UNIVERSITY STUDENTS' METHODOLOGY IN TRANSLATING ENGLISH ANALYTICAL TEXT INTO INDONESIAN

Elisa Aulina, Fatchul Mu'in, Nasrullah

Lambung Mangkurat University
elisaaulina@gmail.com

Abstract

This study is carried out for figuring the translation method which is commonly utilized by the English Language Education Study Program (ELESP) students of Lambung Mangkurat University (ULM) Banjarmasin Batch 2017 within translation course. By implementing descriptive qualitative study, the analyst attempted for identifying the phenomenon within the real field. The chosen study subjects are 6 ELESP students that were elected from all ELESP students of batch 2017 in ULM. A specially designed test was distributed as well as conducted for acquiring pivotal data. There are five translation methods employed by the 6 study subjects, who are also English for Young Learners (EYL) students of A1 Class. The study was resulted on discoveries which consisted of data description which covering the translation methods identification along with classification implemented by the study subjects on the translation task completion. After the vital data was acquired, the data is described based on the translation methods classification. Based upon the acquired data, the utilized methods are word-for-word, literal, faithful, adaptation, along with communicative translation. The occurred translation methods were based upon the Newmark's V Diagram method.

Keyword: *Newmark's V diagram, translation methods, university students*

INTRODUCTION
Study Background
English is the most utilized foreign language which becoming one among the pivotal aspects which is crucial to be mastered by every student, particularly those who study at English Language Education Study Program (ELESP) who are anticipated to be capable translators for aiding the lessons' comprehension process. Exclusively since English is a lingua franca that support communication with individuals from different backgrounds, ELESP students are designated for being a good translator that possess decent capability in receiving and distributing information from the source language (SL) to target language (TL). Hence, ELESP will always implement and utilize translation method while translating for acquiring the words' meaning, particularly those that they are not familiar with to get a deeper understanding of the said language.

The important aspect which should be known by every translator is the fact that every language they translate possess its own structures, systems, along with various rules which resulting in different way of word arrangement, from phrases generation up to essays creation. Gill as cited in Serhan (2011, p. 477) defines translation as a boundless value or way on sensitizing students for contrasting and making comparisons between their mother tongue and the SL to be translated.

Unfortunately, translating is not as easy as it seems since there are various difficulties which would be faced by the full-fledged translators or those who aspired to be one, those difficulties are such as dissimilar grammatical systems between TL and SL, the contextual problems which arisen due to students or translators' failure within the text comprehension, as well as those that occurred due to inadequate vocabulary mastery. Various additional aspects are also pivotal in translating, such as the message, the audience, SL, along with TL. The message denotes to the text's topic, which means a decent translator should possess decent knowledge regarding the

topic which enabling the translation result to refer on the target audiences or readers' education level. While the SL and TL denote the circumstances which the translation is received or taken place. According to Widyamartaya (1989, p. 11), translation could be demarcated as the message transfer from SL to TL.

According to the above explanation, the students are required for fulfilling several criteria. Firstly, they are expected to possess proper comprehension on English vocabulary along with the language structure and grammar use. Secondly, comprehension on utilizing translation methods is expected to be mastered since it is tough for translating a text from one language to another. Therefore, translators are required to utilize various methods for avoiding confusion in translating. Thus, the implementation of effective methods is suggested for producing good translation. Hence, through the aid of those methods, the translators, or in this case students, should be capable of decently translating each sentence or paragraph. Meanwhile, the students have to know some strategies or methods that they used in translating. Hoed (2006, p. 55) in accordance with Newmark's (1988, p. 45) V Diagram method has listed various translation methods, namely word-for-word, faithful, literal, semantic, free, idiomatic, adaptation, along with communicative translation.

Regarding the translation difficulties, Salas (2000) has stated that those could be arisen due to insufficient reading and comprehension capability within the SL, with the most recurring translation difficulties are correlated with semantic and cultural nature. Therefore, the teachers or lecturers ought to delve deeper into the students' knowledge and instantly aid them in improving their translation capability.

Referring to previous explanations above, the analyst is excited for conducting an analysis on translation method which utilized by ELESP students in Lambung Mangkurat University (ULM) Banjarmasin, particularly those from batch 2017. Since translation is quite complex, the analyst attempted for figuring out whether the students have elected the proper translation method or not. Additionally, the analyst is also determined to seek out the selected translation methods' effect on the translation results generated by them. Moreover, though there were several similar studies which had been carried out by other analysts such as Rosita, Isyam, and Ardi (2013), Astria (2017), and Lumbangaol (2015), all of them are regarding Indonesian-English translation and not the other way around.

Study Question
The study emphases on the question below:
"What kind of translation method which utilized by the ELESP students of ULM Banjarmasin Batch 2017 in English-Indonesian translation?"

Study Objective
Based upon the study question, the study objective is for seeking out the translation method which generally employed by the ELESP students of ULM Banjarmasin Batch 2017 in English-Indonesian translation.

METHOD OF RESEARCH
Approach and Type of Research
Within this research, the researcher applied descriptive qualitative study method. According to Seliger and Shohamy (1989, p. 124), descriptive is a kind of study which involving a plethora of techniques for specifying, delicateing, as well as describing naturally occurring phenomena while the qualitative method is for gathering pivotal data which is concerned with describing meaning instead of withdrawing numerical inferences. Therefore, based upon the previous explanation, descriptive qualitative is perfect for discovering and describing the data regarding

the implemented translation method by the ELESP students of ULM Banjarmasin from Batch 2017 in carrying out translation tasks.

Population and Sample
Population
In accordance with Frankel and Wallen (2006, p. 93), population is an assemblage of individuals which is treated by the analyst as the object for generalizing the study result. The population might be the entire individuals or more restricted part of the chosen group. Thus, the population within this study are all ELESP students of ULM Banjarmasin Batch 2017 who currently partaking in translation course or those who had taken the course.

Sample
To ease the data gathering process, the analyst is required for narrowing down and thinning out the number of the participant. According to Fraenkel and Wallen (2006, p. 91), sample within a study research is the particular group where information is acquired as well as have fulfilled various conditions set by the researcher.

Within this study, the analyst employed cluster random sampling for electing the sample and resulted in English for Young Learners (EYL) A1 chosen as study samples. Based upon Fraenkel and Wallen's statement (2006, p. 96), cluster random is the selection of subject clusters or particular groups rather than individuals. Since the target participants of this study were groups of students within various translation classes, cluster random sampling was the most appropriate sampling method to be utilized.

Instrument
Test
Within this study, a test is conducted for finding out the translation method which utilized by the students while carrying out the translation task. While carrying out the test, the chosen subjects would not be permitted to utilize dictionary or other supporting tools in doing the test. The test is in form of specially designed texts where the subjects are obliged to translate the text English (SL) to Indonesian (TL). Since the study is carried out during the Covid 19 pandemic, the test is distributed through WhatsApp group due to the impossibility of face-to-face meeting.

Instruments Validity
Validity is among the most pivotal aspect which possessed by a great research instrument. Validity makes sure whether an instrument is truly measuring what is planned to be measured. Following Heaton (1988, p. 159), instrument validity is the degree which a distributed test/instrument measures things and nothing else. Validity can also be referred to the instruments' truthfulness level.

The instrument is said to possess content validity when it is designed for measuring a particular aspect, skill, or content within particular course of study as well as for checking whether the given questions provide complete measure of every aspect of what is being analyzed and investigated. The instruments within this study were categorized as valid since it is meant to discover students' methods within translation process.

Data collection
The data collection process are as follows:
1. The data are acquired through a test which distributed to all chosen subjects through Whatsapp due to the Covid 19 pandemic.
2. After acquiring the vital data, the analyst then proceeds with data analysis.

Data Analysis

In carrying out the data analysis, the analyst implemented interactive model which is adapted from Miles and Huberman in Sugiyono (2015, p. 338) as follows:

    a.   Data Collection

        Within this study, the analyst gathered, acquired, and collected the necessary data from a test which distributed through Whatsapp due to Covid-19 outbreak.

    b.   Data Reduction

        In this step, the analyst transformed and simplified the written form data through segmenting, editing, as well as summarizing data.

    c.   Data Presentation

        Within this step, the analyst displayed the transcript result which acquired from the translation methods implemented by the study subject while carrying out the translation activity.

    d.   Data Verification

        After interpreting and displaying the study result, through the data verification, the researcher would be capable of establishing the conclusion along with verifying the employed translation methods within translation activity.

RESEARCH FINDINGS AND DISCUSSION

Description of the Data

The acquired data within this research was correlated with the ELESP students' method of translating English analytical text. The analysed methods were using Newmark's (1988, p. 45) V Diagram method as the basis. Through the writing tasks which distributed through Whatsapp toward 6 ELESP students in the EYL A1 class batch 2017. The data themselves were acquired through Google form as it impossible for direct data collection due to the Covid-19 outbreak.

Below are several examples of the collected data:

Data sample 1

Sistem Kebut Semalam itu Buruk

Bagaimana kamu belajar saat ujian akan datang? Apakah kamu sudah mulai mempersiapkan diri untuk ujian berminggu-minggu atau berbulan-bulan sebelum ujian, atau cuti dan mengistirahatkan hal-hal sampai satu jam terakhir? Jika kamu mulai belajar berminggu-minggu atau berbulan-bulan sebelum ujian, itu bagus. Namun, jika kamu mempelajari semua materi dalam satu jam atau menit terakhir, itu tidak baik untukmu dan itu disebut menjejalkan (istilah dalam budaya Indonesia belajar sistem kebut semalam atau disingkat SKS)

Menjejalkan adalah situasi ketika siswa begadang sampai pagi untuk belajar sebelum ujian mereka. Kebiasaan ini bisa menyebabkan dampak negatif untuk beberapa alasan. Alasan pertama adalah adanya gangguan dalam siklus tidur yang teratur dapat menyebabkan penyimpangan intelektual sementara. Bagi kebanyakan siswa, kurang tidur bisa membuat mereka tidak bisa fokus di kelas. Selain itu, kebiasaan tersebut mudah hilang, "sesuatu yang telah saya lihat sebelumnya" dalam ingatan kita. Namun, bisa memahami sesuatu tidak sama dengan mengingatnya. Selain itu, setiap orang memiliki waktu tidur yang berbeda beda, sehingga beberapa diantaranya sering menggunakan stimulan untuk belajar sampai begadang. Lebih jauh lagi, stimulan tersebut berdampak buruk pada penggunanya.

Contoh stimulan adalah kopi. Minuman ini menyebabkan banyak masalah seperti Caffeine Intoxication Syndrome, kecemasan, panik, sakit kepala, dan sebagainya. Singkatnya, ngebut itu buruk karena itu mengganggu siklus tidur rutin kita yang

menyebabkan penyimpangan intelektual sementara dan menggunakan stimulan untuk menjejalkan memberi hal buruk berpengaruh pada kesehatan kita.

Data sample 2

Menjejalkan itu Buruk

Bagaimana kamu belajar saat ujian akan tiba? Apakah kamu mulai mempersiapkannya berminggu-minggu atau berbulan-bulan sebelum ujian atau mengandalkan jam-jam terakhir? Jika kamu mulai belajar berminggu-minggu atau berbulan-bulan sebelum ujian, itu bagus. Tetapi, jika kamu mempelajari semua materinya diwaktu yang mepet, itu tidak baik untukmu dan itu dinamakan menjejal pelajaran.

Menjejal pelajaran adalah situasi dimana pelajar terjaga hingga pagi untuk belajar sebelum mereka ujian. Kebiasaan ini dapat menimbulkan beberapa dampak buruk. Yang pertama adalah gangguan siklus tidur yang dapat mengakibatkan gangguan intelektual sementara. Untuk kebanyakan pelajar, kekurangan tidur dapat membuat mereka tidak fokus saat di kelas. Menjejal pelajaran dapat meninggalkan kita dengan "sesuatu yang pernah saya lihat sebelumnya" dalam ingatan kita. Namun, dapat mengenali sesuatu tidak sama dengan dapat mengingatnya. Selain itu, waktu tidur setiap orang berbeda-beda, sehingga sebagian dari mereka sering menggunakan stimulan saat menjejal pelajaran. Untuk lebh lanjut, stimulan tersebut berdampak buruk bagi penggunanya.

Contoh stimulan adalah kopi. Ini menyebabkan banyak masalah seperti Caffeine Intoxiation Syndrome, kecemasan, panik, sakit kepala, dan sebagainya. Singkatnya, menjejal pelajaran itu buruk karena mengganggu siklus tidur kita yang teratur yang menyebabkan gangguan intelektual sementara dan penggunaan stimulan untuk menjejal pelajaran memberi efek buruk bagi kesehatan kita.

Schedule of the Research Implementation

The test was conducted twice with same allocated time, which is two hours for completing the given task with the first meeting being conducted on December 31st, 2020 and the second was conducted on January 4th, 2021.

Research Findings
Translation Method Identification

For retrieving the data from the study subjects, the researcher conducted a specially designed writing task which was done twice. After the necessary data was gathered, the utilized translation methods were identified. The identification was based upon Newmark's (1988, p. 45) V Diagram method.

Figure 1. V-Diagram of Translation
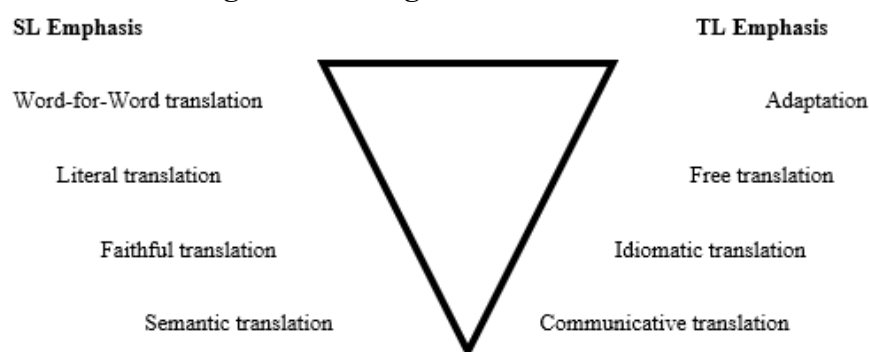
Source: Newmark (1988, p. 45)

Within the data acquirement process, the 6 study subjects from EYL A1 were enquired for translating an analytical exposition text from SL (English) into TL (Indonesian), the translation was conducted twice at two different dates. The text was chosen by the analyst and had to be finished within the allocated time. The subjects were banned to utilize any translation tool.

Translation Method Classification

After the utilized translation methods had been identified, the analyst proceeds with the translation methods categorization which was based upon Newmark's (1988, p. 45) V Diagram method that consisted of word-for-word, semantic, literal, faithful, free, adaptation, idiomatic, along with communicative translation. Several or all methods are expected to be discovered within the subjects' translation result.

a. Word-for-word Translation

Based upon the conducted identification, there were various evidences of the word-for-word translation method utilization. The discovered evidences were as follows.

Table 1. The Data Presentation of Word-for-word Translation

Subject	Source Language	Target Language	Method
1	-	-	
2	-	-	
3	The example stimulant is coffee.	Contoh rangsangannya adalah kopi.	Word-for-word Translation
4	Cramming is bad	Mendesak itu buruk	
5	How do you study when the test is coming?	Bagaimana kamu belajar saat ujian akan datang?	
6	-	-	

It is showcased within the table above that word-for-word translation is generally utilized for the short and simple sentence translation such as in the sentence of "Cramming is bad".

b. Literal Translation

According to the identification, the study subjects utilized literal translation for translating several sentences in the given task. The found evidences were as follow.

Table 2. The Data Presentation of Literal Translation

Subject	Source Language	Target Language	Method
1	Do you start preparing for the test weeks or months before the test or leave things to the last hour?	Apakah kamu mulai mempersiapkan diri untuk ujian berminggu-minggu atau berbulan-bulan sebelum ujian atau membiarkan hal-hal sampai satu jam terakhir?	Literal Translation
2	If you start studying weeks or months before the test, it is great.	Sangat bagus jika kamu mulai belajar beberapa minggu atau bulan sebelum ujian.	
3	For most students,	Bagi sebagian besar siswa,	

	less sleep can make them could not focus in the class.	kurang tidur bisa membuat mereka tidak bisa fokus di kelas.	
4	Do you start preparing for the test weeks or months before the test or leave things to the last hour?	Apakah kamu mulai mempersiapkan diri untuk ujian berminggu-minggu atau berbulan-bulan sebelum ujian atau membiarkan itu sampai satu jam terakhir?	
5	This habit can lead to negative impacts for some reason.	Kebiasaan ini bisa menimbulkan dampak negatif karena beberapa hal.	
6	It causes many problems such as Caffeine Intoxiation Syndrome, anxiety, panic, headaches, and so on.	Minuman ini menyebabkan banyak masalah seperti Caffeine Intoxication Syndrome, kecemasan, panik, sakit kepala, dan sebagainya.	

From the table above, we can perceive that the SL structure is slightly adapted to the one from the TL. One example of this translation method utilization is "Do you start preparing for the test weeks or months before the test or leave things to the last hour?" which is interpreted to "Apakah kamu mulai mempersiapkan diri untuk ujian berminggu-minggu atau berbulan-bulan sebelum ujian atau membiarkan itu sampai satu jam terakhir?".

c. **Faithful Translation**
The evidences for faithful translation utilization were as follows.

Table 3. The Data Presentation of Faithful Translation

Subject	Source Language	Target Language	Method
1	Additionally, cramming can leave us with "something that I have seen before" in our memory.	Sebagai tambahannya, SKS dapat membuat kita lupa dengan "sesuatu yang pernah kita lihat sebelumnya" di dalam ingatan kita.	
2	To sum up, cramming is bad because it disturbs our regular sleep cycle which cause temporary intellectual lapses and using stimulant for cramming gives bad effect to our health.	Kesimpulannya, menghafal bukanlah hal yang bagus karena bisa merusak kebiasaan tidur kita yang mengakibatkan penyimpanan pada intelektual dan juga penggunaan stimulan akan berdampak buruk pada kesehatan kita.	Faithful Translation
3	It causes many problems such as Caffeine	Ini menyebabkan banyak masalah seperti	

	Intoxiation Syndrome, anxiety, panic, headaches, and so on.	Caffein Intoxiation Syndrome, kecemasan, panik, sakit kepala, dan sebagainya.	
4	The first reason is that disruptions in the regular sleep cycle can cause temporary intellectual lapses.	Alasan pertama adalah bahwa gangguan dalam siklus tidur yang dapat menyebabkan gangguan intelektual sementara.	
5	The first reason is that disruptions in the regular sleep cycle can cause temporary intellectual lapses.	Alasan pertama adalah bahwa gangguan dalam siklus tidur yang teratur dapat menyebabkan gangguan intelektual sementara.	
6	However, being able to recognize something is not the same as being able to recall it.	Namun, bisa mengenali sesuatu tidak sama dengan bisa mengingatnya	

As shown within the table above, the faithful translation is utilized for deciphering more complex sentence but still in translation early stage.

d. Adaptation Translation

As for this method's utilization, the evidences were as follows.

Table 4. The Data Presentation of Adaptation Translation

Subject	Source Language	Target Language	Method
1	Cramming is Bad	Sistem Kebut Semalam (SKS) Itu Buruk	
2	-	-	
3	Cramming is the situation when students stay up until morning to study before their test.	Tergesa-gesa adalah situasi ketika siswa begadang sampai pagi untuk belajar sebelum ulangan.	
4	Besides that, each person has their different sleeping time, so some of them often use a stimulant for cramming.	Selain itu, setiap orang memiliki waktu tidur yang berbeda, sehingga beberapa dari mereka menggunakan itu untuk begadang.	Adaptation Translation
5	Cramming is Bad	Belajar Tergesa-gesa itu Buruk	
6	Cramming is Bad	Sistem Kebut Semalam itu Buruk	

As we can see from the data above, the adaptation translation method produced the result of translation that already adjusted in the manner of the language culture. The translators tend to use the language that commonly used in the target language.

e. Communicative Translation

Based upon the identification, the utilization of communicative translation were shown in the following evidences.

Table 5. The Data Presentation of Communicative Translation

Subject	Source Language	Target Language	Method
1	It causes many problems such as Caffeine Intoxiation Syndrome, anxiety, panic, headaches, and so on.	Itu menyebabkan berbagai masalah seperti sindrom keracunan kafein, cemas, panik, sakit kepala, dll.	Communicative Translation
2	The example stimulant is coffee.	Salah satu contoh stimulant adalah kopi.	
3	Furthermore, that stimulant gives bad effect to its consumers.	Lebih jauh, rangsangan tersebut berdampak buruk bagi konsumennya.	
4	For most students, less sleep can make them could not focus in the class.	Bagi kebanyakan siswa, hal ini bisa membuat tidak fokus di kelas.	
5	The example stimulant is coffee.	Contoh stimulan adalah kopi.	
6	The example stimulant is coffee.	Contoh stimulan adalah kopi.	

From the table above, we could perceive that communicative translation is employed for translating words which possessing similar contextual meaning within the SL and TL.

Discussion of the Research

There are five translation methods implemented by the study subjects from EYL A1 Class of ELESP ULM Banjarmasin batch 2017. Those are word-for-word, literal, faithful, adaptation, as well as communicative translation. All of them are based upon Newmark's (1988: 45) V Diagram method.

Within the data acquiring process, the study subjects were enquired to finish a translation task of an English analytical exposition text into Indonesian. The analyst investigated each sentence generated by all study subjects. Priyana, Riandi, as well as Mumpuni (2008, p. 58) defines analytical exposition text as a text which advises, suggests, or proposes a particular topic which may only be either pro or con, not both. In accordance with the language feature of analytical exposition that Sudarwati and Grace (2007, p. 24) had stated, the majority of the sentences within this text are written in simple present tense form.

The first identified translation method was the word-for-word translation one. As stated by Newmark (1988, p. 45), this method encompasses on the direct translation of the word within a sentence deprived of either changing or adapting the sentence structure. As showcased by the analysis result, the majority of the subjects utilized this method for translating the text's title. Hence, it could also be summarized that the subjects tend to employ this translation method for short sentence translation. One of the evidences could be seen below.

SL: Cramming is Bad
TL: Menghafal Itu Buruk

Following Newmark's (1988, p. 46) declaration, word-for-word translation is generally utilized for conducting sentence construction analysis or as a pre-translation stage. Based upon the example which was taken from the sample above, even though the sentence is grammatically correct, it is not commonly utilized within society. Therefore, this method is commonly considered to be the simplest translation method since the procedure is as simple as converting the SL to TL regardless the context or without considering whether the generated result will be linguistically meaningful or not. Conversely, this method is highly recommended for beginner translator or to be utilized within the early stage of translation.

The second utilized method was the literal translation. This method is occurred when the SL is translated to the nearest TL equivalents. However, the lexical words are still directly translated without any deviations or adaptation (Newmark, 1988, p. 46). By utilizing this method, the sentences' structures are adjusted to the TL references. Several examples could be seen below.

SL: Furthermore, that stimulant gives bad effect to its consumers
TL: Lebih jauh, stimulan tersebut berdampak buruk bagi konsumennya

Another example of the literal translation method is
SL: If you start studying weeks or months before the test, it is great
TL: Jika anda mulai belajar berminggu-minggu atau berbulan-bulan sebelum ujian, itu bagus.

As can be seen above, the sentences were directly translated to the nearest meaning within the TL. Although the sentence was directly translated, the study subjects still generate meaningful sentences due to the sentence structures have already been attuned or adjusted. The sentence that had been translated is used within the TL society, particularly in informal context. Much like word-for-word translation, literal translation usually occurred at the early stage of translation or utilized by the beginner translator.

As stated by Newmark (1988, p. 70), he believed that literal translation is considered a basic translation procedure, either in communicative or semantic translation. additionally, Larson (1984, p. 15) mentions that literal translation is also commonly known as form-based translation since it attempted for following the basic structure or form of SL. Furthermore, as an early translation stage, this method still showcases several difficulties which required fixes and further analysis. Therefore, the analyst believed that this translation method is barely suitable to be utilized or implemented within several pieces of literature works such as folklore. Contrarywise, it is recommended to be implemented as an early translation stage, particularly within scientific works of literature.

The third one was faithful translation. In accordance with Newmark (1988, p. 46), this translation occurred when a translator attempted for recreating a precise contextual meaning of the SL text regardless the constraints of the TL grammatical structures. Several instance could be seen below.

SL: To sum up, cramming is bad because it disturbs our regular sleep cycle which cause temporary intellectual lapses and using stimulant for cramming gives bad effect to our health.
TL: Kesimpulannya, menghafal bukanlah hal yang bagus karena bisa merusak kebiasaan tidur kita yang mengakibatkan penyimpanan pada intelektual dan juga penggunaan stimulan akan berdampak buruk pada kesehatan kita.

Another instance is

SL: Additionally, cramming can leave us with "something that I have seen before" in our memory.
TL: Sebagai tambahannya, SKS dapat membuat kita lupa dengan "sesuatu yang pernah kita lihat sebelumnya".

As showcases by the examples above, the translators attempt recreation of the sentences which contain similar meanings in the SL. In the utilization of the faithful translation method, the sentences grammatical structures were adjusted with those from the TL. Comparable with the literal translation analysis, the faithful translation is also generating less used context of the sentence. It is vital to generate and produce a correct and meaningful translation. Additionally, it is necessary for the translator to pay extra attention producing translation result by accommodating the comprehension process of comprehension for making the translation process more convenient.

The fourth translation method is the adaptation translation. Newmark (1988, p. 46) considered this adaptation to be the freest translation form due to the cultural context from the SL is converted to the TL culture which resulted in the texts being rewritten. Here is an example of the identified adaptation translation.

SL: Cramming is Bad
TL: Sistem Kebut Semalam itu Buruk

Based upon the example above, it could be perceived that the translators reconstruct the form of translation by attempting to utilize a term that commonly used within the TL. Commonly, the local term which used within adaptation translation possessed different literal meaning compared to the SL source.

The last translation method is a communicative translation. Newmark (1988, p. 46) defines this translation as an attempt for making both content and language of generated translations are readily comprehensible, acceptable, and readable. An instance of this translation can be perceived below.

SL: The example stimulant is coffee.
TL: Contoh stimulan adalah kopi.

From the example, the translators attempted to transfer the SL with as much TL contextual meaning as possible. Therefore, the translators translated the word "stimulant" into "*stimulan*" which also exist within the TL. Thus, the communicative translation method is famous of its attempt on rendering the exact contextual meaning of the SL which resulted in both content and language in a translated piece of writing is readily comprehensible, acceptable, and readable.

After the analyst had finished acquiring the pivotal, she asked the 6 study subjects whether they conscious of the methods being used or not. Hence, the researcher conducted a simple interview for checking and making sure that they aware of the translation methods which were implemented when the translation task is being conducted. This interview was carried out by calling the subjects one by one through the phone due to face-to-face interview is still rendered impossible due the limitation caused by the pandemic situation. An example of the interview is when the researcher enquired Subject 1 regarding why he chose to apply adaptation translation method in translating the sentence "Cramming is Bad" which is the title of the analytical exposition text, which the subject answered that he attempted to adapt the term of "cramming" into the TL through the usage of familiar term "*sistem kebut semalam*". Additionally, the subject also specified that he preferred to use adaptation translation method for translating the title since it is more adequate, acceptable, and flexible within TL culture. His statement is similar with the Newmark (1988, p. 46) who stated that adaptation translation could be considered the freest translation form due to its nature.

CONCLUSION AND SUGGESTIONS

Conclusion

Translation requires reputable and decent competence. Hence, the translation quality is closely correlated with the methods being utilized by the translator for overcoming various obstacles in carrying out the task. According to the analysis, the 6 study subjects employed varied translation methods such as word-for-word, faithful, adaptation, literal, along with communicative translation which were accommodated within Newmark's V diagram method. The implementation of each method was entirely based upon the study subjects' needs and choice for easing them up in finishing the translation task. Hence, a translator is not bound with only one method since while utilizing those methods, the translator would be capable of constructing a unique framework for generating and producing more advanced translation result.

Suggestions

Based upon the conclusion, the analyst could propose several suggestions.

1. The lectures

    The lectures are suggested to acquire extra references from various resources to expand the advisable choices regarding the students' translation method. Moreover, the lectures can also guide the students on choosing the proper translation method based upon the students' comprehension level both on the translation procedure as well as the text type being translated.

2. The students

    The students might utilize this study as an additional reference on choosing a proper translation method.

3. Further researches

    It is anticipated that further researches would present more systematic data so that it can be easily comprehensible and beneficial to the reader. Moreover, other analysts are expected for exploring the translation method in detail, particularly those are applied within the late stage of translation.

REFERENCES

Astria, HR. (2017). *An Analysis of Translation Method Used by Students at the Sixth Semester of English Education Department UIN Alauddin Makassar*. Makassar.

Fraenkel, JR & Wallen, NE. (2006). *Literature Review of Sample Design and Method*. McGraw-Hill.

Heaton, JB. (1988). *Writing English Language Test.* New York: Longman Inc.

Hoed, H. (2006). *Penerjemahan dan Kebudayaan*. Jakarta: PT. Dunia Pustaka Jaya

Newmark, P. (1988). *A Textbook of Translation*. United States: Shanghai.

Priyana, J., Riandi, & Mumpuni, AP. (2008). *Interlanguage: English for senior high school students xi science and social study programme: SMA/MA Kelas XI IPA/IPS*. Jakarta: Pusat Perbukuan,Departemen Pendidikan Nasional.

Rosita, N., Isyam, A., & Ardi, H. (2013). The English Students' Techniques in Translating Indonesian Beverage Term Into English. *Journal of English Language Teaching, 2*(1), 307-318.

Salas, G. (2000). *Teaching Translation Problems and Solution*. Amerika.

Seliger, HW & Shohamy, EG. (1989). *Second Language Research Methods*. Oxford University Press.

Serhan, K. (2011). The Effect of Form and Meaning Focused Translation Instruction to The Language Skill Levels of ELT Students. *Kastamonu Educational Journal, 19*.

Sudarwati, M. & Grace, E. (2007). *Look Ahead 2*. Jakarta: Erlangga.

Sugiyono, (2015). *Metode Penelitian Pendidikan Pendekatan Kuantitatif,*

Widyamartaya. (1989). *Seni Menerjemahkan*. Yogyakarta: Kanisiu