

CHAPTER V

DISCUSSION

This chapter presents the discussion of the findings using related theories to clarify the findings. The discussion about the students practices in using the strategies of translating narrative text for the fourth semester of English Education Department at IAIN Tulungagung.

A. Discussion on the students' practices in using the strategies of translating narrative text

The translation is the way or process to transfer one language to another language. Translating is the process of transferring the meaning of a text in one language into another language (Rachmadie, 1988). The way to make translation easier is by using a certain strategy. According Ghazala (1995), concerning translation strategies is so clear and easy to grasp, as one can see is more logical and acceptable. As stated in Chapter III the strategies of translation proposed by Vinay & Darbelnet (1995) are used to analyze the data. Vinay & Darbelnet (1995) have two categories strategies that were direct translation and oblique translation, and it is divided into seven strategies that are Borrowing, Calque, Literal Translation, Modulation, Transposition, Equivalence, and Adaptation.

The students did translation from English text into Indonesian text. The results of the students' translation are they translate with various strategies in translating the text. From seven strategies of translating employed by Vinay & Darbelnet (1995), the students used six strategies that are Borrowing, Calque, Literal Translation, Modulation, Transposition, and Adaptation. Based on the findings of the results in translating the narrative text, the researcher explained the students' practices in using translation strategies:

1. Borrowing strategy

Borrowing strategy is translation without translating. It is about expression in the original text. The word expression is taken from the source language and applied in the target language (Monalia and Albir (2002)). In previous research, Nurlaila (2017) found that the students applied pure borrowing and naturalized borrowing. In this research, the researcher found if the students used the Borrowing strategy in some situation. This strategy used when the students found a word, but without the students translate the meaning the reader can understand. The students who used this strategy as much as 14,67%. This strategy is not too used because the researcher only used one story about narrative text there were some words without changing the meaning is understandable. For example, the students found the word "pink", the word "pink" without changed the meaning the reader can understand. So, they don't need to translate the word.

2. Calque strategy

Calque is transferred structure in literal translation. According to Monalia and Albir (2002), Calque can be said that word which is literally translated from the source language into the target language. In previous research, Nurlaila (2017) found that the students applied this strategy when they found the words that repeatedly appear in the translation. In this research, the students used a Calque strategy when they translate a text in some situation. The students who used this strategy as much as 18,34%. The first situation, the students used this strategy when they translate a word with using a dictionary. Moreover, the students know if the word is an adverb, the word is given an additional suffix, for example; the word “easily” that is “easy” and “-ly”. The researcher commands the students to translate narrative text, whereas some words in the narrative text can understandable without changed the meaning.

3. Literal Translation strategy

The Literal Translation is a translation word by word. According to Vinay & Darbelnet (1995), Literal Translation can only be applied to languages which are extremely close in cultural terms. Literal Translation is a direct translation. Moreover, Literal Translation is translated the source text literally into target text, focuses on form and structure without any additional or reduction into target text (Monalia and Albir (2002)). In previous research, Nurlaila (2017) found that the students applied this strategy by translating the sentence without adding or subtracting the word in the sentence so as not to change the message from that

sentence. In her research, she ignored the grammatical errors and focused on translation procedures. In this research, the students who used this strategy as much as 20,18%. The researcher found if the students used this strategy when the sentence is easy to translate. This strategy is often used because it is easy to apply. The students seeing the context before translate the text. The students translate the narrative text and the narrative text had easy vocab. Furthermore, the students don't like a convoluted sentence, so they applied this strategy to translate the text.

4. Transposition strategy

Transposition is a change of part of speech for another without changing the sense (Monalia and Albir (2002)). Vinay & Darbelnet (1995) argued, probably the most common structural change undertaken by the translator. In previous research, Nurlaila (2017) found that the students applied six Transposition procedures there were phrase, expression, and terms. It could be seen that in transposition procedure, the students translated each word and changed the other of words. The preposition is changed to a back-word and vice versa. In this research, the students used this strategy as much as 17,43%. The students used this strategy when they know if the sentence has a repetition of the subject. Hence, the pronouns can clarify the meaning of the text, and referring the previous sentence. Sometimes, they can delete the pronouns if the sentence already clearly. This strategy is not too used because the researcher used English narrative text with some repetitions of subject. So, the meaning is clear without the repetition subject translated and no word waste.

5. Modulation strategy

Modulation is changing the semantic meaning. Furthermore, the students translated the same idea but the sentence to express it is different. According to Monalia and Albir (2002), Modulation is usually used to transfer the point of view, focus or cognitive category in relation to the source language; Modulation can be lexical or structural. In previous research, Trisnawati and Bahri (2017) found that this strategy was only used by a handful of students. This can be caused by the translated text not needing this strategy to translate. In this research, the students used this strategy when they found the difficult word. The students used this strategy as much as 21,10%. This strategy most often used by students, because the students translate a narrative text. The students translate the text without having to interpret all the words in the sentence. They thought without translated all of the words in the sentence, the meaning already true. They just answer the same idea but different sentence to show it. So, they can translate the narrative text easier.

6. Adaptation strategy

Adaptation is changing the cultural reference when the situation in the source culture does not exist in the target culture. According to Monalia and Albir (2002), Adaptation is replaced a source text culture element with one from the target culture. In previous research, Trisnawati and Bahri (2017) found that this strategy was only used by few students. This can be caused by the word in the sentence is not needing an adaptation word. In this research, the students who

used this strategy as much as 8,25%. This strategy is the one most students never used, because the students translate narrative texts that rarely use the word adaptation. If the students translate other text, maybe this strategy can be used more. The students used this strategy when they found the meaning of the word is not common in Indonesia. So, they changed the meaning with the word commonly used in Indonesia.

From the discussion above, it could be concluded that every subject has differently strategies to translate the narrative text. The students translate depend by seeing the context of the text. So, the researcher gets the point that almost strategies employed by the students are very useful for them.