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Analyzing Translation Methods by English Department Students in North Sumatra: Poetry Translation Case Study

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Abstract. Poetry translation is a complex and challenging process, as poetry is a rich and unique form of language that often uses poetic words and sentence structures. This study aims to analyze the translation methods used by students of English Language Education Study Program in translating poetry from Indonesian to English. This research uses a case study method involving 15 students of English Education in North Sumatra who are currently undergoing a translation course. The research data were obtained through analyzing the poetry translations produced by the students. The results showed that the students used various translation methods, but the most commonly used method was literal translation. Students also managed to maintain the meaning of the original poem in their translations, but they sometimes struggled to convey the emotional and aesthetic nuances of the poem. Based on the results of the study, the researcher concludes that PBI students still need to develop their skills in translating poetry. This can be done by providing more in-depth learning about the theory and practice of poetry translation, as well as providing opportunities for students to practice translating poetry with guidance from experienced lecturers.

Keywords Literal, Poetry, Strategy, Translation

Abstrak. Penerjemahan puisi adalah proses yang kompleks dan menantang, karena puisi adalah bentuk bahasa yang kaya dan unik yang sering kali menggunakan kata-kata dan struktur kalimat puitis. Penelitian ini bertujuan untuk menganalisis metode penerjemahan yang digunakan mahasiswa Program Studi Pendidikan Bahasa Inggris dalam menerjemahkan puisi dari Bahasa Indonesia ke Bahasa Inggris. Penelitian ini menggunakan metode studi kasus yang melibatkan 15 mahasiswa Pendidikan Bahasa Inggris di Sumatera Utara yang sedang menjalani kursus penerjemahan. Data penelitian diperoleh melalui analisis puisi terjemahan yang dihasilkan siswa. Hasil penelitian menunjukkan bahwa siswa menggunakan berbagai metode penerjemahan, namun metode yang paling umum digunakan adalah terjemahan literal. Siswa juga berhasil mempertahankan makna puisi asli dalam terjemahannya, namun terkadang mereka kesulitan menyampaikan nuansa emosional dan estetika puisi tersebut. Berdasarkan hasil penelitian, peneliti menyimpulkan bahwa mahasiswa PBI masih perlu mengembangkan keterampilannya dalam menerjemahkan puisi. Hal ini dapat dilakukan dengan memberikan pembelajaran lebih mendalam tentang teori dan praktik penerjemahan puisi, serta memberikan kesempatan kepada mahasiswa untuk praktik menerjemahkan puisi dengan bimbingan dari dosen yang berpengalaman.

Kata kunci: Literal, puisi, strategi, terjemahan

INTRODUCTION

Translation methods have proven to be essential for acquiring information from foreign languages, as the latest technological advances are often described in texts written in

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other languages. People can more easily understand texts written in their native language because they have a better understanding of the vocabulary, grammar and culture of their native language. Translation is the process of rewriting a text in another language. It plays an important role in acquiring information from a foreign language, such as the latest technological advances that are often described in texts written in another language. People can more easily understand texts written in their native language because they have a better understanding of the vocabulary, grammar and culture of their native language. Translators often face problems with vocabulary, grammar and culture when translating texts. These problems can be solved by using various translation techniques, depending on the specific problem.

In the era of globalisation, translation has become an urgent necessity, especially to understand and appreciate poetry. Poetry is a rich and complex form of language that is often difficult to translate due to the poets' use of unique words and profound sentence structures. The process of translating poetry involves various techniques and strategies that aim to preserve the beauty and meaning of the original in translation. This research focuses on analysing the translation techniques used by students of the Department of English at one of the universities in North Sumatra in translating poetry from the original language to English. To translate poetry effectively, students need to understand the essence of the poem and find ways to transfer it faithfully into the target language without losing the emotional and aesthetic nuances contained in the work.

Translation scholars like Newmark (1988) and Nida (1964) emphasise that translation is more than just transferring words from one language to another. It is the art of bridging two different cultures and two different systems of thought. A deep understanding of the original cultural context is essential to produce accurate and meaningful translations. Therefore, this study aims to uncover the complex and in-depth process of poetry translation, identify the translation techniques used by English majors and explore whether they managed to retain the essence of the original poetry in their translated works. The findings of this study are expected to shed new light on the challenges and strategies in translating poetry, making a significant contribution to the understanding of the art of translation in the context of poetry.

Poetry is a distinct literary style that uses words creatively and expressively, usually conveying emotions, thoughts, and experiences in a memorable way. Poetry translation is a significant issue as it needs to retain the meaning and beauty of the original while adapting it to the target language and culture. There are several translation methods that can be used, including literal translation, dynamic translation, and interpretive translation. In a literal

translation, the poem is translated word-for-word, retaining the original meaning, but may appear stilted in the target language. Dynamic translation, on the other hand, retains the meaning while allowing revisions to increase naturalness in the target language. Interpretive translation represents the translator's point of view, conveying the spirit and feeling of the poem, even if it means changing the literal words. The translation method chosen is determined by elements such as purpose, audience, and translator skills. A scholarly publication, for example, may favour a literal translation, but a children's novel may benefit from a dynamic or interpretive translation.

Research on poetry translation has been conducted by researchers from various countries, both abroad and in Indonesia. These studies show that poetry translation is a complex process that requires skills and a deep understanding of the language, culture, and poetry itself. There are several foreign studies that are relevant to this research, among others: "The Challenges of Translating Poetry" by Gideon Toury (1995), which discusses the challenges faced by poetry translators, including vocabulary, grammar, and cultural issues. "The Art of Translation" by Eugene Nida (1964), which explains the various translation methods that can be used, including literal translation, dynamic translation, and interpretive translation. "Translating Poetry: Theories and Practices" by Peter Newmark (1988), which discusses various theoretical and practical approaches to translating poetry. And domestic research relevant to this study include: "Poetry Translation Techniques from Indonesian to English" by Yuliana (2015), which examines translation techniques used by English majors in translating poetry from Indonesian to English. "Poetry Translation: Challenges and Strategies" by A. Latif (2020), which discusses challenges and strategies in translating poetry, including vocabulary, grammar, and cultural issues. "Poetry Translation: A Study of Theory and Practice" by S.S. Efendi (2022), which discusses the theory and practice of poetry translation, including various translation methods that can be used.

Based on these studies, it can be concluded that poetry translation is a complex process that requires skills and a deep understanding of language, culture, and poetry itself. Although there have been many studies that examine "translation method in poetry", there are still few that examine Translation Method in Translating of a Poetry: A Case Study Employed by English Department Students In North Sumatra. This study aims to uncover the complex and in-depth process of translating poetry, identifying the translation techniques used by English department students and exploring whether they managed to retain the essence of the original poem in their translated work. The anticipated outcomes of this research aim to offer insights into the obstacles and methodologies involved in translating poetry, thereby substantially

enriching comprehension of the intricacies of translation within the realm of poetry. These findings are poised to play a pivotal role in informing teaching practices related to poetry translation, fostering a deeper understanding among educators and students alike

LITERATURE REVIEW

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METHOD

This study uses a Google Form questionnaire to collect qualitative data on the translation techniques used by English major students from a university in North Sumatra when translating poetry. According to Moleong (2014:4), qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from the behaviour of people who can be observed. Qualitative research methodology was adopted to enable a comprehensive exploration of participants' experiences and perspectives on poetry translation. Ten students majoring in English were involved in this study, who were selected through convenience sampling. The data collection process was conducted by administering an open-ended questionnaire via Google Form. Afterwards, the researcher analysed the collected data and described it. Ethical considerations were strictly observed throughout the study, in line with established ethical principles. The participants were well informed of the purpose of the study and their right to withdraw from participation at any time. In addition, strict confidentiality measures were implemented to protect participants' responses.

RESULT AND DISCUSSION

Data Analysis

Data from respondents' responses were analysed qualitatively using the descriptive method. The data was analysed by describing in detail and clearly how the respondents used translation methods in translating poetry. This involved identifying and categorising the translation methods used by the respondents, as well as examining the factors that influenced their choice of methods.

Findings

The findings from the data analysis revealed the following:

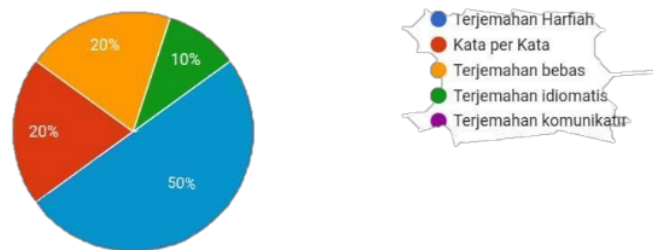


Figure 1 percentage of translation methods used by students

Respondents used various translation methods in translating the poetry. The most common method was literal translation, which was used by 50% of the respondents. Free translation was also used by 20% of respondents, while word-for-word translation and idiomatic translation were used by 20% and 10% of respondents respectively. Factors Influencing the Choice of Translation Method The choice of translation method by respondents was influenced by several factors, including:

- Poetry comprehension: Respondents with a good understanding of poetry are more likely to use more complex translation methods, such as free translation or idiomatic translation. This is because they have a better understanding of the meaning and message of the poem, allowing them to translate it more creatively and accurately.

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- Language skills: Respondents with strong language skills are more likely to use more complex translation methods. This is because they have a better command of both the source and target languages, allowing them to effectively convey the nuances of the poetry.
- Purpose of translation: Respondents who translate poetry for academic purposes are more likely to use more literal translation methods, such as literal translation or word-for-word translation. This is because they prioritise preserving the original meaning of the poem for academic evaluation.
- Personal preference: Respondents with a certain preference for a particular translation method are more likely to use that method. This suggests that individual preferences and comfort levels with different translation approaches play a role in method selection.

Tabel 1 the results

Translation Method	Frequency
Literal	50%
Free	20%
Word-for-word	20%
Idioms	10%

The following is the table of results from the data analysis:

3
The table shows that literal translation was the most commonly used method by the respondents. Literal translation was chosen by 50% of the respondents. This method involves translating the poem word-for-word, without making any changes to the meaning.

Free translation was also used by 20% of the respondents. This method involves translating the poem in a way that preserves the original meaning, but also considers the target language and culture. Word-for-word translation was used by 20% of the respondents. This method involves translating the poem word-for-word, but with adjustments to the grammar and rules of the target language. Idiomatic translation was used by 10% of the respondents. This method involves translating the poem in a way that reflects the translator's own interpretation of the poem.

DISCUSSION

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The findings of this study highlight the variety of translation methods used by university students in translating poetry. The choice of method seems to be influenced by a combination of factors, including the respondents' understanding of the poem, their language skills, the purpose of the translation, and their personal preferences. It should be noted that the most common method, literal translation, may not always be the most effective approach to capturing the essence and beauty of poetry. While a literal translation may accurately convey the meaning of individual words, it may overlook the overall meaning, rhythm, and imagery of the poem. Free translation, on the other hand, offers more flexibility in preserving the spirit and tone of the poem, but may also introduce inaccuracies or misinterpretations. Word-for-word translation and idiomatic translation represent two extremes, with the former prioritising accuracy and the latter emphasising creativity and interpretation. The choice of translation method should be carefully considered based on the context and purpose of the particular translation. For example, academic translations may require a more literal approach to ensure accuracy, while creative translations for artistic or personal purposes may allow for greater freedom and interpretation.

Further research could explore this relationship further. For example, research could investigate how different translation methods affect readers' understanding of poetry. Research could also consider other factors that may affect the quality and effectiveness of poetry translation, such as translators' language skills and their knowledge of the source and target

cultures. The impact of translation pedagogy on students' choice of translation method Translation pedagogy can also play a role in students' choice of translation method. For example, students who are taught to focus on accuracy are more likely to use more literal translation methods, while students who are taught to focus on creativity are more likely to use freer translation methods. Further research can explore the impact of translation pedagogy on students' choice of translation method. For example, research can investigate how different teaching methods can encourage students to use different translation methods. Research can also consider how translation pedagogy can be adapted to help students develop effective poetry translation skills. Research implications for poetry translation teaching practice Based on the findings of this study, there are several implications for poetry translation teaching practice. Teachers can help students develop effective poetry translation skills by teaching them about various translation methods and how to choose the right method for a particular context and purpose. Teachers can also encourage students to experiment with various translation methods to find the method that best suits their style and preference.

CONCLUSION

This study reveals the various methods used by English majors in translating poetry. Among these methods, literal translation emerged as the most common approach. The study reveals that students tend to use literal translation when faced with academic purposes, while free or idiomatic translation methods are considered more suitable for non-academic endeavours. This research makes a significant contribution to the field of translation studies.

The findings shed light on the intricacies and strategies involved in translating poetry, offering valuable insights for poetry researchers and translators. The authors hope that this study can be an instrumental tool ¹⁶ in improving the quality of education, particularly in the field of poetry translation at the university level.

In addition, the authors anticipate that the research findings will be utilised to develop more effective curricula and teaching methods, equipping students with a comprehensive understanding of the diverse techniques of poetry translation and the ability to select the most appropriate method for a particular purpose

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