

**A SURVEY ON TRANSLATION STRATEGIES USED BY
ACCOUNTING STUDY PROGRAM STUDENTS
IN TRANSLATING UNDERGRADUATE
THESIS ABSTRACTS**



THESIS

By

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGES AND ARTS
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF BENGKULU
2014**

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**Presented as a Partial Fulfillment for the requirement of “Sarjana” Degree
In English Education Study Program**

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MOTTO

- ♥ *It's always seem impossible until it's done.*
- ♥ *Keep going and never quit because the champion is never quit.*
- ♥ *You are what you think. If you think you can, then you can.*
- ♥ *If you fall a hundred times, stand up a thousand times.*
- ♥ *Never give up!*

DEDICATION

With greatest gratitude and love, this thesis is dedicated to:

- ♥ *Allah SWT and the prophet Muhammad SAW.*
- ♥ *My parents, Endi Elius and Elva Dahlia. Thanks for your loves, prayers, and supports. I will do everything to make you happy and proud of me. I love you so much.*
- ♥ *My brothers, Heru, Taufik, and Aka. Thanks for your loves, cares, prayers, helps, and supports.*
- ♥ *My best friend, Ega, who always support and accompany me. Thanks for your help, motivation, and prayer.*
- ♥ *My buddies, Eris, Tata, Intan, and Ari, who always support, motivate, help, pray, and entertain me. Also, for all EDSA '10 members that I cannot mention one by one.*
- ♥ *My Almamater, Universitas Bengkulu.*

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The researcher hopes that this thesis can be useful for all of us either for an academic writing reference or contributing in the development of education. Finally, constructive suggestions and critics are needed as a development of this thesis.

Bengkulu, June 2014

The Researcher

ABSTRACT

Pujiastuti, Silvia. (2014). *A Survey on Translation Strategies Used by Accounting Study Program Students in Translating Undergraduate Thesis Abstracts*. Thesis. Bengkulu: University of Bengkulu. Supervisor: Esti Ambaratsari, S.S. M.Pd., Co-Supervisor: Zahrída, S.S. M.Hum.

Abstract: The purpose of this research was to find out the strategies used by Accounting Study Program students in translating their undergraduate thesis abstracts from Indonesian language into English. This research was designed as a descriptive research. The population of this research were Accounting Study Program students of Bengkulu University who were graduated in April 2014. The sample of this research was chosen by using total sampling technique so there were 46 students being the sample of this research. The instrumentation used in this research was a questionnaire. The data were collected by giving the students the questionnaire. The result of this research showed that most of the Accounting Study Program students translated their undergraduate thesis abstracts by themselves (70%). They had undergone the translation process that is analyzing, transferring, and checking process in order to produce good translations. Also, they dominantly used translation machine to help them doing the translation (50%). Furthermore, the students engaged structural and semantic strategies when translating their undergraduate thesis abstracts. Structural strategies included addition and transposition strategy. Meanwhile, semantic strategy included borrowing, synonym, reduction, expansion, omission, and modulation strategy. The most structural strategy used by the students was transposition strategy which was used by 25 students (78%). Furthermore, the most semantic strategy used by the students was omission strategy that was used by 24 students (75%). While, the least semantic strategy used was expansion strategy which was used by 9 students (28%). Therefore, it could be concluded that Accounting Study Program students engaged translation strategies when they translated their undergraduate thesis abstracts from Indonesian language into English.

Keywords: *Translation, Translation Strategy, Abstract*

ABSTRAK

Pujiastuti, Silvia. (2014). *Survei tentang Strategi Terjemahan yang Digunakan Mahasiswa Program Studi Akuntansi dalam Menerjemah Abstrak Skripsi*. Skripsi. Bengkulu: Universitas Bengkulu. Pembimbingan Utama: Esti Ambaratsari, S.S. M.Pd., Pembimbing Pendamping: Zahrída, S.S. M.Hum.

Abstrak: Tujuan dari penelitian ini adalah untuk menemukan strategi yang digunakan mahasiswa Program Studi Akuntansi dalam menerjemah abstrak skripsi dari Bahasa Indonesia ke dalam Bahasa Inggris. Penelitian ini didesain sebagai penelitian deskriptif. Populasi dari penelitian ini adalah mahasiswa Program Studi Akuntansi, Universitas Bengkulu yang lulus pada bulan April 2014. Sampel dalam penelitian ini dipilih dengan menggunakan teknik seluruh sampel sehingga ada 46 mahasiswa yang menjadi sampel dalam penelitian ini. Instrumen yang digunakan dalam penelitian ini adalah sebuah angket. Data dikumpulkan dengan memberikan angket kepada mahasiswa. Hasil dari penelitian ini menunjukkan bahwa sebagian besar mahasiswa Program Studi Akuntansi menerjemahkan abstrak skripsi mereka sendiri (70%). Mereka telah menjalani proses analisis, pengalihan, dan pengecekan untuk menghasilkan hasil terjemahan yang baik. Mereka juga dominan menggunakan mesin terjemahan untuk membantu mereka menerjemah (50%). Selain itu, mahasiswa menggunakan strategi struktural dan semantik ketika menerjemah abstrak skripsi. Strategi struktural meliputi strategi penambahan dan transposisi, sedangkan strategi semantik meliputi strategi pungutan, sinonim, penyusutan, perluasan, penghapusan, dan modulasi. Strategi struktural yang paling banyak digunakan oleh mahasiswa adalah strategi transposisi yang digunakan oleh 25 mahasiswa (78%). Selanjutnya, strategi semantik yang paling banyak digunakan oleh siswa adalah strategi penghapusan yakni digunakan oleh 24 mahasiswa (75%). Sedangkan strategi semantik yang paling sedikit digunakan oleh mahasiswa adalah strategi perluasan yakni digunakan oleh 9 mahasiswa (28%). Jadi dapat disimpulkan bahwa mahasiswa Program Studi Akuntansi menggunakan strategi terjemahan ketika mereka menerjemahkan abstrak skripsi dari Bahasa Indonesia ke dalam Bahasa Inggris.

Kata Kunci: *Terjemahan, Strategi Terjemahan, Abstrak*

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CHAPTER I

INTRODUCTION

1.1. Background

An abstract is a front page of a research paper. It presents all important elements included in the research paper. According to Ezeala (2012), an abstract should state background, objectives, method, results and conclusion of the research. Moreover, an abstract should be attractive in order to get readers' attention and persuade them to read the research paper. Eventhough abstract is written at the end of writing, it will be the first thing to be read by readers. Therefore, an abstract should be written clearly, structurally, and systematically so that there is no misunderstanding and ambiguity.

Abstract is a requirement of undergraduate thesis writing in University of Bengkulu. Students must write their abstracts in English and Indonesian language. Hence, for the students who write their thesis in Indonesian language, they must translate their abstracts into English. The translation is needed for publishing the undergraduate thesis to the public. By publishing the abstract in two languages, people who are not Indonesian can also read the students' writing.

Translation means transferring the message from source language into target language. Catford (1965), cited in Suryawinata and Hariyanto (2003:11), defined translation as a replacement of textual material in source

language by equivalent textual material in target language. Additionally, he argued that translation focus on getting the meaning of one language to the equivalent meaning of another language.

In the translating process, the students may face some difficulties. The difficulties are possibly related to English knowledge. Students may have limited vocabularies which make them difficult to translate their writing into English. Also, they may have difficulty in finding appropriate words since one word in English can have several meanings. Moreover, the difficulty can come from English tenses because English has different structure from Indonesian language.

To overcome the difficulties, the students may use some tools in helping them translating their abstracts. The tools can be dictionaries which can help them to find out the equivalent words in target language. Besides, they may also use translation machine which is more practical than dictionary. However, the originality of the translation can be questioned when the students use translation machine to translate the whole texts. Additionally, the result from translation machine is not always good. Sometimes, the result seems unclear, strange, and full of errors.

Furthermore, the students may engage some strategies in translating their writing into English. Translation strategy is a way or procedure used by translator in translating words, phrases, or sentences into target language. Suryawinata and Hariyanto (2003: 67) divided translation strategy into two main strategies: structural strategy and semantic strategy. Structural strategy

is related to the structures of the language being translated. It includes addition, and tranposition. While, semantic strategy is related to the meaning of words, phrases, or sentences. This strategy includes borrowing, synonymy, reduction, expansion, omission, and modulation.

Based on the explanation above, it is necessary to find out students' strategies in translating their abstracts from Indonesian language into English at Accounting Study Program of Univerisity of Bengkulu. The researcher found that Accounting Study Program students' translation was still poor. The language structure in their translation was ungrammatical so that the meaning of the text became unclear and difficult to be understood.

Moreover, the researcher chose Accounting Study Program students of University of Bengkulu because they were required to translate their undergraduate thesis abstracts into English. Besides, they had taken MKU Bahasa Inggris as their basic knowledge of English. Also, they were often associated to English materials which made them should translate the materials into Indonesian language.

1.2. Research Question

In this research, the research question that will be investigated by the researcher is stated as follows:

What are the strategies used by Accounting Study Program students in translating their abstracts from Indonesian language into English?

1.3. Purpose of the Research

Based on the research question above, the purpose of this research is:

To describe the strategies used by Accounting Study Program students in translating their abstracts from Indonesian language into English.

1.4. Limitation of the Problem

This research is limited to the strategies used by Accounting Study Program students of Bengkulu University in translating their abstracts from Indonesian language into English.

1.5. Significance of the Research

The researcher expects that this research can give positive contribution either for lecturers or students.

1. For lecturers

This research is useful for the lectures in teaching translation.

The lecturers can teach the students translation strategies to improve the students' abilities in translation.

2. For the students

This research can be a reference for students in using translation strategies. Also, it is useful for them to improve their abilities in translating written text into English.

1.6. Definition of Key Term

To avoid the ambiguity, the researcher would like to present the definition of key terms as follows:

1. Translation

Translation is a replacement of textual material in source language by equivalent textual material in target language.

2. Translation strategy

Translation strategy is ways or procedures engaged by translator in translating words, phrases, or sentences into target language.

3. Abstract

Abstract is a front page of a research paper which covers all important elements included in the research.

CHAPTER II

LITERATURE REVIEW

2.1 Definition of Translation

Translation has an important role in international communication. It can be a bridge which connects people from different languages and cultures. By using translation, people can learn and understand each other's languages and cultures. Catford (1965), cited in Suryawinata and Hariyanto (2003: 11), defined translation as a replacement of textual material in source language by equivalent textual material in target language. Translation focuses on getting the meaning of one language to the equivalent meaning of another language.

According to Nida and Taber (1969: 12), translation is an effort in recreating meaning from source language into target language by using natural equivalent, first in term of meaning and second in term of style. Furthermore, Bell (1991: 4) has the same opinion which emphasized meaning and style in translation definition. He defined translation as the expression in target language which has been expressed in source language, preserving semantic and stylistic equivalent.

Additionally, Larson (1984), in Silalahi (2000: 7), stated that translation is transferring meaning from source language into different target language based on the source language meaning and the equivalent language structure in target language.

Moreover, Newmark (1988: 5) stated his definition about translation that it is translating meaning of a text into another language by the way the author intended. It can either be simple or difficult. It can be simple because someone has only say something in one language as well as another language. In the other hand, it can be difficult because sometimes he/she has to be another person.

Baker (1992: 4) argued that the equivalent meaning in source language and target language can be obtained in a particular level. However it is influenced by linguistic and cultural factors so that translation is always relative. Basil and Mason (1997: 1) also supported Baker's theory. They defined translation as an act of communication which attempt to across linguistic and cultural boundaries which may have been intended for different purposes and different readers.

Also, Kridalaksana (2008), in Anshori (2010: 8), defined translation as transferring cross cultural and linguistic meaning grammatically and linguistically by maintaning the purpose, meaning, and the structure of the text.

Based on some definition about translation above, it can be concluded that translation is a process of transferring meaning from one language (source language) into another language (target language) by considering the cultural and linguistic aspects of both languages being used. Translation is focused on getting the equivalent meaning from source language into target language and also focused on the style of writing.

2.2 Translation Tools

In doing their jobs, translators need tools to help them. Besides pen and paper, translators can use another tools either conventional or modern tools (Suryawinata and Hariyanto, 2003: 27).

1. Conventional Tools

Pen and paper are common conventional tools which are usually used by translators in doing translation. Besides, dictionary can be a conventional tool which can help translators doing their jobs. Dictionary is a book which contains the words of a language with their meanings arranged in alphabetical order.

According to the language being used, dictionary can be divided into monolingual, bilingual, and multilingual dictionary. Monolingual dictionary only uses one language. The examples are Oxford Advanced Dictionary, *Kamus Bahasa Indonesia*, and others. Bilingual dictionary uses two languages such as English-Indonesia dictionary. Last, multilingual dictionary consists of more than two languages such as English-Indonesia-Arabic dictionary. When using bilingual or multilingual dictionary, translators need to pay their attention more. It is because the meaning of bilingual and multilingual dictionary is not always equivalent.

Furthermore, dictionary is divided into general dictionary and specific dictionary based on its content. General dictionary consists of general information of words listed. On contrary, specific dictionary

consists of information in specific fields, such as economic field, medical field, and technical field. Translators should have both kind of dictionary to support their jobs.

The other conventional tool is thesaurus. In thesaurus, a word is followed by several equivalent words, including synonym or antonym of the word. Thesaurus helps translators in selecting the most appropriate words to be used. Also, encyclopedia can be a translation tool. Encyclopedia can give information and knowledge to the translators so that they can find the equivalent word/meaning of the text being translated. Besides, Suryawinata and Hariyanto (2003) argued that translators have to improve their translation skills by reading journals and magazines about translation.

2. Modern Tools

As a result of technology improvement, there are many inventions found. In translation field, experts found modern tools which can support translator's work. One of Modern tool in translation field is electronic dictionary. Electronic dictionary is similar to calculator in the form of shape. It is practical to be brought and quickly to find the meaning of word. However, electronic dictionary gives limited information about the words and also without giving example like conventional dictionary did.

The other modern tool is dictionary program which can be used in computer. It is an easy way because translator only need to download

and instal the program into their computer. Moreover, there are many programs that can be downloaded freely. It make this tools very economical. Besides, this tool is useful for saving translator's time because opening dictionary usually spends much time. By using this program, translator only need typing the word that he/she looks for.

Furthermore, the other result of technology improvement is the available of internet sources. Translator can use internet as his/her tool in helping his/her work. Nowadays, there are many websites that related to translation field. The websites provide online dictionaries and materials about translation.

By all the technology improvement, it makes translator easier to do his/her job. However, it should be followed by the translator's computer skill. All the facilities can be useless if translator cannot operate the computer and the internet.

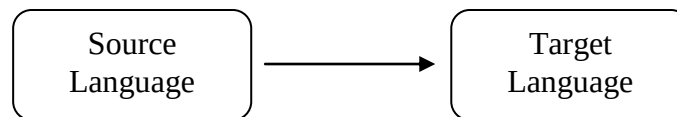
In brief, tools are things that support translators in doing their jobs. However, tools have many shortenings. Translators must also have knowledge so that they can take advantage of the tools. The knowledge is related to the languages being used including the structure and the culture of the languages.

2.3 Translation Process

Translation process is a model which is used to describe thinking process did by translator when translating something. In past, people argued

that translation occurred directly and in one way. Translator directly rewrite text in source language into the target language (Suryawinata, 1989).

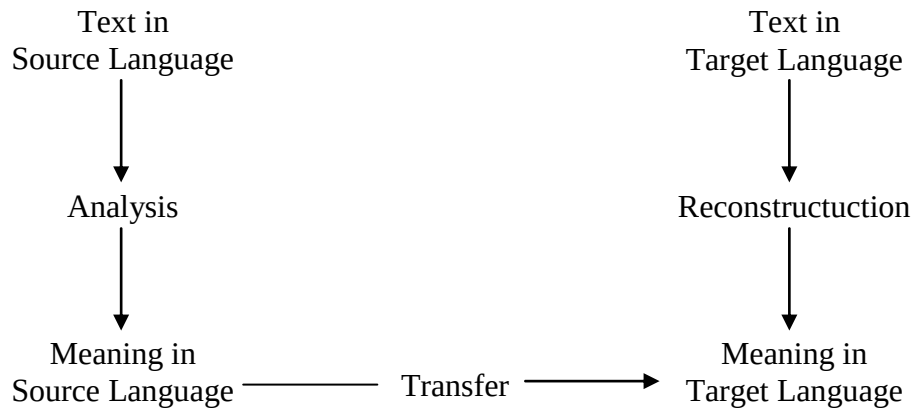
Picture 1. Linear Translation Process



Adapted from Suryawinata (1989: 12)

On the contrary, Nida and Taber (1969: 33) described translation process as a dynamic process. In the dynamic translation, there are three steps namely analysis, transferring, and reconstruction. In analysis step, translator analyze the text in source language. The things to be analyzed are the structure of the text and the meaning of words, phrases, and sentences to understand the meaning of the whole text. After understanding the meaning in source language, translator transferring the meaning into the target language in her mind. Finally, in reconstruction step, translator reproduce the meaning into the target language based on the rules of the target language. In other words, the dynamic translation process is shown in the following picture.

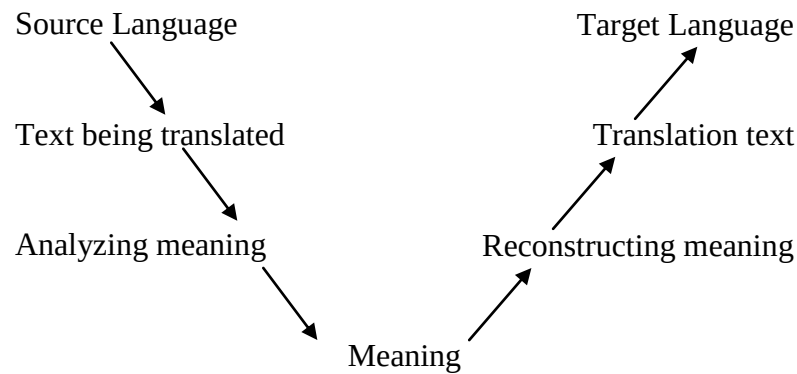
Picture 2. Dynamic Translation Process



Adapted from Nida and Taber (1969: 33)

Moreover, Larson (1984), cited in Suryawinata and Hariyanto (2003: 20-21) also proposed a model of translation process. In general, the model is similar to Nida and Taber's model. However, Larson does not include transferring process in his model. According to Larson, translation process consists of studying and analyzing words, grammatical structure, situation, and cultural context in source language in order to understanding the meaning being delivered by the text. After that, translator reconstruce the meaning in source language by using words and structures in target language. The words chosen are equivalent and suitable to the target language culture. The model can be seen in the following picture.

Picture 3. Larson's Model of Translation Process

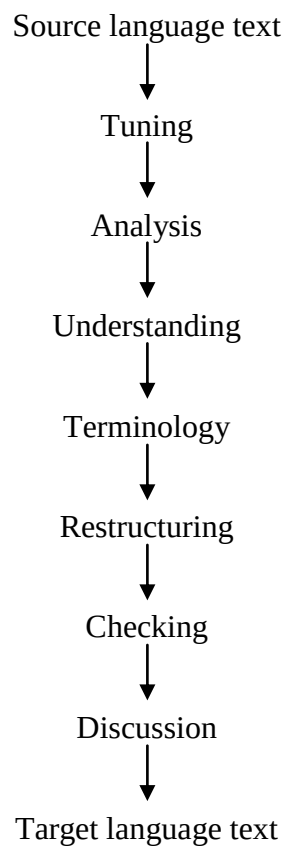


Adapted from Larson (1984: 3-4)

Besides, Bathgate (1981), cited in Widyamartaya (1989: 15), recognized seven steps of translation process. The first step is (1) tuning. In this step, translator has to find out the meaning and the style of writing in source language. It is used to obtain the equivalent translation in the target language. Translator has to make sure that the income same as the outcome in meaning and style matter. The second step is (2) analysis. Here, translator needs to analyze each sentence in source language and divide them into words or phrases. It is used to find out the syntactic relationship between them. The next step is (3) understanding. Translator must understand the meaning of the text being translated. He/she has to catch up the ideas lying on each paragraph of the text. Also, he/she has to understand the relationship between each paragraph. The fourth step is (4) terminology. After understanding the structure and the meaning of the text in source language, translator should think about how to transfer them into target language. It is especially thinking and finding the equivalent terms in target language. The

other step is (5) restructuring. Here, translator begins constructing the meaning in source language into the target language by considering the meaning and style of source language and the rules of target language. The next step is (6) checking. A good translation has passed many revision. It is used to make the translation better and better. The last step is (7) discussion. here, translator discusses the translation result to some experts in order to make it better. The disscussion is related to the meaning and the style of writing. Those steps purposed by Bathgate is called operational model. In brief, the operational model can be seen as follows:

Picture 4. Operational Translation Process



Adapted from Bathgate (1981)

From some translation process that purposed by some experts above, it can be concluded that translation process generally consists of two main steps. They are (1) analyzing the structure and the meaning of source language text and (2) reconstructing the meaning into target language by using equivalent language rules of target language. Moreover, checking process is also needed in order to make the translation better and better.

2.4 Translation Strategies

Translation strategy is ways or procedures engaged by translator in translating words, phrases, or sentences into target language. Furthermore, Newmark (1988: 81) called translation strategies as translation procedures. He defined translation procedure as the process of transferring sentences and the smaller unit of language in source language into target language.

According to Suryawinata and Hariyanto (2003: 67), translation strategy is divided into two main types. First is related to the sentence structures which is called structural strategy. Structural strategies mostly have to be done by translator. If he/she does not use those strategies, the translation text will be ungrammatical and not acceptable in target language. Second type is related to the meaning of the text being translated. Both types are explained as follow:

2.4.1 Structural Strategy

Structural strategy is related to the sentence structures of the text being translated. This strategy consists of addition, subtraction, and transposition.

a. Addition

Addition means that translator adds some words into translation text. This is done because requirement of the target language structure. The addition strategy must be used by translator to make the sentences are acceptable in target language structure. For example:

Source language	: Saya guru.
Target language	: I <i>am a</i> teacher.
Source language	: Saya tidak meminjam bukumu.
Target language	: I <i>do</i> not borrow your book.

The words **am**, **a** and **do** in target language are addition. Translator adds those words because it is the rule of the target language structure. If he does not follow the rule, the sentence is not acceptable in the target language.

b. Transposition

Transposition is a translation strategy involving a change in the grammar from source language into the target language (Newmark, 1988). It can be a must or a choice. It can be a must if only the meaning is not accepted in target language. While, it can be a choice because of the writing style. It means that the

meaning is still accepted if the translator does not do transposition.

Transposition can be a change in the position of the adjective. For example:

Source language : variable bebas
Target language : independent variable

the position of the adjective above is changed. In English, adjective used to explain (*Menerangkan*) the noun must be before the noun (*Diterangkan*). However in Indonesia, the noun (*Diterangkan*) comes first and follows by the adjective that explain it (*Menerangkan*). So, transposition have to be done by translator.

Also, dividing one sentence in source language into two or more sentences in target language or joining two or more sentences in source language into one sentence in target language is a transposition.

2.4.2 Semantic Strategy

Semantic strategy is related to the meaning of the text being translated. This strategy consists of the following strategies:

a. Borrowing

This kind of strategy bring the word from source language into target language. translator is only borrowing the word from source language into the translation text. It is done as a

appreciation of the borrowing words. Moreover, there is no equivalent word found in the target language yet. Borrowing is usually used for words or phrases related to the people name, name of place, name of journal/magazine, title, name of institute, and terms which are not available in target language.

Borrowing consists of transliteration and naturalisation. Transliteration is a translation strategy that maintain the borrowing word originally in the form of sound and spelling without making any change. In the other hand, naturalisation makes some change in sound and spelling to be adapted with the target language rules.

b. Synonym

According to Newmark (1988), synonym is using a near equivalent word in target language to an source language word in a context. It is because the equivalent word may not exist in the target language.

c. Reduction and Expansion

Reduction is a strategy which removing some source language words in translation text. On contrary, expansion is antonym from reduction. Here, the source language is expanded to the target language. For example:

Reduction →	Source language	: Ikan paus
	Target language	: Whale

Expansion → Source language	: Motor
Target language	: Motorcycle

In reduction strategy, the word *ikan* in source language is removed. If *ikan* is translated into target language, the translation become awkward and not acceptable. However, in expansion strategy, the word is expanded in order to make the meaning clear. If there is no expansion, the word can be ambiguous because *motor* in English has several meanings.

d. Omission

Omission is deleting word or part of source language text in translation text. In the other word, it means that the word or part of the source language text is not translated into the translation text. It is because the word or the part is not important to the translation text and it is rather difficult to be translated.

e. Modulation

Modulation is a strategy used to translate word, phrase, or sentence. In this strategy, translator view the source language meaning in different point of view or different perspective. This strategy is used when literal translation is not appropriate to the target language. For example:

Source language	: Kakiku patah.
Target language	: I broke my leg.

From the example above, translator change the point of view of the sentence. In source language, it focuses on the object, while in target language, the translator focuses on the subject.

2.5 Abstract

Abstract is an important part of a research paper. The abstract is the last thing being written, but the first thing people read when they want to have a quick overview of the whole paper. According to Brown (1988: 44), an abstract is a writing usually contains 100-300 words which is used to summarize an article or research paper. It provides considerable information in a short space, so it must be tightly written.

Furthermore, Ezeala (2012) defined an abstract as a brief summary of a research paper that emphasizes what is new and captures the important features the research paper. Also, it does not contain unnecessary sentences or explanation. Abstract is used to make reader easy in quickly grasping the key of the research paper. It will help the reader to determine his/her interest in the research paper and its relevance to his/her work.

Brown (1988) stated that an abstract should contain at least the following information: (1) a clear statement of the topic and purpose of the research paper, (2) a brief description of the participants and materials used in the research, (3) an explanation of the procedures followed and the statistical analyses used, and (4) a summary of the results and their implications for the field. Besides, Ezeala (2012) stated the sections of an

abstract that are background, objectives, methods, results, and conclusion. Also, as a rule, an abstract does not include citation, figure, or table.

Ezeala (2012) argued that abstract should not be done in a hurry. Writing a good abstract takes a lot of revision. Also, giving attention to the language used is important when writing the abstract. An abstract should preferably be written in the active voice, objectively, and briefly. It should use a simple language and good structure so that the reader is easy to capture the information being conveyed. Besides, the writer should read and proofread the abstract in order to make sure that what he/she write is a true summary of the research paper.

2.6 Previous Studies

There are some studies that relevant to this study of translation. First, Sukmana (2000) conducted a research entitled “English-Indonesia Translation Skill (A Study between Rater’s Reliability in Evaluation of the English Study Program of the Sixth Semester Students of Universitas Bengkulu Registered im Academic Year 1998/1999).” The sample of this research was 30 students taken from the population which consist of 123 students. She used a translation test as the the research instrumentation. The result of the research showed that there is no students got very good mark, 3,3% of students got good mark, 16,6% of students got moderate mark, 73% of students got poor mark, and 10% of students got fail mark. In brief, most of the students got poor mark in translation test.

Second, Darmawangsa (2007) conducted a research entitled “Difficulties Faced by the Students of the English Diploma III Program in Translation.” The sample of this research was 32 students chosen by using total sampling technique. This research used questionnaire in collecting data. The result of this research showed that there were five dominant difficulties faced by the students. The difficulties were (1) the students were lazy to open dictionary when they found new words, (2) the students were troubled in arranging the words into a good sentence, (3) the students was troubled in translating according equivalent, (4) the students was troubled in text that used language variations, and (5) the students felt frustated when they were translating.

Aresta (2013) also conducted a research entitled “Students’ Ability to Translate English Written Texts into Indonesian Language at the Sixth Semester of the English Education Study Program of FKIP Universitas Bengkulu in the 2012/2013 Academic Year.” The sample of this research consisted of 31 students which were taken using total sampling technique. The instrumentation used in this research was a translation test. The result showed that 41,9% of students had a good ability, 38,7% of students had a moderate ability, 12,9% of students had a poor ability, 6,5% of students had a fail ability, and none of them had a very good ability. Also, the major factors that caused students difficult in translating were lack of vocabulary, difficulties in translating word that was not matching context, and the

difficulties in deciding the equivalent meaning in words that have more than one meanings.

Furthermore, Hidayat (2013) conducted a research entitled “Problems and Procedures in Translating *Manga* (A Typically Japanese Whimsical Comic Genre).” This research used documentation technique which collected 6 chapters of English version comic to be analyzed. the result of this research showed that there were 9 problems and 13 procedures applied in solving the problem. The most problem found was related to onomatopoeia problem while the most procedure applied in translation was functional equivalent procedure.

From some researches above, it can be concluded that students ability in translation is still poor. They face some difficulties or problems when translating written texts. The difficulties are related to the lack of vocabulary, difficulties in finding equivalent words, and difficulties in language structure. Also, some students feel frustated when they were translating. In solving the difficulties or problems, they may applied some procedures or strategies in translation.

Furthermore, the four researches above used English Study Program students as the sample of the research. Also, there is only one research which is discussed about translation strategy. Therefore, it is necessary to find out translation strategies used by non English Study Program students when doing translation.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research was designed as a descriptive research. Dharminto (2007) defined descriptive research as a method in analyzing subject in order to describe finding information systematically and accurately. A survey was administered to the sample chosen in order to collect the data. The survey used a questionnaire as instrument of the research. Therefore, the questionnaire would be given to Accounting Study Program students as the sample of this research. This survey was used to find out translation strategies used by Accounting Study Program students in translating their undergraduate thesis abstracts from Indonesian language into English. Finally, the data would be analyzed and presented descriptively, systematically, and accurately.

3.2 Population and Sample

3.2.1 Population

Population is certain objects which are related to the topic being analyzed (Riduwan, 2007). The population of this research was Accounting Study Program students of Bengkulu University. The population was students who were graduated in April 2014. Therefore, the total number of population were 46 students.

3.2.2 Sample

The sample in this research were chosen by using total sampling technique. Total sampling technique means that all the population will be taken as the sample. Furthermore, Arikunto (1986) said that it is better to take all the population as sample if the population is less than 100. Therefore, there were 46 samples in this research.

3.3 Technique of Collecting Data

The data in this research were collected through questionnaire. The researcher firstly checked the validity and reliability before distributing the questionnaires to the students.

3.3.1 Questionnaire

The instrument used in this research was questionnaire. The purpose of this questionnaire was to find out translation strategies used by the Accounting Study Program students of University of Bengkulu. The students would be requested to cross the options in answering the questions with option A is yes and option B is no. This scale of measurement was found by Louis Guttman. According to Riduwan (2007), Guttman scale is used to get clear and consistent answers about the problems being asked.

The researcher conducted her own questionnaire questions amount 15 questions. The content of the questionnaire was divided into four aspects; originality, translation tool, translation process, and

translation strategies. The list of each questions item can be seen below:

Table 1. List of Questionnaire Item

Questionnaire Item	Aspect
1	Originality
2	Tools
3, 4, 5, 6, 15	Translation process
7, 8, 9, 10, 11, 12, 13, 14	Translation strategies

Adapted from Suryawinata and Hariyanto (2003)

3.3.2 Validity

The questionnaire would be tried out before taking the data. It was distributed to 10 students of Accounting Study Program (Program Ekstensi) who were graduated in April 2014. Validity of the questionnaire was measured by using T-test formula. If T-test is bigger than T-table, the item is valid. To find out the validity of the questionnaire, the researcher used the following steps and formulas adapted from Riduwan (2007):

1. Measuring the point biserial correlation per item

$$r_{pbis} = \frac{M_p - M_t}{S_t} \sqrt{\frac{p}{q}}$$

2. Measuring value of t_{test} with following formula

$$t_{test} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

3. Finding out t_{table} , with significance of $\alpha = 0.05$ and $df = 10-2 = 8$,
with one tail test, so $t_{table} = 1.860$
4. Deciding the validity by comparing t_{test} with t_{table} :

If $t\text{-value} > t\text{-test}$, the item of instrument is valid

If $t\text{-value} < t\text{-test}$, the item of instrument is invalid

Where:

$t\text{-test}$: the validity of questionnaire (per item)

R_{pbis} : point biserial correlation coefficient

M_p : whole-test mean for students answering item yes

M_t : mean score

S_t : standar deviation for whole test

p : proportion of students answering yes

q : $1 - p$

n : the number of students

df : degree of freedom

3.3.3 Reliability

To find out the reliability of this research, researcher used Spearman Brown's formula. The procedures in testing the reliability with Spearman Brown's formula are as follows:

1. Measuring total score per item and per respondent

2. Measuring the product moment correlation

$$r_b = \frac{n(\sum XY) - (\sum X) \cdot (\sum Y)}{\sqrt{\{n \cdot \sum X^2 - (\sum X)^2\} \cdot \{n \cdot \sum Y^2 - (\sum Y)^2\}}}$$

3. Measuring the instrument reliability using Spearman Brown's formula:

$$r_{11} = \frac{2 \cdot r_b}{1 + r_b}$$

4. Finding out r_{table} , with significance of $\alpha = 0.05$ and $df = 10-2 = 8$,
so $r_{table} = 0.707$

5. Deciding the reliability by comparing r_{11} with r_{table} :

if $r_{11} > r_{table}$, the instrument is reliable

if $r_{11} < r_{table}$, the instrument is not reliable

Where :

r_b : product moment correlation coefficient

$\sum X$: total score of all items (per item number)

$\sum Y$: total score of all items (per respondent)

n : the number of students

r_{11} : reliability

3.4 Technique of Analyzing Data

The data in this research were analyzed by using descriptive method. The researcher presented the data from the questionnaire in the distribution table. Then, the data were tabulated by using statistical formula in order to find out the students' strategy in translating their undergraduate thesis

abstracts from Indonesian language into English. The statistical formula being used was percentage formula as follows:

$$P = \frac{f}{N} \times 100\%$$

Where:

P : percentage number

f : frequency

n : the number of whole respondents

(Adapted from Riduwan, 2007)

3.5 Procedure of the Research

The procedures of this research were as follows:

1. Constructing the instrument in the form of questionnaire.
2. Trying out the instrument in order to check the validity and reliability of the items.
3. Distributing the questionnaire to the samples.
4. Collecting the questionnaire from the samples.
5. Presenting the data in the table distribution.
6. Tabulating and analyzing the data to find out the students' translation strategies based on their responses to the questionnaire.
7. Drawing conclusion.