

THE QUALITY OF FOLKLORE TEXT TRANSLATION BY ENGLISH LANGUAGE EDUCATION STUDENTS

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Abstract

The purpose of the study was to analyze the translation quality of folklore text by English Language Education Students. This research was descriptive qualitative. To conduct the research effectively, this research was conducted in Universitas Maritim Raja Ali Haji on translation for specific purpose classes of batch 2017 students. The research sample is ten students of the 2017 batch English Education Program in Universitas Maritim Raja Ali Haji. This research study was conducted for one month, starting October – November 2021. This study showed that the translation quality of folklore text by English Language Education students is considered less acceptable because there are still many errors in writing, both grammar, spelling, and other formal errors. However, some part of the text is found acceptable. Some factors lower the translation quality of folklore text by English Language Education students in natural (acceptability) aspects, such as sentence ineffectiveness and unnaturalness.

Keywords: Translation Quality, Folklore, English Education

I. Introduction

Indonesians are accustomed to using Bahasa or the local dialect. In this era of globalization, many environments use English as their language. Since childhood, those who do not understand English can learn English in any institution or place. To learn more and better English-Indonesian, people need translators. By understanding the meaning of these languages, you can communicate well with people. Newmark (1998) believes that translation is translating a text into another language. The experts define translation as a process of change and reproduction. The meaning of the source to target text depends on the means of the writer and translator.

Translation can solve the communication and cultural differences between people. The translation is critical for understanding the message or meaning in the source language. Because the translator must produce an SL text whose message is identical or equivalent to the message contained in the SL text, translating a source-language text (SL) into a target-language text (TL) is a relatively hard and difficult task. The complexity is also caused by the necessity for translators to consider various limitations, such as context, grammatical rules, writing conventions, idioms, culture, and other relevant things found in SL and SL.

Indonesia is rich in folk tales, both oral and written, scattered throughout Indonesia's regions. This fact opens up vast opportunities for us to pass on the wisdom of these ancestors to students to understand and benefit from the folk tales as well. Many of the stories we encounter have heroic themes, for example, the stories originating from the two Indian stories of Mahabharata and

Ramayana, such as the Five Pandawa saga and the Sri Rama saga. There are folk stories in the Kepulauan Riau itself, such as Penyengat Island, Raja Ali Haji as The Father of Indonesian Language, Fortress Kursi Hill, and others.

When people know the meaning of certain languages in this case, the SL (Indonesian) and the TL (English), learning English becomes easier, according to Bell (1995), there is no strict language system for one language and other languages, the difference lies in the rules that affect the meaning of the text and the form of the grammatical part, for example, the phrase "red coat" translated into Indonesian "jaket merah" has a different structure and meaning, if translated into "merah jaket." However, both languages have similar grammar and are both noun phrases—the examples show that one language is different from another language but has some similarities.

In other words, each language has a different structure, grammar, vocabulary. All in all, it is not easy for translators to produce natural translations with similar and equivalent meanings to the source language because two languages have never been the same. It can be concluded that there is no absolute correspondence between languages. Therefore, translators should pay attention to the structure and appropriate meaning of the translation.

Based on the problems and the explanation explained above, the researcher is interested in researching the Quality of Translation because this topic is still rarely discussed in the translation class. Therefore, the right of this study is The Translation Quality of Folklore Text by English Language Education Students.

II. Research Methodology

This research was descriptive qualitative. In order to conduct the research effectively, this research was conducted in Universitas Maritim Raja Ali Haji on translation for specific purpose classes of batch 2017 students. The research subject is ten students of the 2017 batch English Education Program in Universitas Maritim Raja Ali Haji. This research study was conducted for one month, starting October – November 2021. The technique of analyzing data that the researcher used was identification, classifying, describing, analyzing, and drawing conclusions.

III. Result and Discussion

The research data was taken from English Education Lecture. The researcher analyses the translation quality of folklore text related to the research question in this research. In analyzing the quality of translation, researchers only used natural (acceptability) as the indicators due to time constraints. In conducting data analysis, researchers do five steps. Namely, identification, classifying, describing, analyzing, and drawing conclusions. From the data that the English Education Lecturer has provided, the researcher found that the participants used quite a variety of folklore texts. As for the title of folklore text used as translation material by participants: *Sejarah Pulau Penyengat, Raja Ali Haji, Bapak Bahasa Indonesia, Kisah Masjid Terbuat dari Telur, Si Jangoi, Gedung Mesiu di Pulau Penyengat, Perigi Putri di Pulau Penyengat, Mitos Pulau Penyengat*.

3.1 The Natural (Acceptability) Aspect Result

No	Aspect	Category		
		Unacceptable	Less Acceptable	Acceptable
1	Error of grammar	5%	63%	32%
2	Spelling	0%	22%	78%
3	Other formal error	0%	73%	27%
Natural Aspect		2%	53%	46%

The table above shows that in an error of grammar, most translation results fall into a less acceptable category with 63%. In spelling, most translation results fall into an acceptable category with 78%. While in other formal errors, the translation results fall into the less acceptable category with 73%. The average in Table 4.2, it can be seen that the result of the comparison between the English and Indonesian versions of the folklore text is less acceptable at 53%.

Based on the results of the analysis that has been carried out, the researchers found that there are still many quality translations of folklore texts by English Language Education students that were not yet perfect. According to Nababan (2012), whether the translation can be accepted or not can be categorized into three categories, which are Acceptable, Less Acceptable, and Unacceptable.

Some difficulties became factors that hampered the English Language Education students in translating folklore text. From this research, related to Nababan (2012) theory about the process of translation, there were three translation steps: analyze, transfer, and restricting. After the researcher collected the translation data from English Education Lecture. Then, the researcher read the participant's translation of folklore text and identified the errors. After the necessary data were found, the researcher found that the majority of the English Language Education students already caught the main idea of the text, but they did not translate it coherently into the target language, making the reader confused. The English Language Education students had difficulty transferring because they could not choose appropriate words. It means they can reconstruct the folklore text well.

The translation is viewed as a part of the total picture of interlingual communication. Can one adequately appreciate its significance or how it is developing within itself, contributing to other studies of communication (Nida, 2019). Every language has its own set of rules. English and Indonesian are two separate languages with their own set of norms. The rule in one language will have no bearing on another, such as Indonesian, which lacks the tense form. The translation process always begins with a comprehension of the term's meaning, which is then followed by adaptation to the context. The translator may make specific changes to obtain an accurate meaning and similar expression in the target language and similarities in how the source and target languages comprehend information.

IV. Conclusion

Based on the discussion in the previous chapter, the researcher concludes that the translation quality of folklore text by English Language Education students is considered less acceptable because there are still many errors in writing, both grammar, spelling, and other formal errors. It means that the translated folklore text is widely less acceptable. However, some part of the text is found acceptable for the reader. Some factors lower the translation quality of folklore text by English Language Education students in natural (acceptability) aspects, such as sentence ineffectiveness and unnaturalness.

V. References

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