a game	Cinta adalah permainan	If the translator used word for word translation on the words **Love is a game**, the TL would be **Cinta adalah sebuah permainan**. But the translator left the word **a** untranslated because he wanted to comply the intended TL construction.
2.	with his sights, his sounds.	oleh tatapan dan suaranya.	If the translator used word for word translation on the words **with his sights, his sounds.**, the TL would be **dengan tatapan-tatapannya, suara-suaranya**. But instead, he changed the word-order in the SL so that it can be acceptable in the TL construction.

Faithful Translation Method

Faithful translation is to reproduce the exact original's contextual meaning within the barrier of the grammatical structure of the TL. It tries to be fully faithful to the aims and the SL writer's text-realization. It "transfers" cultural words and maintains the level of lexical and grammatical "abnormality" (SL norms' distortion) in the translation.

There are 4 data or 11.11% from total data found using faithful translation method. The explanation:

No.	Source Language	Target Language	Analysis
1.	and singing birds	dan cericit burungburung	The word **singing** on *Merriam Webster's Online Dictionary* is defined as **produces musical tones by means of the voices**, and the word **cericit** is used by the translator to keep the poem's aesthetics.

Adaptive Translation Method

Adaptive translation is used mostly for poems and plays. The text is re-written with studying the SL's culture. Transferring it to the TL's culture where the characters, plots, and theme are habitually preserved. It is also the 'freest' translation's form.

There are 1 data or 2.78% from total data found using adaptive translation method. The explanation:

No.	Source Language	Target Language	Analysis
1.	of tic-tac-toe,	Catur Jawa	The phrase **of tic-tac-toe** in the SL is converted into the phrase **Catur Jawa** in the TL. The translator tried to uphold the terms related to the TL's background and socio-cultural.

Free Translation Method

Free translation highlights on the message transferred. The translation does not construct a regulation of the culture, but is habitually done to fulfill the client's demand regarding to the content of the message. It is usually wordy and showy, a paraphrase that is much longer than the original, or not translated at all. There are 4 data or 11.11% from total data found using free translation method.

No.	Source Language	Target Language	Analysis
1.	of the stars from the ground.	bintang-bintang berjatuhan dari tanah.	The translator did not translate the word **of**, and instead added
			berjatuhan into the TL. Its purpose is actually to avoid uncontextual meaning, so the translator freely wrote what was acceptable for TL's reader.

Idiomatic Translation Method

It breeds the original message, but leans to mislead meaning's nuances by fancying colloquialisms and idioms. There are 1 data or 2.78% from total data found using free translation method.

No.	Source Language	Target Language	Analysis
1.	When words run dry,	Ketika kata-kata tidak berdaya,	The words **run** and **dry** are not translated as **lari** and **kering**. Instead, the translator translated the words as **tidak berdaya**, directly like its original meaning in the SL. This is to avoid the words to seem like a translated sentence.

CONCLUSION AND SUGGESTION

Conclusion

Based on the previous chapter, it can be concluded that there are six translation methods found in five poems of *Love & Misadventure* poetry book translated into *Cinta & Kesialan-kesialan*, they are Word for Word Translation, Literal Translation, Faithful Translation, Adaptive Translation, Free Translation, and Idiomatic Translation.

The translation methods used by the translator in translating five poems of *Love & Misadventure* poetry book translated into *Cinta & Kesialan-kesialan* consist of: 1. Word for Word Translation (22.22%), 2. Literal Translation (50%), 3. Faithful Translation (11.11%), 4. Adaptive Translation (2.78%), 5. Free Translation (11.11%), and 6. Idiomatic Translation (2.78%).

The most frequent translation methods used by the translator in translating five poems of *Love & Misadventure* poetry book translated into *Cinta & Kesialankesialan* are Word for Word Translation (22.22%) and Literal Translation (50%). The reasons are because the translator still tried to keep the target text's structure similar with the source one.

Suggestion

The researcher suggests that an exploration and research about the background of the SL poetry are important because there are some terms needed to be known such as the SL's structure, culture, and perception as well as character of the poetry. Basic knowledge of poetry translation is also needed, especially when an academic student wants to do some translating in poetry. In the end, reading the examples from well-acknowledged poetry translators is the most important of all because it can help one to widen his/her knowledge about poetry translation world.

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CULTURAL TERMS AND TRANSLATION ORIENTATION IN ENGLISH DEPARTMENT STUDENTS TRANSLATION

Shandi Kevin Tanudjaja

Abstract

This research was conducted to discover the relation between a number of cultural terms and translation orientation in Indonesian texts, entitled "*Lakipadada*" and "*Si Gale-Gale*". The objectives of this research are: (1) to describe the categories of cultural terms in the texts, and (2) to describe the domestication and foreignization ideology used in translating the cultural terms found in the texts. This research applied a descriptive method. This research reveals two findings for each text. In terms of cultural terms, in "*Lakipadada*" material culture is the highest frequency of cultural terms with 9 terms (69, 23%). In terms of translation ideology, it is revealed that foreignization translation ideology is applied in translating 10 terms (94%). In terms of cultural terms, in "*Si Gale-Gale*" social culture is the highest frequency of cultural terms with 4 terms (80%). In terms of translation ideology, it is also revealed that foreignization translation ideology is applied in translating 3 terms (57, 14%). Keywords: *cultural terms, translation, domestication, foreignization, meaning*

equivalence

INTRODUCTION

Translation is an operation performed on languages: a process of substituting a text in one language for text on another, translation must make use of a theory of language, general linguistic theory (Catford, 1965: p.1). However, translation is not just the transfer of a text from one language into another, Bassnet (2002) states "…translation is not just the transfer of a text from one language into another, it is a process of negotiation between texts and cultures."

Translating is not a neutral process. There are various tendencies, considerations, and concernments of the translator when doing the translation process. Those tendencies, considerations, and concernments referred as a translator orientation of translation. The orientation leads to two different things those are source language (SL) oriented and target language (TL) oriented; whether translating source language while maintaining the same idea so as provide a new experience to the target readers to get knowledge of languages and cultures other than their own, or translating into target language culture, so the reader could understand the message more easily. Both orientations are wrapped up in the term ideology of translation consisting of Foreignization and Domestication which introduced by Venuti in 1995.

This research is conducted with the focus on viewing the frequently applied ideology of translation in dealing with cultural terms in the translations of words, phrases, clause, or expressions related to culture. Researcher will try to see which translation orientation that will be applied in the translation process by English Department Students batch 2017 in translating two texts with different amount of cultural terms, entitled: *"Lakipadada, Si Gale-Gale"*.

REVIEW OF LITERATURE

Translation

"Translation is rendering the meaning of a text into another language in the way that the author intended the text" by Newmark (1988: p.5). It means that the meaning of the translation from source language (SL) to target language (TL) should be rendered the same or coherence. Thus, translator needs to transfer the meaning from SL to TL as vivid as possible without any subtraction. That is the main reason why translator needs to have wide comprehension of both language neither on source language nor target language, therefore s/he will able to transfer the language message without reducing its meaning. An extraordinary implicit meaning from Newmark translation concept is a translator needs to inspirit the author viewpoint/paradigm towards his/her writing (source language). Thus in translation, the author's intention in ST is used as a parameter to confirm the quality of a translation product.

The next definition comes from Catford (1978), "the translation is a replacement of a ST into the TL" (p.20). It does not mean to substitute a text with another text material. Consequently, on the word of Catford, the translator should be able to substitute a text material that is equivalent to the TT. It can be understood from this definition, that the translation is the process of finding equivalences to be placed as TT.

Based on a few definitions above, the translation involves two languages, the source language (SL) and the target language (TL). Both languages are tied to the equivalent of meaning. Moreover, it can be concluded, translation is the transfer of meaning from ST to TT. It is created by the message content, ideas, and ideas that exist in the SL, and then placed appropriately in TT. The transfer in translation is not just its form but also the comprehended meaning. Even cultural values in ST demand to be transferred in order to produce an accurate, acceptable, and readable translation.

Cultural Terms

Cultural differences bring about cultural untranslatability. In simple word, it means different perception between the user of ST and user of TT. For a start, the understanding of cultural concept is necessary. According to Anthropoligal Lingustics, "A culture is a mental system which generates all and only the proper cultural behavior. Another delineation, —Culture is here not understood in the

narrower sense of man's advanced intellectual development as reflected in the arts, but in the broader anthropological sense to refer to all socially conditioned aspects of human life" (Hymes, 1964, quoted in Snell-Hornby, 1988/1995: 39, see Kanji Kitamura, 2009). First idea identifies culture in scopes of mental system and behavior. The second, it classifies culture with all socially conditioned aspects of human life. Both are too general view, if applied to find cultural terms in the context of translation studies.

Newmark (1988) stated that cultural words are words related to one culture and reflect certain culture which cannot be translated literally. Natalia and Nugroho (2014) stated that cultural words are words from source language that cannot be translated into target language because of its cultural background. They named some of cultural words examples such as traditional foods, local animal or plant and places that are hard to be translated because the meaning for those cultural words may not be available in target language. Therefore, cultural words are very specific words related to a particular society's culture and they cannot be translated literally since the target language may not have equivalent words for those words.

Cultural terms (or cultural words, culturally-bound items, cultural items, culture specific items, etc.) are words, phrases, or expressions used by members of a certain culture to express their concepts about something closely related to their culture. A cultural term is usually marked by special characteristics; every language in the world has its own words, phrases, or expressions marked by special characteristics. Newmark (discusses the translation of foreign cultural words in the narrow sense. He classifies culture-specific terms into five categories, they are ecology (flora, fauna, winds, etc.), material culture (Food, clothes, houses and town, transport, etc.), social culture (work and leisure), social organization (political and administrative, religious, artistic), and gestures and habits

Translation Orientation

Hatim and Mason (2004: 102) stated that the translation process involved the translator ideology as well. The way the translator operating within a social and cultural context is called translation orientations. They are along lines with the domesticating ideology and foreignizing ideology.

In the domesticating translation, a translator attempts to produce a target language translation as naturally as possible. The translated text will be much more familiar to the target language so that they feel as if they are reading an original text, not a translated one. On the contrary, in foreignizing translation, a translator attempts to take the target language readers to the foreign culture and make them feel the linguistic and cultural differences. The target language readers will recognize that they are not reading an original text but that of translated.

Hatim and Mason (in Hatim and Munday, 2004:102) make a distinction between "the ideology of translating" and "the translation of ideology". Whereas the former refers to the basic orientation chosen by the translator operating, within a

social and cultural context, while in the translation of ideology they examine the extent of mediation supplied by a translator of sensitive texts. "Mediation" is defined as "the extent to which translators intervene in the transfer process, feeding their own knowledge and beliefs into processing a text". As what Nord (2003) claimed that almost any decision in translation is, consciously or unconsciously, guided by ideological criteria. According to Fairclough (1989) ideology in discourse is encoded in the lexical, grammatical and textual items. Lexical item is a word or a sequence of words that acts as a unit of meaning. It can be generally understood to convey a single meaning but are not limited to single words.

In translation practice, domestication and foreignization are very important concepts in deciding a translator's ideology to the linguistic and cultural differences of the source text. Foreignization aims for cultural transfer, whereas domestication tends to be the very reverse of this transference. They are termed by an American Translation Theorist, Lawrence Venuti in 1995. According to Yang (2010) domestication and foreignization are two basic translation strategies which provide both linguistic and cultural guidance for translators in rendering culture specific source texts into parallel target texts.

METHODOLOGY

This research examines about the relationship between a number of cultural terms and the translation orientation. The research applies the descriptive quantitative method. This study aims to analyze and describe the translation orientation which applied by the participant due to a number of cultural terms.

Data Collection

In conducting this research, the researcher will use texts that contain a different number of cultural terms, entitled "*Lakipadada*" and "*Si Gale-Gale*" as the data source. The participant will be chosen with random sampling technique, consists of 10 students in English Department batch 2017 as the translators. The data will be collected after the translators translating the texts and distribute it to the researcher.

Data Analysis

1. The researcher observed and identified Indonesian words, phrases, and expressions which expressing cultural aspects in the narrative text.

2. After the researcher collected all the data, the researcher analyzed the translation thoroughly based on the chosen words, phrases, and expressions.

3. The researcher classified the data based on the categories of the translation orientation in the target text and calculate the percentage of the most-used orientation(s) applied by the translators due to a number of cultural terms.

4. The researcher described the application of translation orientation along with the chosen words, phrases, and expressions. In the end, the researcher drew conclusion based on the data analysis.

FINDINGS AND DISCUSSION

The Categories of Cultural Terms

There were three categories of cultural terms identified in the text entitled "*Lakipadada*".

Ecology

Fauna (2 data).

Example:

ST: Pergilah dia mengembara dengan *tedong bonganya* mencari…

TT: He went into a journey with his *tedong bonga* looking…

Tedong bonga is a water buffalo that colored with black and white on its skin. The term *tedong bonga* means a black pied buffalo featuring a unique black and white colouration that is favoured by the *Toraja* of *Sulawesi*. River buffalo have comparatively longer faces, smaller girths, and bigger limbs than swamp buffalo. Their dorsal ridges extend further back and taper off more gradually. Their horns grow downward and backward, then curve upward in a spiral. This term belongs to the ecology category because it is a kind of animals (Wikipedia). The translator do not translated *tedong bonga* because *tedong bonga* does not have an equivalent expression in the target language.

Material Culture

Places (9 data), Traditional Talisman (1 data).

Example:

ST: Lakipadada, adalah bangsawan *Toraja* yang jadi paranoid terhadap
     maut…

TT: Lakipadada is a *Toraja* nobleman who became paranoid about
     death…

Toraja is kabupaten di Provinsi Sulawesi Selatan. Ibu kota kabupaten ini adalah Makale. Sebelum pemekaran, kabupaten ini memiliki luas wilayah 3.203 km² *dan berpenduduk sebanyak* 268.588 *jiwa* (2017) (Wikipedia). It is one of the districts in South *Sulawesi* Province, Indonesia; therefore, it belongs to material culture. The word *Toraja* cannot be translated because there is no equivalent expression referring to *Toraja*.

Social Culture

Terms of Adresses (1 data).
Example:
ST: …dan mengirim anaknya menjadi *Datu* di *Luwu*.
TT: …and sent his son to become *Datu* in *Luwu*.

The term *datu* is one of the epithets in Indonesia for person who has sacred power. It is an unusual epithet defined as *orang yang pandai tentang ramuan-ramuan obat; dukun; orang yang keramat* (KBBI). *Datu* is quite rarely to find in Indonesia in nowadays, except in some places which has kind of Indonesian tribe especially in rural. In English, the term *datu* can be compared to a dato. However, the translator did not translate it to English language.

  Furthermore, in text entitled "*Si Gale-Gale*" there were two categories of cultural terms that already identified.

Material Culture

Place (1 data).
Example:
ST: Dahulu kala ada seorang ja yang sangat bijaksana yang tinggal di wilayah
  Toba.
TT: Once upon a time, there was a very wise king who lived in the **Toba** region.

The definition of *Toba* is *sebuah kabupaten di Provinsi Sumatra Utara, Indonesia. Ibu kotanya adalah Kota Balige. Kabupaten Toba Samosir merupakan satu dari tujuh kabupaten yang mengelilingi Danau Toba, yaitu danau terluas di Indonesia. Suku yang mendiami kabupaten ini pada umumnya adalah suku Batak Toba*.

Toba is named for one of district in North Sumatera, Indonesia; hence, it belongs to material culture. The word *Toba* cannot be translated because there is no equivalent expression referring to *Toba*.

Social Culture

Genealogy (1data), Work (1 data), Artistic Things (2 data).
Example:
ST: …penasehat kerajaan memanggil *orang pintar* untuk mengobati penyakit sang
  Raja…
TT: …the royal advisor called a *physician* to treat the King's illness...
In Indonesia *orang pintar* is one of byname which pinned for person who works as a witch doctor, s/he (*orang pintar*) can cure people's disease without undergo medical treatment. It is an unusual profession defined as *orang yang mengobati, menolong orang sakit, memberi jampi-jampi (mantra, guna-guna, dsb)* (KBBI). In other words, *orang pintar* is similar with *dukun* who has same characteristic and sacred power. The translator translated *orang pintar* into physicians. He tried to introduced to the target readers that *orang pintar* is a kind of person who can cure disease in Indonesian culture. Yet, the way he replaced it with physicians which kind of work

that similar with *orang pintar* is not equivalent to the term *orang pintar* in the ST, because the process physicians and *orang pintar* cure people are different.

The Reflection of Translation Orientation

Table I. *Lakipadada* Text

Subject	Foreignization	Domestication
S1	95%	5%
S2	82,35%	17,64%
S3	95,23%	4,76%
S4	95,45%	4,54%
S5	95,45%	4,54%
S6	82,35%	17,64%
S7	90,90%	9.09%
S8	95,45%	4,54%
S9	95%	5%
S10	95,45%	4,54%

Table II. *Si Gale-Gale* Text

Subject	Foreignization	Domestication
S1	57,14%	42,85%
S2	57,14%	42,85%
S3	57,14%	42,85%
S4	57,14%	42,85%
S5	57,14%	42,85%
S6	57,14%	42,85%
S7	57,14%	42,85%
S8	57,14%	42,85%
S9	57,14%	42,85%
S10	57,14%	42,85%

Foreignization

Foreignization ideology requires the translator takes a word or expression straight from the source language into that of the target. Based on the analysis the researcher identifies in Table I has 94% and Table II 57, 14% average of the cultural terms are foreignized. It means that the target language readers can feel linguistic and cultural differences between Indonesian culture and that of English.

Domestication

Domestication ideology which attempts the translator to produce a target language translation as naturally as possible. The translated text will be much more familiar to the target language so that they feel as if they are reading an original text, not a translated one. In this research, Table I has 6% and Table II has 42, 85% average of the cultural terms are domesticated; it indicates that most of the subject of

participant did not use domestication ideology; therefore, most of the cultural terms cannot found words that rendered as naturally as possible into the target language.

CONCLUSION

Translation orientation refers to the way the translator operating within a social and cultural context. They are along lines with the domesticating ideology and foreignizing ideology. The translation process involved the translator ideology as well said Hatim and Mason (2004: 102). Alongside that cultural words are words that correspond and represented one culture which cannot be translated literally.

Based on the analysis, in the "*Lakipadada*" and its translation, it was found three categories of cultural terms and the most frequently applied ideology of translation was foreignization ideology which showed that the translator had not an equivalence in the target language. Besides it, the researcher also found that the most frequently-applied ideology in text "*Si Gale-Gale*" was foreignization ideology.

However, by the data we can concluded that the different number of cultural terms in text one and two did not affect the translator in using their own translation ideology. The main reason that influenced the translation ideology based on this research is the categories of cultural terms in the text, it is because in some categories in cultural terms have their equivalence in the target language, which can induce the translator using domestication ideology.

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THE TRANSLATION ORIENTATION IN TRANSLATING THE POETRY "AKU" BY CHAIRIL ANWAR

Tiara Ridha Imami

Abstract

This study aims to know the orientation used by the translators in translating "Aku" by Chairil Anwar to English language. Translation as a process, it is the process of translating texts, feelings, thoughts, and any utterance from the source language to the other language in the same meaning and concept. There are two orientation in translation, domestication and foreignization. The orientation of the translation products can be done through analyzing what methods used by the translators. Poetry as different form from other literary works including the use of the figure of speech, the rhyme, the count of the words in a line, etc. Qualitative research used in this study. The researcher compares the original poetry with the translation poetries to know what the orientation used by the subjects in translating the poetry. The subjects of this research are the five of English Department students of FKIP ULM batch 2017. The researcher asks the subjects to translate the original poetry written in Indonesian language to English language. The results of translation are almost balanced between domestication and foreignization. This statement according to the translation products that gives the results. It means the orientation used in translating something is relative.

Key Terms**:** *Translation, Method, Orientation, Poetry*

INTRODUCTION

Translation is one of the aspects in language. In translation as a process, it is the process of translating texts, feelings, thoughts, and any utterance from the source language to the other language in the same meaning and concept. The product of translation should be understood by the target, even it is not really having the same form with the source language.

In the translation product, we can analyze the orientation that used by the translator. Either source text oriented or target text oriented, it can be known. Because, every translator has the different point of view and culture background. Certainly, those aspects influence the translation product. In addition, the method in translating something can describe what orientation that used by the translator.

Poetry is one of literary products. It has different form from other literary works including the use of the figure of speech, the rhyme, the count of the words in a line, etc. Usually, a poetry is an opinion by the writer. Therefore, in translating a poetry, the point of view of the translator may affect the poetry translation product. The method of translation used by the translators can describe the orientation of translation product. In this study, there is an analyzing of the orientation that was used by the subjects in translating "Aku", a very famous poetry by the famous poet, Chairil Anwar to English Language. This poetry was chosen because it was introduced to Indonesian students since they were in school. This might make some of them get to know this poem, so it might make it easier for them to translate it.

REVIEW OF RELATED LITERATURE

Language

There is a great deal of languages in this world. A language is the representative of cultural aspects in a set of verbal habits (Nida, 2006). This world also has an abundance of culture that certainly affect the language itself. Indeed, all languages reveal the culture where they from. Obviously, if the people want to know anything from other language, translation is required.

Translation is translating the meaning of the source text into another language with the author's perspective interpreting the text (Newmark, 1998). Therefore, translation is one of the essential things in the language aspects.

The Orientation and The Methods of Translation

There are two orientation in translation, domestication and foreignization. Domestication and foreignization related to two cultures, and it related to making the translation product feel familiar or maintaining the aspects of the source language (Yang, 2010). Domestication is the transfer of language from the source language to the target language by providing aspects of the target language. In order that, it can be understood better by the target readers. However, foreignization is the transfer of language to the target language while maintaining some aspects of the source language. It can reflect where the translator is more oriented in translating something. How to find out the orientation of the translation products can be done through analyzing what methods used by the translators.

Methods of translation in Foreignization
Word-for-word translation
According to Newmark (1988), word-for-word translation is the words from the

source language are translated out of context, and the words that contain cultural

elements are translated as is.

Literal translation

Newmark (1988) states, "The SL grammatical constructions are converted to their

nearest TL equivalents but the lexical words are again translated singly, out of

context."

Faithful translation
The grammatical structures still limit the reproduction of contextual meanings from

the source language. The words with culture are translated, but some deviations

are allowed (Newmark,

1988).
Semantic translation
According to Newmark (1988), semantic translation is more flexible. It also

considers the aesthetic element. It can still compromise with meaning while it is still

natural.

Methods of translation in Domestication

Adaptation

According to Newmark (1988), this method is "the freest' also the closest method

to the target language, but does not sacrifice the important things from the source

text. This method usually used to translate poetry and drama.

Free translation
This method prioritizes the contents of the translation and sacrifices the form of the
source text (Newmark, 1988).

Idiomatic translation

Newmark (1988) states, "Idiomatic translation reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original."

Communicative translation

This method seeks to reproduce contextual meaning in such a way that the translation results can be understood directly by the reader (Newmark, 1988).

Poetry

Poetry is intended to enlighten a story, express any emotion, idea, or the circumstances that occur, and it is any kind of the product whether in verbal or written language that is ordered rhythmically (Ollila and Jantas, 2006). The English version of the poetry "Aku" by Chairil Anwar that produce by the subjects is the centre of this study. Chairil Anwar is potrayed as a incredibly intelligent young man including a huge passion for books, and he was a cool social mixer (Oemarjati, 1972). The poem "Aku" which has become Chairil Anwar's trade mark is a bitter farewell from his father who tried to persuade him to return to Medan to live with his father, not a poetry of rebellion (Sani, 2000). However, Raharjo (2018) states, "Since it was written during the colonization around 1943, it is possible that this poem wanted to address and depict the struggle of Indonesian against its colonist for achieving Independence." This poetry is one of Chairil Anwar's legendary masterpieces, and it is interesting to study from various

aspects.

METHODOLOGY

Method of the Research

Qualitative research used in this study. Cropley (2019) states, "The core property of qualitative research is that it examines the way people make sense out of their own concrete real-life experiences in their own minds and in their own words." It consists of the perspective of the researcher, the perspective of the respondents, and so on. The researcher uses this method because the orientation of translating something is a qualitative thing. The data are in the form of words, phrase, sentences, and paragraphs. Therefore, the analysis of this study also in the form of qualitative method. The researcher compares the original poetry with the translation poetries to know what the orientation used by the subjects in translating the poetry.

Subject of The Research

The subjects of this research are the five of English Department students of FKIP ULM batch 2017.

The Instrument of The Research

The instrument that was used in this study is the test. The researcher asked the subjects to translate the original poetry written in Indonesian language to English language.

Data Collection

The researcher had asked the subjects to translate the poetry "Aku" written in Indonesian Language into English language. The data was collected from the subjects requested to translate.

Data Analysis

Poetry is one of literary works. Raharjo (2018) states, "Translating a poem from one language to another language is an act of promoting literature through translation." Poetry translation is not just translating the words, but the cultural elements also become inseparable from the translation of poetry. The point of view of translator also matters. It means, each translator has different views and have their own uniqueness. In this chapter, the researcher analyzed the data. It described in each table which consist of the original poetry written in Bahasa Indonesia and the translation product from each subject. It also consists of the phenomena, either domestication or foreignization and the explanation about it.

Table 1 Poetry 1

Utterances		Phenomena	Explanation
Indonesia	English		
Kalau sampai waktuku	If my time comes	Domestication	The translator uses communicative translation. The translation product is close to the source language. The readers can directly understand the meaning…
Ku mau tak seorang 'kan merayu	I want nobody, 'to seduce	Domestication	The translator uses communicative translation. The meaning is close to the source text. The arrangement of words is quite the same. The translator put the comma there.
Tidak juga kau	Neither you	Foreignization	The translator uses semantic translation. The word *"neither"* adds aesthetic impression. The meaning is same as the source language.
Tak perlu sedu sedan itu	No need to be sad	Domestication	The translator uses free translation. The form of the translation text is change. *"Sedu sedan"* is more than just *"sad"*.

Aku ini binatang jalang	I am a wild animal	Domestication	The translator uses communicative translation. The translation text meaning is close to the source language. the readers can directly understand the meaning.
Dari kumpulannya terbuang	From wasted bunch	Foreignization	The translator uses faithful translation. The translation text seems stiff and fixated on the source text.
Biar peluru menembus kulitku	Let the bullet go through my skin	Foreignization	The translator uses faithful translation. The word *"let"* is confusing. Because, *"biar"* and *"biarkan"* is different.
Aku tetap meradang menerjang	I keep inflamed lunging	Foreignization	The translator uses faithful translation. The word *"meradang"* and *"menerjang"* translated into *"inflamed"* and *"lunging"* without any conjunction or punctuation. It can make the readers are confused.
Luka dan bisa kubawa berlari	I bring a wound and poison running	Foreignization	The translator uses semantic translation. The form of the translation text is quite the same with the source text. The translation of the words is done in context.
Berlari	Running	Domestication	The translator uses communicative translation. The reader can immediately understand the word.
Hingga hilang pedih peri	Until the pain is gone	Domestication	The translator uses communicative translation. The translation text meaning is close with the source text. Even the form is little bit different.
Dan Aku akan lebih tidak peduli	And I will not care	Domestication	The translator uses adaptation translation. The translation text meaning is close with the source text, but the meaning of word *"lebih"* is lost.

Aku mau hidup seribu tahun lagi	I want to live a thousand years more	Foreignization	The translator uses semantic translation. The translation text meaning is close with the source text. The form is quite the same. It still has the aesthetic sense.

Table 2 Poetry 2

	Utterances		
Indonesia	English	Phenomena	Explanation
Kalau sampai waktuku	When my time has come	Domestication	The translator uses communicative translation. The translation text meaning is close with the source text. The readers can directly understand the text.
Ku mau tak seorang 'kan merayu	I want nobody to deceive	Foreignization	The translator uses semantic translation. The translation text meaning is close with the source text, but the translator interprets the word *"merayu"* as something "negative". It translated into *"deceive"* which means *"menipu, memperdaya"*
Tidak juga kau	Neither you	Foreignization	The translator uses semantic translation. The word *"neither"* adds an aesthetic impression. The meaning is the same with the source language.
Tak perlu sedu sedan itu	No need to sob	Foreignization	The translator uses semantic translation. The translation text meaning is close with the source text. The word *"sob"* feels good as the translation of the words *"sedu sedan"*.

Source Text	Translation	Category	Analysis
Aku ini binatang jalang	I'm just a wild animal	Domestication	The translator uses communicative translation. The translation text meaning is close with the source text. The word *"just"* give the emphasizes of the sentence.
Dari kumpulannya terbuang	From the wasted horde	Foreignization	The translator uses faithful translation. The form of the translation text is quite the same with the source text. But, there is a little bit misunderstanding. *"From the wasted horded"* which means *"dari gerombolan yang terbuang"* is different with *"dari kumpulannya terbuang"*.
Biar peluru menembus kulitku	Let the bullet getting through my skin	Foreignization	The translator uses faithful translation. The word *"let"* is confusing. Because, *"biar"* and *"biarkan"* is different.
Aku tetap meradang menerjang	I'll keep assailing	Domestication	The translator uses free translation. The words *"meradang menerjang"* translated to the word *"assailing"*.
Luka dan bisa kubawa berlari	I bring the wound and poison running	Domestication	The translator uses communicative translation.
			The form of the translation text is the same with the source text.
Berlari	Running	Domestication	The translator uses communicative translation. The reader can immediately understand the word.
Hingga hilang pedih peri	Until the pain is gone	Domestication	The translator uses communicative translation. The translation text meaning is close with the source text, and the form is little bit different.
Dan aku akan lebih tidak peduli	And I will never care	Foreignization	The translator uses semantic translation. The translation text meaning is close with the source text, and the meaning of word *"lebih"* replaced by the word *"never"*.

Utterances		Phenomena	Explanation
Aku mau hidup seribu tahun lagi	I want to live for one thousand years	Domestication	The translator uses communicative translation. The translation text meaning is close with the source text. The form is also similar.

Table 3 Poetry 3

Utterances		Phenomena	Explanation
Indonesia	English		
Kalau sampai waktuku	If my time is up	Domestication	The translator uses free translation. The form of the translation text is change. The word *"sampai"* translated into *"up"*. It makes the meaning of translation text is different with the source text.
Ku mau tak seorang 'kan merayu	I want no one to entice	Foreignization	The translator uses semantic translation. The translation text meaning is close with the source text. The translator uses *"entice"* as the translation of *"merayu"*.
Tidak juga kau	Neither do you	Foreignization	The translator uses semantic translation. The word *"neither"* adds aesthetic impression. The meaning is same with the source language. The word *"do"* gives the emphasize of the text.
Tak perlu sedu sedan itu	No need those sobs and cries	Domestication	The translator uses communicative translation. The translation text meaning is close with the source text. The word *"sobs and cries"* feels good as the translation the words *"sedu sedan"*.
Aku ini binatang jalang	I am a wild animal	Domestication	The translator uses communicative translation. The translation text meaning is close with the source text. The readers can directly understand the text.

Dari kumpulannya terbuang	Cut from its kind	Domestication	The translator uses communicative translation. The translation text meaning is close with the source text. *"Cut from its kind"* feels good as a translation of the words *"dari kumpulannya terbuang"*.
Biar peluru menembus kulitku	Though the bullet goes through my skin	Domestication	The translator uses communicative translation. The translation text meaning is close with the source text. *"Though"* feels good as the translation of the word *"biar"*.
Aku tetap meradang menerjang	I still strike and march forth	Foreignization	The translator uses semantic translation. The translation text meaning is close with the source text. The form is similar, and *"strike and march forth"* seems good as the translation of *"meradang menerjang"*.
Luka dan bisa kubawa berlari	Wound and I can take to run	Foreignization	The translator uses faithful translation. There is a little bit misunderstanding. *"Bisa"* in this context defined as *"poison"*, not *"can"*.
Berlari	Run	Domestication	The translator uses communicative translation. The reader can immediately understand the meaning.
Hingga hilang pedih peri	Until the pain goes away	Domestication	The translator uses communicative translation. The translation text meaning is close with the source text. But, *"pain"* seems like cannot be a translation of *"pedih peri"*.

Dan aku akan lebih tidak peduli	And I will care even less	Domestication	The translator uses adaptation translation. The words *"I will care even less"* change the meaning. Maybe, *"I"* still *"care"* even *"less"*.
Aku mau hidup seribu tahun lagi	I want to live another thousand years	Domestication	The translator uses communicative translation. The translation text meaning is close with the source text. The form is also similar.

Table 4 Poetry 4

Utterances		Phenomena	Explanation
Indonesia	English		
Kalau sampai waktuku	If it's my time	Domestication	The translator uses adaptation translation. The meaning of *"sampai"* is lost.
Ku mau tak seorang 'kan merayu	I want no one to seduce	Domestication	The translator uses communicative translation. The form is quite the same.
Tidak juga kau	Neither it's you	Foreignization	The translator uses semantic translation. The translation text meaning is close with the source text. *"Neither"* gives an aesthetic sense in the text.
Tak perlu sedu sedan itu	No need for that sobbing	Domestication	The translator uses communicative translation. The translation text meaning is close with the source text. *"Sobbing"* seems like a fitting representative of *"sedu sedan"*. The readers can directly understand the text.
Aku ini binatang jalang	I'm a wild animal	Domestication	The translator uses communicative translation. The translation text meaning is close with the source text. The form is quite the same.

Dari kumpulannya terbuang	Collection from the wasted	Foreignization	The translator uses faithful translation. There is a little bit misunderstanding. *"Collection from the wasted"* is different with *"dari kumpulannya terbuang"*.
Biar peluru menembus kulitku	Let the bullet pierce my skin	Foreignization	The translator uses faithful translation. The word *"let"* is confusing. Because, *"biar"* and *"biarkan"* is different. However, *"pierce"* seems good as the translation of *"menembus"*.
Aku tetap meradang menerjang	I'm still inflamed lunging hoof	Foreignization	The translator uses faithful translation. The word *"meradang"* and *"menerjang"* translated into *"inflamed"* and *"lunging"* without any conjunction or punctuation. It can make the reader confuse. The word *"hoof"* is also confusing.
Luka dan bisa kubawa berlari	I carrying the hurt and poison run away	Domestication	The translator uses communicative translation. The translation text meaning is close with the source text. The form is quite the same.
Berlari	Run away	Domestication	The translator uses communicative translation. The reader can immediately understand the meaning. *"Run away"* gives the deep meaning from the situation *"kabur sambil membawa luka"*.
Hingga hilang pedih peri	Until the hurt and poignant is gone	Foreignization	The translator uses semantic translation. The translation text meaning is close with the source text. *"the hurt and poignant"* seems good as the translation of *"pedih peri"*.

Dan Aku akan lebih tidak peduli	And I will not care anymore	Domestication	The translator uses adaptation translation. The translation text meaning is close with the source text. *"Anymore"* gives the emphasize of *"pokoknya tidak akan lagi"*.
Aku mau hidup seribu tahun lagi	I want to live another thousand years	Domestication	The translator uses communicative translation. The translation text meaning is close with the source text. The form is also similar.

Table 5 Poetry 5

Utterances		Phenomena	Explanation
Indonesia	English		
Kalau sampai waktuku	If my time come has	Domestication	The translator uses communicative translation. The translation text meaning is close with the source text. The readers can directly understand the meaning.
Ku mau tak seorang 'kan merayu	I don't want anyone to seduce	Domestication	The translator uses communicative translation. The translation text meaning is close with the source text.
Tidak juga kau	Neither do you	Domestication	The translator uses communicative translation. The translation text meaning is close with the source text. *"Neither"* gives an aesthetic thing, and *"do"* gives the emphasize of the text.
Tak perlu sedu sedan itu	No need to weep	Foreignization	The translator uses semantic translation. The translation text meaning is close with the source text. But, *"sedu sedan"* is more than" weep".
Aku ini binatang jalang	I am an untamed animal	Foreignization	The translator uses semantic translation. The translation text meaning is close with the source text. The word *"untamed"* is not familiar for some people.

Dari kumpulannya terbuang	From the abandoned ones	Foreignization	The translator uses faithful translation. There is a little bit misunderstanding. *"From the abandoned ones"* is different with *"dari kumpulannya terbuang"*.
Biar peluru menembus kulitku	Though a bullet pierce my skin	Domestication	The translator uses communicative translation. The translation text meaning is close with the source text. *"Though"* fells a good translation of *"biar"*.
Aku tetap meradang menerjang	I lunge madly	Foreignization	The translator uses semantic translation. The translation text meaning is close with the source text. *"Lunge madly"* replaces the words *"meradang menerjang"*. The sense of the source text is still there.
Luka dan bisa kubawa berlari	Wounded but I still can run	Foreignization	The translator uses faithful translation. There is a little bit misunderstanding. *"Bisa"* in this context defined as *"poison"*, not *"can"*.
Berlari	Run	Domestication	The translator uses communicative translation. The reader can immediately understand the meaning.
Hingga hilang pedih peri	Until the wound disappear	Domestication	The translator uses communicative translation. The translation text meaning is close with the source text. The translator forgot to add "s" in the end of word *"disappear"*, but it is not a mistake if we take a look to *licentia poetica*.
Dan Aku akan lebih tidak peduli	And I won't care more	Foreignization	The translator uses semantic translation. The translation text meaning is close with the source text. *"More"* gives the meaning of *"pokoknya tidak lagi"*.

Aku mau hidup seribu tahun lagi	I wanna live another thousand year	Domestication	The translator uses communicative translation. The translation text meaning is close with the source text. The form is also similar.

Translating the Title

The four of the five translators translated "Aku" into "I". However, the rest translated "Aku" into "Me". The word "I" and "me" are different. "I" have the function as a subject and the firstpronoun of a sentence, while "me" have the function as an object and the third person pronoun (Raharjo, 2018). It is interesting to study. This fact proves that human is unique and have different perspective in translating something. The judgement cannot be directed to them. This proves that the cultural backgrounds, experiences, and perspective affect the results of the translations.

FINDINGS AND DISCUSSION

Findings

There are several findings that can be found from the comparative poetry analysis above. Most of the translation lines are in the form of domestication, and the rest are in the form of foreignization. The word choices vary (e.g. *seduce, deceive,* and *entice for the word "merayu"*). The arrangements between words are different (e.g. *I still strike and march forth, I lunge madly, I keep inflamed lunging, I'm still inflamed lunging hoof,* and *I'll keep assailing for "aku tetap meradang menerjang")*. There are also find the misunderstanding of "*bisa"* in *"Luka dan bisa kubawa berlari.* Two of the translators interpret that word "*bisa"* as "*can"*, however "*bisa"* in that context

the meaning as *"poison"*. The differences also occur in the emphasis of words in the translation texts (e.g. the use of *more, do, less, just, anymore,* etc.).

Discussion

The results of translation are almost balanced between domestication and foreignization. This statement according to the translation products that gives the results. The translators used more than one method in translating the text. First, the most method used by the translators is communicative translation. Communicative translation method seeks to reproduce contextual meaning in such a way that the translation results can be understood directly by the reader (Newmark, 1988). This method enriches the products of the translation. Second, the semantic translation also used. Third, the faithful translation also used by the translators, even the amount of it is not as many as the communicative translation. In the faithful translation, the grammatical structures still limit the reproduction of contextual meanings from the source language. The words with culture are translated, but some deviations are allowed (Newmark, 1988). Sometimes, the faithful translation makes the translation products cannot be understand clearly because of its characteristics. The case such as the double interpretation like *"bisa"* in" Luka *dan bisa kubawa berlari"* may appear. Fourth, the adapted translation also used by the translator, it makes the products can be understand by the target reader, even though several meanings of the source language are lost. Fifth, the free translation used in the translation. This method prioritizes the contents of the translation and sacrifices the form of the source text (Newmark, 1988). Those are the method used by subjects in translating "Aku" by Chairil Anwar written in Indonesian language to English language.

CONCLUSION

In conclusion, the orientation used by the subjects is mostly domestication. However, we cannot ignore that those methods above affect the word choices, the grammar, and the "sense" of the translation products. It means the orientation used in translating something is relative. Either foreignization or domestication is allowed to use, as long as the reader can understand the meaning and the context of the text. The knowledge of the translators in translation and the culture background also affect the products.

The researcher hopes this study can increase the knowledge about translation, especially regarding the orientation of translation. Hopefully it can add the knowledge that a translation must be done carefully. As a result, the translation do not cause a double interpretation because of ambiguous words that cannot be understood directly and clearly. This study is also expected to be able to promote poetry literary works in the world of translation. Because, poetry is one of the literary works that are still popular today.

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