

An Analysis toward Students Literary Translation of a Poetry Dreams

Hanny Nabila Gusfa, Fitrina Harmaini

Universitas Bung Hatta, Indonesia

Email: Fitrina_harmaini@bunghatta.ac.id

KEYWORDS

lexical equivalent,
grammatical equivalent, poem

ABSTRACT

The objective of this research was to describe the ability of third-year students to translate a poetry titled "Dreams" from English into Indonesian. The population of this study was the 3rd year English Education Department students at Universitas Bung Hatta, and the total sampling technique was used. The sample size was 26 students. The test's reliability index was 0.79 (high correlation), indicating that it was reliable. In general, the findings of this study revealed that second-year students had excellent ability in translating a poem. In general, 26 students got perfect scores (100%). The study's findings revealed that students' ability to use lexical equivalence in translating the poem was excellent. It was demonstrated by the fact that 19 students (73%), and 7 students (27%), received excellent ability. The students' ability to use grammatical adjustments in translating the poem was outstanding. It was demonstrated by the fact that 24 students scored excellent (92%), and 2 scored good (8%). Based on the findings of this study, it is possible to conclude that the second-year students' ability to translate a poem titled "Dreams" from English into Indonesian at Bung Hatta University's English Department was good.

INTRODUCTION

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

Translation is a required course in the English Education Department at Universitas Bung Hatta.(Harmaini, 2022) One of those activities is translating a poem. A poem is classified as literary translation, which is considered more challenging than translating other types of writing such as business papers, books, and novels.(Dickins, Hervey, & Higgins, 2016) Poetry translation has always been considered more difficult, and there has always been considerable argument about the methods that can be used and the type of product that can be achieved from such an endeavor (Singh, 2011). Meanwhile, poetry and figurative language translation, according to (Fadaee, 2011) is a more complex undertaking that requires more consideration to how the forms of the source language are re-presented in the target language. As a result, the translation of poetry and figurative language must contain not just an analysis of the author's intended meaning and the formal elements used in the source language, but also an analysis of the poetic forms and figurative elements relevant in the receptor language, if they exist. Finally, when translating a poem, some issues such as linguistic, literary, artistic, and socio-cultural issues may arise.

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

It apart from the problems encountered by these students, the researcher was interested to know about the students' abilities in translating the poetry "Dreams" from English into Indonesian. This study was carried out to answer the following two research questions:

1. How well does the student use lexical equivalence when translating a poetry?
2. How well does the student apply grammatical equivalence when translating a poetry?

METHOD

The descriptive method was employed in this investigation. The descriptive methodology, according to (Refnita, 2018), is a study design that involves obtaining data in order to test hypotheses or answer questions about the present state of the subject of investigation.

RESULTS AND DISCUSSION

Based on the findings of the data analysis, the researchers show the students' overall ability to translate "Dream" from English into Indonesia. The findings showed that 100% of the students had high ability. It was determined that almost all students had overall scores that were classed as excellent, and as a result, all the students received excellent in their overall ability to translate a poem. This finding differed from the research conducted with (Putra, Tanjung, & Husna, 2015) because the instrument utilized in the research, which was a legend story of Malin Kundang, differed from this research, which employed a poem as an instrument. This could imply that the 3rd year students are excellent at translating poems. Table 1 is given for clarification.

Table 1: the Ability of the Students in translating a poetry from English into Indonesian

Grade	Number of students	The Percentage of Students
Excellent	26	100%
Good	0	0%
Moderate	0	0%
Low	0	0%
Total	26	100%

Research question 1

The researcher shows the students' ability to translate a poem from English into Indonesian using lexical equivalence based on the results of data analysis. The findings revealed that 73% of students had excellent ability and 27% had good ability. Although there are still 27% of students who are merely classed as good, the errors made by the students are prevalent due to the figurative language employed in the poetry. This is an example of a mistake from the poem's second and seventh lines:

For it dreams die

Life is a barren field

Students' common lexical equivalency mistakes on the words "for" and "is" cause them to make inappropriate translations of those lines. The common misperception on the word "for" is because the students misunderstood it as a preposition while in the poem, the word "for" is used as a conjunction that tell the reason and connect the previous line "Hold firm to dreams", and the next line after which is "Life is a broken-winged bird". The finding is clarified in the table 2.

Table 2: the ability of the students in making lexical equivalence

Grade	Number of students	The Percentage of Students
Excellent	19	73%
Good	7	27%
Moderate	0	0%
Low	0	0%
Total	26	100%

Research question 2

The research demonstrates the students' ability to translate a poem using grammatical equivalents. The statistics showed that 92% of the students had excellent ability, 8% had good ability, 0% had moderate ability, and 0% had low ability. (Dickins et al., 2016) It means that students might perform grammatical adjustments better than lexical equivalence when translating a poem. The findings contradicted a prior study conducted by (Putra et al., 2015) which found that students' ability to adjust grammar was moderate. The difference could be influenced by the fact that the instruments used in the prior study were different from those used in this one.

Throughout the test, the typical mistakes that have been identified was from the 2nd line which is "For it dreams die". The students that obtained excellent and good grades translated it correctly to "karena/jika mimpi itu hilang/padam". Overall, the

students translated it accurately since the term "die" in the poem is closely related to the words "hilang/padam," which reflect what happens to "life" if we do not stay tight to dreams or keep onto our dreams in life. As for the mistake, there is a student who translated it to "untuk itu mimpi mati". Yet, because the students' grammatical abilities are excellent and good as shown in table 3, the only mistake discovered is the one already described.

Table 3: the ability of the students in making grammatical adjustment

Grade	Number of students	The Percentage of Students
Excellent	24	92%
Good	2	8%
Moderate	0	0%
Low	0	0%
Total	26	100%

CONCLUSION

Poetry translation is a challenging task for EFL students. It has been offered to college students in several English majors in Indonesia since it is thought to assess complicated English skills. This research looked at students' ability to use lexical and grammatical adjustments in translation. Knowledge of the English language system is required to make lexical and grammar adjustments. The findings of this study revealed that third-year students' ability to translate the poem Dreams from English into Indonesian was generally excellent. In terms of lexical equivalence, 73% of students performed exceptionally well, whereas 92% performed really well in terms of grammar adjustment.

Based on the findings of this study, it is recommended that both EFL teachers and students engage in translation practice as an English learning activity (Ding, Ottenbreit-Leftwich, Lu, & Glazewski, 2019). Together with strengthening translation skills, this sort of exercise could assist with vocabulary acquisition and grammar mastery. Further elements of translation in the EFL classroom should be investigated by future researchers.

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First publication right:

Journal of Social Science

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