

# IMPROVING STUDENTS' ABILITY IN TRANSLATING THROUGH ANALYZING ENGLISH WORD EQUIVALENTS INTO INDONESIAN

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## **Abstract.**

*The objective of the research is " To know the improvement of the students' ability in translating through analyzing English word equivalent into Indonesian. This research used A Classroom Action Research (CAR). It had conducted two cycles; each cycle consisted of four meetings. A number of subjects of the research were 28 students. The researcher took real data from the school to know the students' translating text achievement. The instruments of this research were translating test and observation sheet in cycle I and in cycle II.*

*The research findings indicated that the through analyzing on English Words equivalents into Indonesian increased students' translating text ability. It was indicated that there was an increased of the students' translating text ability achievement from cycle I to cycle II. The students' test of translating text ability achievement was after giving action by using the analyzing on English Words equivalents into Indonesian indicated that there was a significant increase from cycle I and from that to cycle II. The students' translating text achievement in cycle I was 61.20 and in cycle II became 73.78 and it is classified as good. While the standard target achievement 70% one which was categorized good. From these findings, there was a significant increase of the students' translating ability achievement through the analyzing on English Words equivalents into Indonesian.*

*Key Word: analyzing english word equivalent into indonesian, translating.*

## **Introduction**

English is an international language that is used in many parts of the world. It is widely used at any field, especially in science and technology. Most of information about science and technology are written in English. By mastering English, people can get information about science and technology from the other countries. However many people are not willing and able to learn English. Based on the reason above, some efforts have made to help them understand and receive the information from written English source easily. Translation is one of the effective ways to help them understand it easily. As everybody knows,

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English has become the most translated language worldwide. Many English source books are translated into Indonesian. They are not only scientific books but also literary ones.

Translating from one language into another language is closely related to linguistics. Translation theory derives from comparative linguistics; it is an aspect of semantics. Many translators have translated from source language into target language in order to make the readers of target language, especially ones who do not understand the source language can also consume the message of source language text. In translating a text, a translator reproduces form of source language into form of target language by way of semantic structure. It means that the meaning should be transferred and must be consistent and the form may be changed.

The form meant is the surface structure like words, phrases, clauses, sentences or paragraphs. In translating, the surface structure may be different but the deep structure (meaning) remains the same. Since each language has its own rule or structure in stating ideas, translators may not be influenced by their native languages. Translators should be aware that each language possesses certain distinctive characteristics, e.g. word building, pattern of phrase order, and technique for linking clauses into sentences. It is necessary to be considered in order to bear the best translation, i.e. a translation which does not sound like a translation. As one language has different rules from other languages, translators should perform shift in their translation. Shift may occur when there is no formal correspondence.

Catford (1969:20) states that translation is the replacement of textual material in one language (source language) by equivalent textual material in another language (target language). It means that in translating, one must find the equivalence text of source text. According to Newmark (1981), translation is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language (p.7). It means that one has to be able to say something as well in one language as in another. Although they use different terms but all the meanings are similar, i.e., transferring meaning.

Vinay and Darbelnet (2001: 58) stated that "equivalence refers to cases where languages describe the same situation by different stylistic or structural means". Catford (2004:40) wrote texts in different languages can be equivalent in different degrees (fully or partially equivalent), in respect of different levels of presentation (equivalent in respect of context, of semantics, of grammar, of lexis, etc), and at different ranks (word-for-word, phrase-for-phrase, sentence-for-sentence). Baker (1998:77) used the notion of equivalence for the sake of convenience because most translators use it rather than because it has any theoretical statements.

Thus equivalence is variously regarded as a necessary condition for translations, an obstacle to a progress in translation studies, or a useful category for describing translation. She also added that proponent of equivalence as the relationship between a source text (ST) and a target text (TT). That's allowed the TT to be considered as a translation of the ST in the first place.

Types of equivalence according to Nida which are stated in (Munday, 2001:41) which are formal equivalence and dynamic equivalence. Formal equivalence focuses attention on the message itself, in both form and content one is concerned that the message in the receptor language should match as closely as possible the different elements in the source language. Dynamic equivalence is based on what Nida calls 'the principle of equivalent effect', where 'the relation between receptor and message should be substantially the same as that which existed between the original receptors and the message'.

### **Translating Theory**

1. The theory of translation is concerned with a certain type of relation between languages. It is consequently a branch of comparative linguistics (Catford, 1969:20). Many experts mention translation process into several terms, such as render, replace and reconstruct. However, they have same purpose in defining the translation itself; that is the process of transferring the meaning and form. Newmark (1988:5) stated that translation is a process of rendering the meaning of a text from one language into another language in the way the author intended the text. It means that one has to be able to deliver the meaning of a text as well in one language as in another. Along with the Newmark's definition of translation, Catford (1969:20) defined translation as a process of replacing textual material in one language (Source Language) by the equivalent textual material in another language (Target Language). Catford (1969:20) defined translation as a process of replacing textual material in one language (Source Language) by the equivalent textual material in another language (Target Language). They are textual material and textual equivalent. The use of the term textual material underlines the fact that in normal condition, it is not the entirety of a SL text which is replaced by TL equivalents. At one or more levels of language there may be simple replacements, by non-equivalent TL material. For example, the SL text (English text) *where do you live?* Might be translated into TL text (Indonesian text) *dimana rumahmu?* in which there is more simple replacement of a text. Moreover, the term of textual equivalent is described as any TL form (text or portion of text) which is observed to be the equivalent of a given SL form (text or portion of text). Both of the experts agreed that in translating, the essential process is transferring meaning.

Furthermore, Larson (1984:3) said that: Translation is a process of reconstructing the same meaning of a Source Language using the lexicon and grammatical structure which are appropriate in the Receptor Language (Target Language) and its cultural context. In translation, the form of the source language has to be replaced by the form of the receptor language (target language).

It means that in translating, it is not only a meaning which has to be transferred well to the target language, but also the form of the source language has to be adjusted the form of target language. Thus, it will produce a natural result of translation.

There are two components which have a great rule in translating process, i.e. surface structure and deep structure. According to Larson (1984:3) translation is basically a change of form. Speaking about the form of a language, it is referring to the actual words, phrases, clauses, sentences, or even paragraphs, which are spoken or written. There, forms are referred to as the surface structure of a language in which it is the structural part of language which is actually seen in print or heard in speech. In translation, the form of the source language is replaced by the form of the target language by way of semantic structure or known as deep structure. Thus, in translating a text, the meaning must be held constantly and only the form may be change.

## 2. Equivalence Theory

When you read a translated text and you consider that it is not like a translated one, it means that you read the best translation. The translator of that text must emphasize on the reproduction of the message by dynamic equivalence rather than the conservation of the form. The term of equivalence is introduced by Nida and Taber. Nida and Taber (1969) state that there are fundamentally two different types of equivalence, one is called *formal* and the other is *dynamic*. Formal equivalence focuses on the message itself in both form and content. In such translation, one is concerned with correspondences as poetry to poetry, sentence to sentence, and concept to concept. The message in the target language should match as closely as possible the different elements in the source language. It means that the message in the target culture is constantly compared with the message in the source culture to determine standards of accuracy and correctness (Nida and Taber, 1964). Meanwhile, Nida and Taber (1969) define dynamic equivalence as the degree to which the target of the message in the target language responds to it in substantially the same manner as the receptors in the source language. They stated that the response can never be identical for the cultural and historical settings are too different but there should be a high degree of equivalence of response.

## 3. Concept of English Word Equivalents into Indonesian

As you have noticed in the process of translation, meaning plays an important role. There are different kinds of meaning in language. The meaning relate to the language function as a means of communication.

It is closely influenced by the grammars, context, situation and society culture to where the meaning occurs. Basnett-McGuire (1991:30) states that once the principle is accepted that sameness can't exist between the two languages, it is possible to approach the question of loss and gain in the translation process. There are the different kinds of meanings categorized.

a. Lexical Meaning

Meaning as defined in the dictionary is called lexical meaning. Usually it occurs when the word is used in isolation. The expressive potential of lexical items and grammatical structure is only realized in communicative events, that is, in text.

Text has features of organization which distinguish it from non-text, that is to say from a simple collection of sentences and paragraphs, features that are always language and culture-specific.

Very community has preferred ways of organizing its various types of discourse.

The final aim of a translator is to achieve as much as possible equivalence at text level, rather than at word or phrase level. Textual equivalence refers to the equivalence between a SL text and a TL text in terms of information and cohesion.

Texture is a very important feature in translation since it provides useful guidelines for the comprehension and analysis of the ST which can help the translator in his or her attempt to produce a cohesive and coherent text for the target audience in a specific context.

It is up to the translator to decide whether or not to maintain the cohesive ties as well as the coherence of the SL text. His or her decision will be guided by three main factors, that is, the target audience, the purpose of the translation and the text type.

Example:

| Words     | Meaning          |
|-----------|------------------|
| Snobbish  | Sombong          |
| Rooster   | Ayam Jago        |
| Oscillate | Terombang-ambing |

b. Grammatical Meaning

Meaning as defined by word formation (morphology) or word arrangement in phrase or sentence (syntax). John Lyons (1996:32) "Different forms of the same [lexeme](#) will generally, though not necessarily, differ in meaning: they will share the same lexical meaning (or meanings) but differ in respect of their grammatical meaning, in that one is the singular form (of a noun of a particular subclass) and the other is the plural form (of a noun of a particular subclass); and the difference between singular and plural forms, or--to take another example--the difference between the past,

present and future forms of verbs, is semantically relevant: it affects sentence-meaning. The meaning of a sentence . . . is determined partly by the meaning of the words (i.e., lexemes) of which it is composed and partly by its grammatical meaning."

c. Textual Meaning

Meaning of word directed to its relation to other words in the sentence. A text, first of all, conveys "textual meaning." Textual meaning therefore "refers to the way the text is organized as a piece of writing (or speech)" (Eggins, 1994:12). This function is described in terms of "theme dynamics" and related to the "register" dimension of "mode" (Fawcett, 1997:110). The criterion of textual equivalence is here proposed and used to refer to the degree of equivalence between the target language text (TLT) and its source language text (SLT) in their employment of textual strategies to express textual meaning. With this theoretical tool, both the SLT and TLT will be analysed, and the TLT evaluated, in terms of their choices to convey textual meaning, which include thematic choices and cohesion (Baker, 1992, particularly Chapters 5 and 6; Hatim & Mason, 1990:209-222; Fawcett, 1997:110; Wang & Shen, 1999:85; Chen, 1999:123-127). A translation may be undertaken for a variety of purposes, but the ultimate aim of a translator, in most cases, is to achieve a measure of equivalence at text level (Baker, 1992:112). Here however, we shall only check to what extent the textual meaning in the SLT has been lost in the process of translation, and find and justify what strategies have been adopted to compensate for such meaning loss.

d. Situational Meaning

Meaning of a word or phrase or sentence that exists in situation or context when it used. Example: (The following examples are taken from book entitle *Terjemahan: Pengantar teori dan praktek*, written by Zuchridin Suryawinata, 1989).

1. The phrase "Good Morning" is usually used as a greeting when someone meets friends in the morning. But in different situation that greeting changes the meaning. Learn the new situation below.

"A Staff, who always comes late and is lazy, is questioning by his manager but he is arguing and sure with his own reasons. This makes the manager irritates. At last he shouts: "That is enough. Good morning!"

Those words are absolutely not a greeting, but it is a command for him to go out of the room as quickly as possible. The result of the translation in Indonesia is "Cukup Keluar".

2. Find the proper meaning for the word "fire"

- a. Do you have a fire for him?
- b. Fire! The house is in a big fire
- c. Concentrate to the object, and fire!

e. Socio-Cultural Meaning

The translators should know the denotative and connotative meaning of every country, in order to produce an acceptable translation. Newmark (1988:98) stated that “in considering social culture one has to distinguish between denotative and connotation problems of translation.” Connotative meaning in each country is different; a word may have a positive connotative meaning in one culture but not in another. That’s why the translator should pay attention and be careful in translating it. Furthermore, Larsaon (1984:131) explained that “connotative meaning is often culturally conditioned a word which has a positive connotation in one culture may actually have a negative connotation in another.”

It is the meaning closely linked to the values of society and culture of the language. The phrase, sentence or utterances of the language is specific and unchangeable for its function. The formulas are set to maintain verbal social contacts. Since the equivalence is often found in target language or in translatable, in your translation you should make textual adjustment for those.

4. Concept of Indonesian Language

Indonesian is the official language of Indonesia and a remarkable language in several ways. To begin with, only a tiny fraction of the inhabitants of Indonesia speak it as a mother tongue; for most people it is a second language. In a certain sense it is very modern: officially it came into being in 1945, and it is a dynamic language that is constantly absorbing new loanwords. Learning Indonesian can be a rewarding experience for a foreigner, as phonology and grammar are relatively simple. The rudiments that are necessary for basic everyday communication can be picked up in a few weeks. The Indonesian name for the language is Bahasa Indonesia (literally language of Indonesia), and this name is also sometimes used in English (Anonymous, 2002).

a. History

Indonesian is based on Malay, an Austronesia (or Malayo Polynesian) language which had been used as a lingua franca in the Indonesian archipelago for centuries, and was elevated to the status of official language with the Indonesian declaration of independence in 1945. It is essentially the same language as Bahasa Malaysia, the official language of Malaysia. It is spoken as a mother tongue only by 7% of the population of Indonesia and 45% of the population of Malaysia, but all together almost 200 million people speak it as a second language with varying degrees of proficiency; it is an essential means of communication in a region with more than 300 native languages, used for business and administrative purposes, at all levels of education and in all mass media (Anonymous, 2002).

The Dutch colonization left an imprint on the language that can be seen in words such as polisi (police), kualitas (quality), telepon (telephone), bis (bus), kopi (coffee), rokok (cigarette) or universitas (university). There are also some words derived from Portuguese (sabun, soap; jendela, window), Chinese (pisau, knife or dagger; loteng, [upper] floor), Hindi (meja, table; kaca, mirror) and from Arabic (khusus, special; maaf, sorry; selamat; a greeting). Please see also below for an extended list of foreign loan words in Indonesian (Anonymous, 2002).

b. Classification

Indonesian is part of the Western Malayo-Polynesian subgroup of the Malayo-Polynesian branch of the Austronesia languages. According to the Ethnologic, Indonesia is modeled after the Riau Malay spoken in northeast Sumatra (Anonymous, 2002).

c. Geographic Distribution

Indonesian is spoken throughout Indonesia, although it is used most extensively in urban areas, and less so in the rural parts of Indonesia. Official status Indonesian is an official language of Indonesia (Anonymous, 2002).

d. Sounds

There are six pure vowel sounds: a (similar to the sound in bus), e (as in get), i (shorter than in eat), o (shorter than in dawn), u (as in put), and a neutral vowel like the second vowel of water which is also spelled e; and three diphthongs (ai, au, oi). The consonant phonemes are rendered by the letters p, b, t, d, k, g, c (pronounced like the ch in cheese), j, h, ng (which also occurs initially), ny (as in canyon), m, n, s (unvoiced, as in sun or cats), w, l, r (trilled or flapped) and y. There are five more consonants that only appear in loanwords: f, v, sy (pronounced sh), z and kh (as in loch), (Anonymous, 2002).

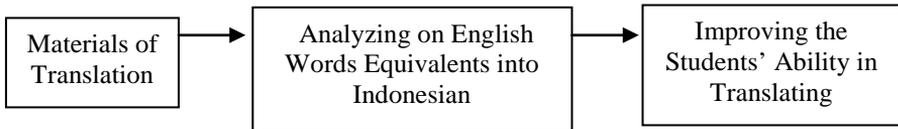
e. Grammar

Compared with European languages, Indonesian has a strikingly small use of grammatically gendered words; the same word is used for he and she or for his and her. Most of the words that refer to people (family terms, professions, etc.) have a form that does not distinguish between the sexes; for example, adik can both refer to a (younger) brother or sister; no distinction is made between girlfriend and boyfriend. In order to specify gender, an adjective has to be added: adik laki-laki corresponds to brother but really means male sibling. There is no word like the English man that can refer both to a male person and to a human being in general.

## Conceptual Framework

The Conceptual Framework in this research is show in the following diagram:

Figure Conceptual Framework



Based on the Figure of Conceptual Framework, before the researcher gives the treatments, the researcher will give the students Materials of Translation to applying of Analyzing on English Words Equivalents into Indonesian. In the learning process, the researcher will give the text after material to know the improvement of the students' ability in translating.

Improving the students' ability in translating through Analyzing on English Words Equivalents into Indonesian terms of to find out Lexical Meaning, Grammatical Meaning, Textual Meaning, Situational Meaning, and Socio-Culture Meaning in the texts.

## Research Design

This research used Classroom Action Research (CAR). Classroom action research is conducted by researcher in the classroom, with the aim to improve the performance of teaching that learning outcomes increase (Kusumah:66). The method emphasized the study of this class action a review a truly natural class of situations so as to improve and enhanced the quality of teaching and learning.

## Data Sources

In this classroom action research, data sources get from:

1. Students

Students gave data about their participation, response and to know translating through analyzing on English Words equivalents into Indonesian.

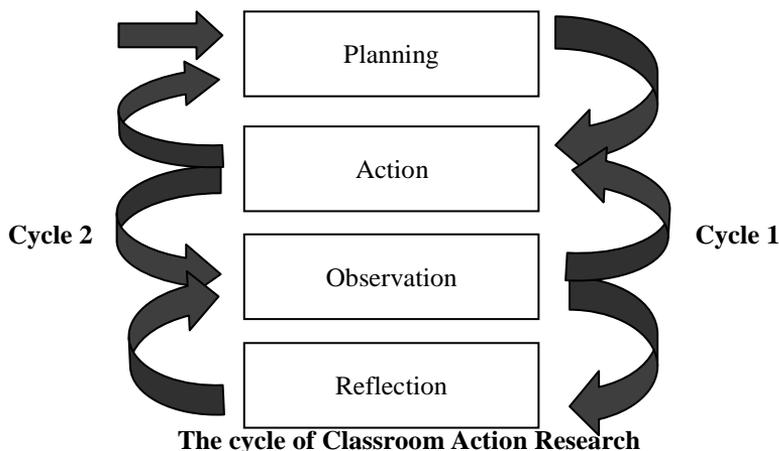
2. Teacher

Teacher was as the monitor of the implementation of students' comprehension, participation, response and proficiency in translating texts.

## Research Procedure

In this Classroom Action Research (CAR), the observer used the CAR principle to collect the data. The research was divided into two cycles with each cycles consists of four phases.

The cycles were described through the scheme of action research phases as follows:



**The cycle of Classroom Action Research**

Cycle I consisted of Planning, Action, Observation, Reflection as follows:

1. Planning

The first step in cycle I is planning. Planning refer to how the researcher determines the step of the action and manage instrument that are used for collecting data. When data process learning the research prepared setting up Learning Implementation Plan ( RPP), preparing the observation sheet, develop job sheets for students and improve translating test through analyzing english word equivalent into indonesian.

2. Action

- a. The researcher social able the way of the research that was conduct to the students.
- b. The researcher introduced and to explained about translating of analyzing English Words equivalents into Indonesian.
- c. The students answered the text of translating according to material that the researcher give to includes the following steps;
  1. The students read the texts for 5 to 10 minutes.
  2. The students identified the difficulties words in the text.
  3. The students translated the text on analyzing English Words equivalents into Indonesian.

3. Observation

- a. The researcher identified and to made note of the activity. Researcher observed the students' response, participation and everything which is found during the teaching and learning process based on observation sheet that had been arrange.
- b. The researcher evaluated to know the students' improvement use result indicator.
- c. The researcher gave the students' chance for giving suggestion to complete the action research.

#### 4. Reflection

After collecting the data, the researcher evaluated the teaching-learning process. Then, the researcher reflected herself by seeing the result of the observation, whether the teaching learning process in translating of analyzing English Words equivalents into Indonesian was good to imply in teaching learning process or not. If the first plan was unsuccessful, the researcher has would make the next plan (re-planning) to get a good result.

### Cycle II

#### 1. Planning

- a. The observer made lesson plan after have getting the problems in the class by applying of translating through analyzing on English Words equivalents into Indonesian.
- b. The observer made the observation sheet for observe the condition of learning process
- c. The observer arranged the test to know the improvement of the result study after they study to translating the text through analyzing on English Words equivalents into Indonesian.

#### 2. Action

In this phase, action was done to improve the result base on the cycle reflection I. The procedures were same with the first cycle that was done to improve the students' translating ability.

#### 3. Observation

- a. The researcher observed the students' response, participation and everything which was found during the teaching and learning process based on observation sheet that had been arrange.
- b. The researcher observed the students' improvement in translating ability.
- c. The researcher evaluated to know the students' improvement.

#### 4. Reflection

After collecting the data, the researcher evaluated the teaching-learning process. Then, the researcher did reflection by seeing the result of the observation, whether the teaching learning process in translating of analyzing English Words equivalents into Indonesian reaches successes criteria based on the test result of second action. From the result of the research, the researcher could draw conclusion that analyzing on English Word Equivalents into Indonesian could improve the students' ability in translating.

## **Research Instruments**

There are two instruments are used:

1. Checklist Observation Sheet  
Observation sheet aimed to find out the students' data about their presence and activeness in teaching learning process.
2. Reading test  
Reading test aimed to find out the students' ability in translating test by using Analyzing on English Words Equivalents into Indonesian.

## **Data Collection Procedure**

The techniques of data collection used in this research are as follows:

1. Checklist observation, it aimed to find out the students' participation during the teaching and learning process.
2. Test, it aimed to find out students' improving translating ability by using analyzing on English Words equivalents into Indonesian

## **Discussion**

Based on the findings of the study, it was shown that the appropriate procedure of analyzing word equivalent gives beneficial contribution in improving the students' proficiency in translating during the teaching learning process. Analyzing English word equivalent into Indonesian method that used in analyzed equivalent word implemented in this study consists of five steps but the five step get the some added based on reflexion such as, the students' get phase of understanding in order all of the stages in the teaching learning process could be smoothly followed by the students, the students' get guidance in every stage in order the students really understand the material taught by the teacher, the students need motivation and attention in order they were not afraid in give question and give a respond to the teacher during answer-question session. The last, the students' get the chance or time to students' asked his guidance in every stage in order the students really understand the material taught by the teacher.

The most cause of the problems because the technique used by the researcher was not clear for the students. The researcher reflected herself based on the students' suggestion and combined with the data observation during teaching learning process. And the researcher give them models before test consists of five steps but the five step get the some added based on reflexion in cycle I.

Based on the result of data analysis that it was clearly be seen that the application of analyzing English word equivalent into Indonesian technique could improve the students' ability in translating. The finding showed that the some of problem during the observation result decreased in the first cycle. Some of the problem in cycle 1 such as, the students' understanding in learning process could be smoothly, the students'

attention, and the students' motivation. And based on the problems' in cycle I no more occurred, so the research made accoured in cycle II.

The analyzing equivalent word tehniqe a very important role in teaching and learning process where this tehniqe improved the students ability in translating with mean score were 73.78 individually and 100 % classically successes in cycle II. The following table shows the students' grand mean score in each cycle.

#### **the summary of the students' improvement in speaking skill**

| <b>Cycle</b> | <b>Evaluation</b>     | <b>Mean score</b> | <b>Presentage</b> |
|--------------|-----------------------|-------------------|-------------------|
| Cycle I      | The first evaluation  | 61,84             | 53,56%            |
| CycleII      | The second evaluation | 73,78             | 100%              |

The analyzing equivalent word tehniqe is one of alternative tehniqe in teaching and learning process. This tehniqe made the students' active and made the students' improved their achievement.

#### **Conclusion**

Based on discussion the research findings, the application of the using analyzing on English Words equivalents into Indonesian, the writer forwards the following conclusions:

The application of the analyzing on English Words equivalents into Indonesian is able to increase the students' translating text ability where the students' progress cycle II is greater than that cycle I, where in cycle I the analyzing english word equivalent is not succed it can be see by the score 61,20%, added for the cycle II where the score 73,78%. It's mean the students' can improved in translating ability, and the application of the analyzing on English Words equivalents into Indonesian could significantly increase of the students' translating text ability,

The analyzing on English words equivalents into Indonesian could increase the students participation and activeness in learning activity and the students' participation and interaction as well as the learning atmosphere.

The result of the significant difference between the students' evaluation in cycle I and cycle II can conclude that this method is an effective way in increasing the students' ability translating text.

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TL;DR Should word-for-word translation be avoided at all costs in the foreign language classroom? 41 comments. share. I completely feel like not translating into English has helped me. When I think of how to say something in Spanish, I don't really have to think that much about it in English first unless it's something more advanced or something I'm not used to saying. More so, when reading I kind of automatically understand what the text reads without translating into English. It's kind of hard to explain, but I just don't need to think about it because I associate the words with an image instead of a word immediately. Personally, I love translating things and am really interested in translation studies, so I may have a different view on the matter than others. The English active voice is translated into the Indonesian passive voice. To support Baker's concept of grammatical equivalence, Nida (1964) as quoted in Central Institute of Indonesian Language (2006) categories types of equivalences: (1) a grammatical equivalence, which is classified as the equivalence at the level of form and its focus is on the form of the source text. In the context of English-Indonesian translation, lexical equivalence occurs when the source language lexis of a text is replaced by equivalent target language lexis, but without the replacement of grammar (Catford, 1965). The emphasis is dual linkage concerning with the form and content of the source and target language as described in this example A good example of an English word with no equivalents in other languages is Bluetooth. Therefore, when other languages are forced to deal with the existence of Bluetooth, they usually borrow the English term, respelling it if necessary in their own alphabets or scripts: \* Arabic: Ø"Ù'Ù,,ÙÙ`Ø³ÙÙ`Ø«â€Ž (blu-tuth). Words that reflect the individualistic nature of Anglophone cultures canâ€™t be easily translated into collectivist cultures which lack similar concepts. Examples: Privacy.