

Analysis of Student Translation Results (Indonesian - German) in Auszug Thesis 2019

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ABSTRACT

The German Language and Literature Department of Unesa requires writing a summary of the thesis in Indonesian (Abstract) and German (Auszug) to students. However, in reality, there are still many problems in the preparation of "Auszug". Readability is still a problem that is often encountered in this "Auszug". The problem of readability is due to the student's ability to translate from Indonesian to German still low. The weakness does not lie in the ability of the German language because students already have good German language competency. In general, translation problems occur in the linguistics. The study showed the mistakes in translating from abstract to "Auszug" often occur in the syntactic and semantic realms. Linguistic problems in this translation can be categorized in error phrases, clauses, and sentences. Moreover, clarity of the relationship between syntactic components must be good and right in translation since it has implications for meanings and the sense. Syntactical equivalence must be established between the text of the source language and the target language as a result of translation. The translational matching sub-method is used for this study because the determination is in the equivalent of another language.

Keywords: *Equivalence, Syntax, Communicative, Semantics*

1. INTRODUCTION

The thesis is one of the main requirements for graduation of Unesa's German Language and Literature Department students. One of the sections in this thesis is a research summary which is arranged in two language versions, namely (1) abstract in Indonesian and (2) "Auszug" in German. Thesis summaries in Indonesian or abstract versions may not cause problems for students because Indonesian is their everyday language, but this is not the case with summaries in German which are referred to as "Auszug". The problem that often occurs in the writing of "Auszug" is that students often directly transfer abstracts to "Auszug", and sometimes they even use the translation results directly from the machine translator (google translate) without the correction and integration process in Indonesian. These problems eventually led to mistakes and errors in the "Auszug" they write. "Auszug" in this thesis is not understandable since it does not reflect the content, and the readability is very low. Mistakes and errors in translating from abstract to "Auszug" occur not only in the syntactic realm but also in the semantic domain. Linguistic problems in translation can be categorized into errors in phrases, clauses, and sentences. Moreover, the clarity of

the relationship between syntactic components must be good and correct in translation since this has implications for meaning and meaning. Syntax equivalence must be made between the text of the source language and the target language as a result of translation [1], whereas semantic errors occur in the meaning and meaning of sentences as suggested by Gomes as follows:

Eine gelungene Übersetzung soll nicht nur formale Eigenschaften des Originaltextes zuverlässig wiedergeben, sondern sie ist auch in Sinn und Bedeutung leicht zu erfassen und zugleich lebendig zu klingen, als wäre sie in unserer eigenen Sprache auszudrücken. Es ist dabei zu beachten, dass die Übersetzung mit diesen Elementen bei ihren Lesern möglichst die gleiche Wirkung auslösen soll, wie sie das Original bei damaligen Lesern hervorrief [2].

Meaning is very significant in translation since they will affect the communication process. Mistakes in transferring meaning results in readers' reactions when reading the translated work. Different reactions will appear when people read a work in the original language and a translation work. The problem of drafting the "Auszug" are continuously as long as the thesis drafting policy for German Language and Literature Department

students. Therefore, to find out the problems that occur in the “Auszug” thesis, a study entitled “Analysis of Student Translation Results (Indonesian - German) in Auszug Thesis Year 2019” was conducted.

2. METHOD

This study uses descriptive qualitative research methods with translational equivalent sub-methods. This translational equivalent sub-method is used because the determinant is the German equivalent with several linguistic aspects [3]. The data in this study were taken from “Auszug” which had been completed by students in 2019, which is quantitatively the same between the German Language Education Undergraduate Study Program and the German Language and Literature Undergraduate Study Program of the German Language and Literature Department from the 2019 thesis data source.

There are several procedures and research steps, including data collection and data analysis. The data is taken from the thesis “Auszug” in 2019. The data is then processed through three steps, namely (1) determining the data, that is thesis “Auszug” submission from the year 2019, (2) selecting the data in the form of a translation error from Indonesian to German, (3) classifying the translation errors according to syntax and semantics. Related to data analysis, the translational matching sub-method is used since the determination is in the equivalent of another language. The step of data analysis are sorting out the determinants, comparing the relationship to equalize the main idea, and analyzing results.

3. RESULTS AND DISCUSSION

“Übersetzung” or translation in the curriculum of the German Language and Literature undergraduate study program is one of the compulsory elective courses for the concentration of translation competence. These courses have been taken by students before they program their thesis. However, at the time of writing the thesis, many problems were encountered, especially during the preparation of “Auszug”. Actually, in this course, students have also completed all German language skills courses so that there should be no obstacles when doing translation assignments. In other words, before taking the course of translation, they can already speak German. The problem in the preparation of this “Auszug” probably originated from the failure of students to take translation courses. Another possibility is that students’ competence of the German language is

still not sufficient, even though the translation course material still intersects with German language skills. Language skills are meant primarily for strengthening and development in terms of enrichment of lexical, grammatical, and cultural aspects. Other competencies that are trained in this subject are general knowledge, logical thinking, and accuracy of communication.

For this reason, the students of German language department already have sufficient provisions to write “Auszug” in their thesis. In fact, the students with excellent German language skills, it is not uncommon to face problems in translation. The problem that often arises in translation is mainly the mastery of language, both source and target languages. In addition, mastery of the field of science for translated texts is also important since there may be differences in the meaning of vocabulary with everyday language, for example, the word *der Stuhl* will mean “chair” in everyday language and “fes” in the language of medicine. Another problem are in terms of finding information, mastery of translation theories and methods, and translation competence itself. The solution to these problems is part of the competence that a professional translator must have.

Regarding the professional competence, translator Nord [4] also has the same opinion that the professional translator must have language skills, technical skills, research skills, theoretical and methodological knowledge, and translation skills 10. This particular thing for a translator still needs to have general translation competence. The translator's general competence is in the form of (1) sensibility towards the meaning of cultural ties, (2) a good understanding of intercultural behavior both linguistically and non-linguistically from the original language and the destination language, and functional discourse analysis methods in language use, (3) ability to detect translation problems and find solutions through the implementation of appropriate strategies, and (4) ability to apply cultural knowledge specific to various types of texts and cultural symbols to produce translated texts (ibid). Based on this opinion, it turns out that having linguistic competence is not enough to be able to produce good and quality translation works. Other problems that translators are likely to face could come from outside linguistics such as culture and logic. The reality experienced by this translator shows that besides good language competence, other things are also needed.

Other matters in question may come from the field of translation material because it is impossible for a

translator to master everything that is not in his field of knowledge. Translation materials for certain fields of study also require mastery of certain fields of knowledge. For example, the field of economics also requires mastery of competence in economics. Without having competence in the field of economics, the translator will have big problems in understanding and using economic terminology.

Strengthening German and Indonesian language competence is the most important part of translation competence. The focus on linguistic competence to translate text from German will certainly not immediately produce a good and precise translation text, but it still leaves some problems. This is due to differences between the languages, such as the equivalence and arrangement of words in sentences. This difference is closely related to the meaning that arises from information transferred from the source language to the destination language. Problems that arise in the translation process are things that must be resolved in order to compile "Auszug" properly. Questions related to these problems are closely related to the methods applied in the translation process. In the process of language translation is a very important convention. The translation is basically a process of changing form or transformation. Transformation in general can be defined as the process or result of changing the structure of language or other structures according to certain rules [5]. The transformation in terms of language causes grammatical and lexical shifts. Grammatical transformation refers to the change in the linguistic structure that appears between the source text (ST) and the target text (TT) [6]. Transformation in translation cannot be avoided due to differences in linguistic structures between SL and TL. Translation transformation occurs in all text translations from two languages which have different structures. The adjustment of the source language (SL) and target language (TL) linguistics must be made so that readers of the target text can understand well the intent and purpose of the source text. Furthermore, syntax that violates the TL rules will have an impact on the failure to understand the text. From a psycholinguistic perspective, when doing thinking activities in the translation process, what must be understood is the meaning of sentence expressions in the text from the source language. In this way, it is possible for re-expression or translation in the target language at least the contents will be understood by the reader.

3.1. Syntax in Translation

The complexity and development of the linguistic system are things that need attention in translation because the possibility of problems arising from different language systems, especially syntactically between the source language, in this case, Indonesian and German as the target language in the preparation of "Auszug". Problems as previously described are very likely to occur in the translation process, and more fatal errors in translating which change the meaning of the target language text. This cannot be underestimated since it will have a very serious impact on readers who get wrong information, let alone the "Auszug" thesis which uses German language for academics.

Syntax is a branch of linguistics that discusses the arrangement of words or groups of words and their relationships in sentences. Broadly speaking, it can be said that syntax is closely related to phrases, clauses, and sentences [7]. Words, phrases, and clauses are the building blocks of sentences. Sentences are part of paragraphs and text. In relation to syntax, the focus is on the grammatical relationship between words, phrases, and clauses in sentences. The first is the grammatical relationship of words in sentences. The word is the smallest unit in syntax that acts as a syntactic function filler, as a syntactic category marker, and as a coupler in unifying units or parts of syntactic units. Then, the phrase also has the same role as the word, it's just that this phrase is a combination of words which is certainly more than one word [8]. Phrases only occupy one function in the clause, namely the function of the subject (S), predicate (P), object (O), complement (Pel), and adverb (Ket). Next is a clause which is a construction of several word constructs. In contrast to words and phrases that do not contain predicative elements, clauses are compound words that have predicative elements [9]. A clause has the potential to become a sentence because the predicative element that distinguishes it from a sentence is the final intonation.

The syntax of Indonesian and German in terms of function can have differences. In this case, the functions of the subject (S), predicate (P), object (O), complement (Cpl), and adverb (Adv) in a sentence between German and Indonesian. The difference referred to is the type of object in terms of simple sentence composition with the SPO construction. There are 2 types of objects in German that are commonly used, namely the accusative object or direct object and the indirect object. The sentence composition with this object construction may differ between Indonesian and German. An example of

the following sentence *Diana gefällt mir* which in German consists of SPO_{dativ} or is called an indirect object. This sentence in Indonesian when translated is equivalent to “I like Diana” which has SPO_{akkusativ} composition or direct object. In sentences in German and Indonesian, it is found that there is a change in the syntactic function of the object "mir" which changes the function to the subject “I” [10].

3.1.1. Phrase Problems in Translation

Translation at the level of phrases from Indonesian to German in the “Auszug” student thesis of the German Language and Literature Department in 2019 found 37 problems. The following is an example of this problem.

Table 1. Example of phrase problems in translation

No.	Indonesian	German	Information
1	Media in mastering and understanding the material. (Media dalam penguasaan dan pemaham-an materi)	Medien <u>und</u> dem Verständnis des Materials, insbesondere.	Misuse of prepositions in Indonesian and conjunctions in German.
2	German listening skills through dollar media for high school class X semester 2. (Keterampilan Menyimak Bahasa Jerman melalui Media Dolar untuk SMA Kelas X semester 2).	das Hörfähigkeiten <u>von</u> Dolar Media für die Klasse X im zweiten Semester der SMA.	Misuse of prepositions “melalui” and “von”.
3	Qualitative research (Penelitian kualitatif).	Diese Forschung ist qualitativ	Mistaken translation of phrases turned into sentences.
4	Needs analysis (Analisis kebutuhan)	Analyse der Bedürfnisse	Error in case of grammar.
5	German listening learning in high school. (Pembelajaran	Hörfähigkeiten im Deustchlernen.	Misuse of the words “learning” and

menyimak bahasa Jerman SMA).		“Fähigkeit”.
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Most of the translation problems that occur at the phrase level in the phrases that use prepositions. The use of prepositions itself in learning German is often problematic for students with Indonesian language backgrounds. The phrase “Anto di tempat tidur” in German the expression becomes *Anto schläft im Bett*. The phrase “di tempat tidur” implies “just above the bed” and not “above the bed”. Meanwhile, the phrase *im (in dem) Bett* in German means “in the bed”. This problem occurs because of cultural differences between Indonesia and Germany due to differences in climate between tropical and subtropical. The culture of sleeping with a blanket has become a habit for Germans, so they say sleeping in the bed is not the case with Indonesians. Mistakes in the use of prepositions that affect translation often occur other prepositions such as *von, durch*, and also “in”.

3.1.2. Clause problems in translation

The clause in Indonesian and German has a slightly different meaning. In Indonesian, a clause is a combination of words consisting of a subject and predicate and has the potential to become a sentence. Therefore, it can be said that the clause still cannot be said to be a sentence. Another case with clauses in German which can be referred to as simple sentences. This difference causes problems in translation at the clause level in the “Auszug” student thesis of the German Language and Literature Department in 2019 found 25 problems. The following is an example of this problem.

Table 2. Example of clause problems in translation

No.	Indonesian	German	Information
1	There are problems with students when learning German at SMA Negeri 1 Taman. (Terdapat permasalahan pada peserta didik ketika pembelajaran bahasa Jerman di SMA Negeri 1	Es <u>gab</u> Probleme bei Lernende, wenn sie Deutsch in SMA Negeri 1 Taman <u>lernen</u> .	The problem that arises occurs in the use of the time form in German, namely “gab” and “lernen”

	Taman)		
2	<p><u>The learning outcomes obtained</u> by students on an average score of 3 and 4 in each aspect of speaking skills assessment.</p> <p>(Hasil belajar yang diperoleh peserta didik rata-rata mendapat skor 3 dan 4 dalam setiap aspek penilaian keterampilan berbicara).</p>	<p><u>Die Lernergebnisse</u>, die die Schüler im Durchschnitt in jedem Aspekt der Bewertung der Sprechfähigkeiten mit 3 und 4 Punkten <u>erzielen</u>.</p>	<p>The error that occurs lies in using the predicate “diperoleh” ≠ “erzielen”</p>
3	<p><u>The way of analyzing the data</u> in the form of sentences was carried out starting from the syntactic, semantic, and pragmatic aspects.</p> <p>(<u>Cara analisis data</u> yang berupa kalimat dilakukan mulai dari segi sintaksis, semantik dan pragmatik)</p>	<p><u>Die Daten werden</u> in Bezug auf Syntax, Semantik und Pragmatik <u>analysiert</u>.</p>	<p>The problem that arises is the difference in subjects that are different from SL and TL.</p>
4	<p>Based on the analysis process using 6 steps from the Mansoer Pateda analysis technique.</p> <p>(Berdasarkan proses analisis menggunakan 6 langkah dari teknik analisis</p>	<p>Basierend auf dem Analyseprozess <u>mit</u> den 6 Schritten der Analysetechnik Mansoer Pateda.</p>	<p>The problem with translation errors lies in changing the predicate to a preposition ⇒ “menggunakan” to</p>

	Mansoer Pateda)		“mit”
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Clauses in German which are also called simple sentences must be well understood by students with an Indonesian background since clauses that may not be complete can be said to be sentences become unacceptable in German. In the example of clause number 1 in the table, there is a problem that there is no subject in Indonesian that must be looked up for the equivalent in German. The word “there is” is paired with *gab ice* in German. The German idiomatic phrase *Es gibt* is directly compatible, but the problem is with the use of the tense. This form of time should be the thought of the translator between *Es gibt* or *Es gab*. Then, the second problem from the data number 2 showed “Learning outcomes obtained by students (Hasil belajar yang diperoleh peserta didik)” and *Die Lernergebnisse, die die Schüler erzielen* lies in the use of different predicates.

4. CONCLUSION

Based on the results of the analysis of the translation from Indonesian to German in the 2019 thesis “Auszug” students of the German Language and Literature Department, it turns out that there are still problems at the level of phrases, clauses, and semantics. The problems found in this study were 37 at the phrase level and 25 at the clause level. This error contributes to a semantic level that can affect meaning. Errors at the level of phrases and clauses occur due to student weaknesses in mastery of grammar. Meanwhile, errors at the semantic level occur as a result of errors at the phrase and clause level apart from the lack of student vocabulary.

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