

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the results of the research that has been done. This chapter is divided into two parts which present the data from the research results. The first part describes the data findings regarding the translation techniques used when carrying out the translation process and findings regarding the difficulties they experienced when carrying out the poetry translation process. The second part of this chapter will provide a more detailed explanation of the discussion in the previous section.

A. Research Finding

After analysing the data about the students' translation techniques and the students' difficulties experienced in translating poetry text, there are 5 findings in this study: (1) Calque Translation, (2) Borrowing Translation, (3) Adaptation Translation, (4) Ecological Problem, (5) Social Culture.

1. Calque Translation

Calque translation is one of the 18 techniques expressed by the theory of Molina & Albir (2002) they reveal that the calque translation technique is translating directly. So, this technique is a way of translating by directly translating the source language into the target language. This technique is the technique most used by participants.

This can be seen in their expressions when the researcher asked what technique they used when translating the text of the poem. 7 (seven) out of 8 (eight) participants revealed answers which after analysis turned out that they used the calque translation technique in the translation process.

The first expression can be seen from the answer given as follows “*teknik yang saya gunakan yaitu free translation dan literal translation*” (The technique that I use is free translation and literal translation)

This corpus means that the first student freely translates the entire text in each stanza in the poetry text. So, after analyzing the appropriate technique for free translation, it is the calque technique. Based on this expression, it can be concluded that the first student only used 1 (one) translation technique in the translation process. This will certainly affect the quality of the resulting translation.

This can happen due to a lack of knowledge and mastery of translation techniques. This can be triggered by students' habits in translating texts, this habit can be in the form of translating directly without paying attention to whether the meaning conveyed in the source language has been conveyed into the source language or not.

This can be proven in the second student's expression which can strengthen the argument expressed above. When the researcher asked about the translation technique used when translating the poetry text, the second student answered “*sebelum nya saya belum mengetahui apa saja teknik dalam menerjemahkan*” (Before that, I didn't know any translation techniques)

This corpus means that it is true that the second student's way of translating belongs to the Calque translation technique, because he only translates freely. Which means he didn't adjust any translation techniques when translating. He just translates the text of the poem freely or literally without using translation techniques to adjust the meaning contained in the poem into the source language.

This can happen because the second student does not know what translation techniques are at all. Supposedly as a student majoring in English he must master or at least have to know what translation techniques are and what types they are. Translation techniques are very important to know and even master to produce quality translation results.

In line with the expression of the answer given by the second student above, the third student answered the question posed by the researcher about what technique was used when translating the text of the poem, the third student answered that “*saya*

menggunakan teknik terjemahan literal, yaitu menerjemahkan sesuai harfiah” (I use the literal translation technique, namely translating according to the literal)

This Kospus means that the third student also translates freely and literally the text of the poem, when in fact when translating poetry one has to use several translation techniques in the translating process, because many terms or language styles are used by poets to convey messages or express feelings. So, by using appropriate translation techniques, it will produce translation results that can convey messages from the source language to the target language.

This can happen because they only know the process of translating, just transferring the source language into the target language so they don't pay attention to or don't use translation techniques in the translation process they are doing.

Many students think that literal and calque are different. In fact, basically calque is translating directly or literally. This can be seen in the answers given by the fourth student regarding the translation technique used when translating the text of the poem. That “*Teknik terjemahan literal, calque*” (Literal translation technique, calque).

The corpus means that students still cannot recognize what translation techniques are and what are the types of translation. They translate literally or translate directly from the source language into the target language. So, the conclusion is that the fourth student only used one translation technique in the translation process he carried out in translating the poetic text. Because basically translating literally is part of the calque technique translation process.

This can happen due to a lack of knowledge of the types of translation techniques that exist. So they have difficulty in choosing and determining what technique to use to translate a text.

Another expression can be seen from the fifth student, when the researcher asked about what translation techniques were used when translating the poetry text, he

revealed that “*Ketika saya menerjemahkan puisi still i rise saya menggunakan teknik literal translation, borrowing, adaptation.*” (When I translate still i rise I use literal translation techniques, borrowing, adaptation.)

This corpus shows that the fifth student used several translation techniques in the translation process carried out. In translating the poetry text, the fifth student used three translation techniques, and one of the techniques used was the Calque Technique. This can be seen from the expression that he states that one way to translate the text is to translate it literally.

This can happen because the fifth student knows the types of translation techniques so that the fifth student can adjust the translation technique used to translate poetry texts. Thus, the fifth student can produce higher quality translation results compared to students who only use one translation technique, because in the translation process the fifth student uses three translation techniques.

In contrast to the fifth student, the answer expressed by the sixth student when the researcher asked about what techniques were used when translating the poetry text, the sixth student answered that “*Saya menggunakan Teknik terjemahan menggunakan text per text*” (I use a translation technique using text by text)

This Kospus means that the sixth student only freely translates text by text without adjusting the meaning of the translation in the source language. So it is possible that as a result of the student's translation into Eman there will be a shift in meaning. Or in other words, the meaning in the source language text is not conveyed well into the target language.

This can occur due to students' lack of awareness of how important it is to use translation techniques in the translation process to produce quality translation results. The mistake that often occurs is not paying attention to the meaning contained in the text, so it seems like you are just translating.

In line with the expression of the answer given by the sixth student above, the seventh student also experienced something similar. When the researcher asked what technique was used, the seventh student gave the answer that “*bebas, krna saya tidak tahu pasti mengenai teknik penerjemahan*” (free, because I don't know for sure about translation techniques)

This corpus means that students translate poetry texts freely, or do not use specific translation techniques in the translation process carried out in translating poetry texts. So the technique that is included in the translation method used by the seventh student is Calque because he translates freely, freely and can be interpreted directly or literally.

This can happen because the seventh student does not know what translation techniques are and what types of translation techniques are. Thus, he had difficulty in determining what technique was suitable to apply to the translation process to produce quality translation results.

In conclusion, most students do not know what is meant by translation techniques so they only use free and direct or literal translation methods in the translation process.

2. Borrowing Translation

The borrowing technique is a borrowing technique. Or in other words, this technique uses words from the source language into the target language. In essence, the borrowing technique is divided into two parts, namely pure borrowing, namely transferring or directly borrowing the source language and transferring it to the target language. And naturalized borrowing is a technique of translating by borrowing words in the source language but adapted to the target language.

Based on the interview data that has been analyzed, the result is that 1 (one) out of 8 (eight) participants used the borrowing technique in the translation process that was carried out. This can be seen in the expressions given by the students when the researcher asked questions about what translation technique was used in the translation

process, the student answered that “*Ketika saya menerjemahkan puisi still i rise saya menggunakan teknik literal translation, borrowing, adaptation.*” (When I translate still i rise I use literal translation techniques, borrowing, adaptation)

This corpus means that one of the techniques used by these students is the borrowing technique. This can be seen from the student's statement about what techniques he uses when translating poetry.

This can happen because the fifth student knows the types of translation techniques so that the fifth student can adjust the translation technique used to translate poetry texts. Thus, the fifth student can produce higher quality translation results compared to students who only use one translation technique, because in the translation process the fifth student uses three translation techniques.

In conclusion, only one student used the borrowing technique in one of the translation techniques he carried out. So these students have the potential to produce higher quality translation results compared to other students.

2. Adaptation Translation

Adaptation is one of the translation techniques expressed by Mlina & Albir (2002) in the theory put forward there are 18 (eighteen) translation techniques, one of which is Adaptation. Adaptation is a translation technique that translates text by adapting the cultural elements in the source language and then adapting it to the culture in the target language. So that the message you want to convey in the source language can be properly conveyed in the target language.

Based on the interview data that has been analyzed, the answers given by students to the researcher's questions about what techniques are used in the translation process they carry out. The results showed that 2 (two) out of 8 (eight) students used the adapted translation technique

This can be proven by the statement of the first student that “*Ketika saya menerjemahkan puisi still i rise saya menggunakan teknik literal translation, borrowing, adaptation.*” (When I translate still i rise I use literal translation techniques, borrowing, adaptation)

This corpus means that one of the techniques used by these students is the adaptation technique. This can be seen from the student's statement about what techniques he uses when translating poetry.

This can happen because the fifth student knows the types of translation techniques so that the fifth student can adjust the translation technique used to translate poetry texts. Thus, the fifth student can produce higher quality translation results compared to students who only use one translation technique, because in the translation process the fifth student uses three translation techniques.

In line with the first student, the second student also used the adaptation technique as the chosen technique “*Saat menerjemahkan puisi still i rise, saya menggunakan teknik adaptasi.*” (When translating still i rise, I use the adaptation technique.)

The corpus above means that the students both chose the adaptation technique as the only technique used when translating poetic texts. It can be seen from the expressions of the answers given that the second student did not use other translation techniques in the translation process he was going through.

This can happen because the second student already recognizes the type of translation technique, so the student chooses to use the adaptation technique in the translation process. Adaptation techniques are enough to help translators adjust the meaning contained in the source language into the target language.

The conclusion is that only two students chose to use the adaptation translation technique in translating poetry texts. The selection of adaptation techniques in the

poetry translation process is quite efficient in adapting the meaning of the source language text to the target language.

3. Ecological Problem

Ecological problems are one of the difficulties faced by translators. This problem is a difficulty resulting from differences in terms in the vocabulary in the source language that do not exist in the target language. So many students experience ecological problems during the translation process.

Based on the interview data that was analyzed regarding their expressions about the difficulties they experienced when carrying out the translation process, the results obtained were that 4 (four) out of 8 (eight) participants experienced difficulties that were included in the ecological problem.

This can be proven in the students' answers when the researcher asked what difficulties were experienced in the process of translating poetry texts, students stated that "*adanya bahasa yang kurang saya pahami, ataupun bahasa yang terlalu puitis sehingga saya mengartikan puisi tersebut tidak sesuai dengan makna sebenarnya*" (There is language that I don't understand, or language that is too poetic so that I don't interpret the poetry according to its true meaning.)

The corpus contained in this opinion stated that it was true that when translating poetry texts the first students had difficulty translating language that was difficult to understand. So it makes it difficult for first-time students to translate poetry texts.

This can happen because the style of language that is poured by the author into the verses of the poem is difficult to understand, making it difficult to find the appropriate meaning in the source language.

In line with the answer expressed by the first student, the second student also experienced the same difficulty when translating the poetry text. This can be proven by

the answer expressed by the second student, that “Bahasa nya terlalu sulit di pahami” (The language is too difficult to understand.)

This corpus means that the second student also experiences difficulties in translating poetry texts which is caused by the language style contained in poetry which is used to express something with terms, which actually makes it difficult for students to carry out the translation process.

This can happen because of the lack of mastery of students' vocabulary variations in the source language. Thus, when they find unfamiliar vocabulary they have difficulty determining the correct meaning in the source language.

In line with the second student's statement, the third student also experienced the same difficulty. This can be proven in the answers given by students, that “*kesulitan yang saya hadapi adalah penggunaan kata-kata yang tidak saya pahami dan saya kurang paham dalam memahami makna dan informasi yang ingin disampaikan kpd pembaca.*” (The difficulty I face is the use of words that I don't understand and I don't understand the meaning and information that I want to convey to the reader.)

The corpus above means that the third student has difficulty understanding the meaning that the writer wants to convey to the readers. Students are not able to know what information they want to convey to readers, this will certainly cause students to have difficulty in determining appropriate vocabulary in the target language.

This can occur due to students' lack of mastery of variations in vocabulary, so that they experience difficulty in understanding the meaning of a translated text. When translating, it is very important to have a varied vocabulary.

In line with the previous student, the fourth student also experienced the same difficulties in the translation process. This can be proven by the answer expressed, that “*Kesulitan yang saya alami ketika menerjemahkan puisi still i rise adalah saya bingung memilih teknik yang cocok untuk menerjemahkan puisi tersebut dikarenakan*

puisi tersebut terindikasi adanya source language dan target language yang sudah jelas.” (The difficulty I experienced when translating the poem Still I Rise was that I was confused about choosing a suitable technique to translate the poem because the poem indicated that it had a clear source language and target language.)

The corpus above means that students experience difficulties in translating because students experience confusion in translating poetry texts. Because students suspect that there is a clear meaning in the target language, students have difficulty determining the correct meaning.

This happens because the vocabulary that is expressed contains different language styles so that students will have difficulty finding appropriate meanings in the target language. So that the meaning that the author wants to convey in the poem can be conveyed well.

This can happen because the style of language used by various poets causes difficulties and challenges for translators to translate the text of the poem.

4. Social Culture

Social culture merupakan salah satu jenis kesulitan yang di alami oleh siswa pada saat melakukan proses penerjemahan teks puisi. Kesulitan ini terjadi karena perbedaan budaya dalam menyebutkan atau mengistilahkan suatu kosa kata, hal tersebut dapat menyebabkan seorang penerjemah mengalami kesulitan dalam menerjemahkan.

Berdasarkan data yang telah di analisis dari jawaban yang di ungkapkan oleh partisipan, di dapatkan hasil bahwa 4 (empat) dari 8 (delapan) partisipan mengalami kesulitan dalam menerjemahkan kosa kata dengan latar belakang budaya yang berbeda.

This can be proven through the answers expressed when the researcher asked what difficulties they experienced when translating the text of the poem, students revealed that “*Banyak frasa yang sulit diterjemahkan.*” (Many phrases are difficult to translate.)

This corpus means that it is true that this first student experienced difficulty in translating phrases contained in the source language. The terms of the words that are written by the author to indicate and express messages in the text of the poem contain many phrases, so that students experience difficulties when adjusting the meaning in the target language.

This can happen because of cultural differences that influence the language style used in the poetry text. This difference also includes the number of phrases used by the author to convey the message in each stanza in the poem.

In line with what was experienced by the first student, then the second student also expressed similar things in response when the researcher asked about the difficulties they experienced when carrying out the translation process. This can be proven from the expression of the answer given that “Kesulitan yang saya alami saat menerjemahkan puisi still i rise yaitu kosa kata yang sedikit dimiliki dan sulitnya menentukan Teknik terjemahan yang sesuai.” (The difficulty I experienced when translating the poem Still I Rise was that I had a small vocabulary and the difficulty of determining the appropriate translation technique.)

The corpus above means that the third student has difficulty determining the appropriate translation technique to use to translate the existing vocabulary in the source language due to students' limitations in mastering vocabulary variations.

This can happen because the language style used by the author in conveying the message in the poetry text is too varied. So students who have limitations in vocabulary variety will experience difficulties. In line with the previous student, the fourth student also experienced the same difficulties in the translation process. This can be proven by the answer expressed, that “Kesulitan yg saya alami adalah Bahasa yg ganda atau makna yang sama saat menterjemahkan satu kalimat” (The difficulties I experience are multiple languages or the same meaning when translating one sentence)

The corpus above means that students have difficulty translating because there are many words or sentences in the language style that have multiple meanings. This makes it difficult for students to translate the text because the words have multiple meanings.

This can happen because the style of language used by various poets causes difficulties and challenges for translators to translate the text of the poem.

In line with the answers given by previous students, subsequent students also revealed that they experienced similar difficulties when translating poetry texts, students revealed that “*Saat menemukan padanan / vocab katanya jadikan kalo puisi itu banyak gaya bahasa nya yg jarang saya temukan dalam vocab saya sehari hari*” (When I found the equivalent / vocab, he said, make poetry, it has lots of language styles that I rarely find in my everyday vocab.)

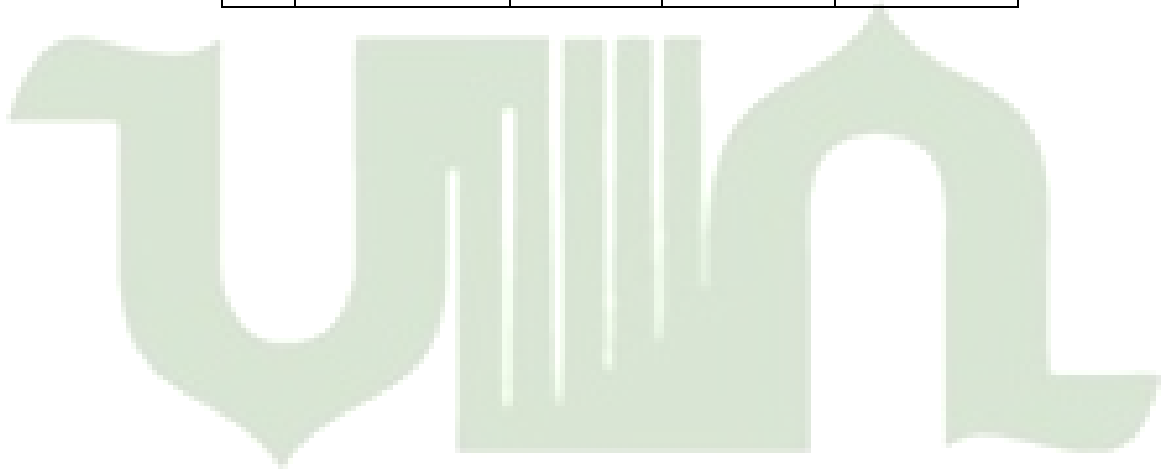
This corpus means that students experience difficulties because of the language style that uses vocabulary that is rarely encountered in everyday life. So that students have difficulty translating texts because they find many foreign vocabulary in expressing or terminology something.

This can happen due to cultural differences between the writer and translator, so that the language style and vocabulary used are also different. This certainly can cause students difficulties in translating texts when they find foreign vocabulary in the translation process.

In conclusion, students have difficulty finding appropriate meanings to translate the new vocabulary they encounter. This is due to differences in language styles between writers and translators. The author uses a lot of figurative language, making it difficult for students to translate texts.

Table 4.1 Students Translation Techniques Used

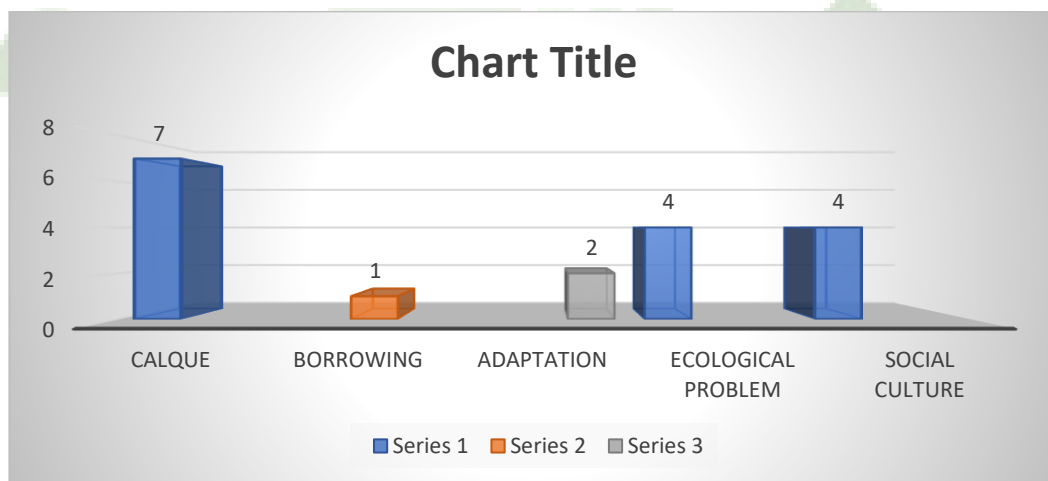
No	Name	Literal	borrowing	Adaptation
1.	Responden A	√	—	—
2.	Responden B	√	—	—
3.	Responden C	√	—	—
4.	Responden D	√	—	—
5.	Responden E	√	√	√
6.	Responden F	—	—	√
7.	Responden G	√	—	—
8.	Responden H	√	—	—



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No	Name	Ecological Problem	Social Culture
1.	Responden A	√	—
2.	Responden B	√	—
3.	Responden C	√	—
4.	Responden D	—	√
5.	Responden E	√	—
6.	Responden F	—	√
7.	Responden G	—	√
8.	Responden H	—	√

Table 4.2 Students' difficulties



1.1 Discussion

This section discusses the results of research with related theories from experts or previous research findings of translation techniques and difficulties when translating. As mentioned in the first chapter, two research questions must be answered in this study. The details of the discussion are as follows information:

In the process of translating, to produce good and quality translation results students must use translation techniques in the translation process. The translation technique functions so that the meaning or message to be conveyed in the source language can be properly conveyed into the target language, because it has been adjusted with the help of translation techniques. Based on the theory expressed by (Molina and Albir, 2002) states that there are 18 translation techniques that can be used to produce quality translation results. So that translation techniques play an important role in the translation process.

In line with research conducted by Affandi and Authar (2021) stated that the use of translation techniques when translating is applied to solve problems in translation, such as cultural differences, in equality, untranslatability, and grammatical differences. So, to produce quality translation results, a translator must master translation techniques so that he does not only rely on machine translation in the translation process. The results of this study are that according to Molina and Albir the translation technique is very good to be applied during the translation process, to assist translators in translating text from the source language into the target language with a different culture, so that the message to be conveyed in the source language can be conveyed properly. when translated into the target language. Each participant in this study has used translation techniques according to what is needed by the text they are translating.

On the other hand, there is research on translation techniques conducted by Sasmara and Yuliasri (2018) translation techniques play a very important role when translating subtitle texts. The researcher stated that in the research conducted based on 18 translation techniques, the participants in the study only used 7 translation techniques because they were considered the most suitable for translating the text they translated. The results of this study indicate that the technique most frequently used by the participants in the study is the literal technique. However, in translating text, you cannot only use literal techniques, you must be supported by other techniques so that the translation results can be maximized.

This is also supported by the results of research conducted by Utami and Satyaningrum (2022) in this study explaining that translation techniques are needed when carrying out the process of translating documentary films. The researcher reveals that translation techniques are really needed because there are very striking cultural differences in the source language contained in the film. So it is necessary to use translation techniques so that the translated language can be easily understood by film viewers. In the research conducted, there is an equivalent technique, which is the most widely used technique when translating the documentary film. This happens because the equivalent technique is considered the most suitable technique used to translate the contents of a documentary film.

Based on the interview data that has been analyzed regarding the answers given by the participants in answering the questions given by the researchers regarding what techniques were used when translating the text of the poem. then the data results show that 7 (seven) out of 8 (eight) participants used the Calque translation technique, because they only translated the text directly or literally. There are even some who admit that they don't know the meaning and types of translation techniques so they just translate freely.

One of the participants used three translation techniques, namely calque, borrowing and adaptation techniques. This can be derived from the participants' expressions when the researcher asked about the translation techniques used when translating the poetic text that had been analyzed. One other participant only used the adaptation technique in the poetry translation process.

In conclusion, 6 (six) out of 8 (eight) participants only used one translation technique in their translation process, namely only using the Calque technique. while 1 (one) out of 8 (eight) participants used three types of translation techniques, namely calque, borrowing and adaptation. 1 (one) out of 8 (eight) other participants only used

one translation technique in the translation process, namely the adaptation translation technique.

After collecting and analyzing data regarding the translation techniques they used when translating poetry, the researcher drew the conclusion that even though they had studied translation techniques in the previous semester there were still many students who did not understand translation techniques. This was triggered by a lack of awareness regarding the importance of using translation techniques to produce good and quality translation results.

In translating English poetry texts into Indonesian, the students experienced difficulties in the translation process. One of the problems that made them difficult was the cultural differences which made it difficult for them to understand which messages were contained in poetry. One of the difficulties in translating is the striking difference between the language and culture in the source language and the target language (Hadrus, 2017). express the message clearly. So, after carrying out the translation process students must review the meaning of the message the poet wants to convey in each stanza in the poem, so that the translation results do not deviate from the true meaning contained in the text of the poetry.

In line with research conducted by Olenka (2014), in his research he found difficulties experienced by research participants in translating film subtitles, because the source language was Indonesian. The difficulty factor in this research is the many terms or conditional sentences in Indonesian which are difficult to translate into the target language. So that translators must be really careful in choosing translation techniques in order to produce accurate translation results. Another difficulty they face when carrying out the translation process is because there are many words that contain terms, so they have to add additional information that aims as further information on a term so that the meaning of the word can be conveyed properly. So, there is no double interpretation of the translation results.

On the other hand, research conducted by Arono and Nadrah (2019) examined students' difficulties in translating English texts. The biggest factor that causes students to experience difficulties when translating English-based texts is due to ignorance which causes students to make 3 translation errors, namely idioms, ellipsis, and textual meaning in translation. This was triggered because they experienced difficulties in translation due to a lack of vocabulary, difficulty translating Islamic texts, difficulty understanding literary texts, and difficulty translating texts due to grammar. The purpose of this study is to analyze the difficulties experienced by students when translating English texts.

Based on the findings from the research conducted, regarding the difficulties they faced in the process of translating the poem entitled "still i rise", it shows that the biggest difficulty they experienced was the terms in the source language which were difficult to translate into the target language. These factors make it more difficult for students because of their lack of knowledge and mastery of translation techniques making it difficult to harmonize the terms, words or sentences contained in the poem. The difficulties they faced had an impact on their inaccurate translation results, so that the message contained in the poem was not conveyed. And the translation results tend to be difficult to understand the meaning.

In conclusion, students experience difficulties in the translation process due to differences in language styles used by writers in expressing the message they want to convey, so that students have difficulty translating texts when discovering new vocabulary. Another difficulty comes from cultural differences that cause differences in terminology of things. So this can be a difficulty for students when translating the poetry text.