THE APPLICATION OF THE PROCESS OF CHECKING AND DISCUSSING : A PROBLEM RESOLVING STRATEGY OF THE BEGINNER TRANSLATORS
(in Transbahasa)

THESIS

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**ENGLISH LETTERS AND LANGUAGE DEPARTMENT
THE FACULTY OF HUMANITIES AND CULTURE
THE STATE ISLAMIC UNIVERSITY OF MALANG
2006**

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Presented to
The State Islamic University of Malang
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Yang bertanda tangan dibawah ini saya menyatakan bahwa berdasarkan QS. An-Nur ayat 31 dan QS. Al-Ahzab ayat 59, maka saya :

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Malang, 20 Mei 2006

Hormat saya,

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LEGITIMATION

This is to certify that the Sarjana's thesis of *The Application of the Process of Checking and Discussing : A Problem Resolving Strategy of the Beginner Translators (in Transbahasa)* written Dwi Isnaini Kurniawati has been approved by the Board Examiners as the requirements for the degree of *Sarjana Humaniora* in English language and Letters Department, The Faculty of Humanities and Culture.

Malang,   28 May 2007

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FAKULTAS HUMANIORA DAN BUDAYA

UNIVERSITAS ISLAM NEGERI MALANG

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MOTTO

Be a fighter or a looser.

(Anonymous)

Selalu berikan yang terbaik kapanpun, dimanapun.

(Anonymous)

ABSTRACT

Kurniawati, D.I. 2006 *"The Application of the Process of Checking and Discussing: A Problem Resolving Strategy of the Beginner Translators (in Transbahasa)"*. Thesis, English Letters and Language Department, Humanities and Culture Faculty. The State Islamic University of Malang. Advisor; Drs. Langgeng Budianto MSi.

Key Words; Translation, Beginner Translator

When the people talk about language skills, normally refer to listening, speaking, reading and writing. Another important skill in language learning is translation. It is not only an instrument or a technique for learning foreign language or an instrument in transmitting culture only but it also a means of communication. The agent of translation called as a translator. When the translator translates a textbook or speech, usually they find a problem in translating.

The researcher concerns with the effectiveness the process of checking and discussing as the problem resolving strategy of the beginner translator. The effectiveness is analyzed by comparing the result of translating before and after applying the checking and discussing strategy.

The design of this research is the descriptive qualitative which is primarily directed to describe the effectiveness of process checking and discussing. Several sentences groups are taken as the research subjects who are involved in the comparison of the translation result before and after applying the checking and discussing to find out the effectiveness that process of checking and discussing as the strategy of problem resolving of the translating process can optimize the beginner translation result. The data collected from the member of PKLI translating result in Transbahasa Malang.

As the result, the researcher finds that there are some weaknesses or problems in translating result before the application of the checking and discussing strategy. In addition, the beginner translator can handle their weakness or problems after they apply the checking and discussing strategy.

Based on the discussion and conclusion, the researcher suggested that the students have to practice more to make their translation better in the further. In addition, it also suggested that the students have to enrich their vocabulary while more mastering the grammar of the source language.

CHAPTER I

INTRODUCTION

This chapter presents some points related to translation and translation studies.

1.1 Background of the Study

Sabrany Rahmadie (1988) stated that when we talk about language skills we normally refer to listening, speaking, reading and writing. However, there is another important skill in language learning that we seem to neglect, namely translation. The latest, the closest statement also argued by Mathieu Guidere (2004). He stated that translation formed part of linguistic studies. However, during the last few decades, it has been institutionally associated with "Language Sciences", which represent a vast and very dynamic field in which interdisciplinary plays a key role. On the other hand, Izak Morin (2005) stated that Translation and interpretation are communication skills that a person acquires through involvement in actual translation and interpretation work.

Moreover, translation is not only an instrument or a technique for learning foreign language, but it is also an instrument in transmitting culture. For example, in nineteenth century German culture was absorbing Shakespeare. In this century a centrifugal world literature has appeared, consisting of the work of a small

number of international writers which is translated into most national and many regional languages. Secondly, translation is also a means of communication. It means that translation is used for multilingual notices which have at last appeared increasingly conspicuously in public places; for instructions issued by exporting companies. For example for tourist publicity where it is too often produced from the native into the foreign language by natives as a matter of national pride, e.g. for official document such as treaties and contracts, for reports, paper, articles, correspondence, textbook to convey information, advice and recommendation for every branch of knowledge.

Andrew Chestermen (2005) stated that translations are not merely phenomena that are determined or caused or influenced by other phenomena; they are also phenomena that have effects, they themselves are the determining causes of other phenomena. Translations change things, and so translators themselves are also agents of change, not just of preservation. Translations affect readers in multiple ways, they affect target and also source cultures and they affect intercultural relations and perceptions.

Further, we can not avoid the reality that there are a lot of science from various cleft of the world which are written in varying languages. And the knowledge will not be submitted till entire of the world if there is not a transmitted. The transmitted itself not others but translation.

Finally, the researcher chooses this study is that because we aware that the translator always found a problem in translating, either in term of a textbook or speech. In this study, the researcher attends to present a topic in term of "The Application of the Process of Checking and Discussing: A Problem Resolving Strategy of the Beginner Translator". The researcher finds some difficulties when the beginner translators try to translate the English text into Indonesian. In addition, they resolve their problems in term of checking and discussing with the expert person in translating. So, the researcher thinks that it will be worthwhile to study this topic.

The same field of this research also conducted by Sugiyono (2005), he did researched in "Problems of Translating English Text By Beginner Translators Through Their Mistake In Translating The Source Language Text Into The Receptor Language Text"

1.2 Statement of the Problems

By considering the phenomena, the problem of this study is formulated as follows "How do the process of checking and discussing strategy optimize the translation results of the beginner translators?"

1.3 Objectives of the Study

Based on the research problems, this study purposed to know that the way of checking and discussing strategy optimize the translation results of the beginner translator.

1.4 Significance of the Study

Researcher hopes that the finding of this study, academically, is able to give contribution to the Students of English and Letter Department of Humanity and Culture Faculty of the State Islamic University of Malang, and for the further researchers. It will help the next researchers when they are going to conduct research in this area. Practically, this research is expected to give valuable contribution to the beginner translator to resolve their problem in translating. Moreover, it is also expected to give contribution to everyone who has a great attention to the translation area.

1.5 Scope and Limitation of the Study

In accordance with the title of this study, the researcher only focuses on the problems of translating of the beginner translator's deal with the way they resolved their problem.

The researcher chooses the member of PKLI in Transbahasa of Malang, in different ability in translating.

1.6 Definition of the Key Terms

1. Translation: translation is the transferring a text in the source language (SL) into an equivalent text in the target language (TL).

2. Translator: a person who translates writing or speech, especially as a job.

3. Beginner translator: People who just begin to translate writing or speech, especially as a job.

4. Checking: examine the result of translating in order to make sure that it is correct, safe, satisfactory or in a good condition.

5. Discussing: talk the results of the translating with the expert one in translation and also revise it if there any mistake in translating.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 Definition and Translation Methods

Some expertise stated the definition of translation. One and another usually have different idea or definition of translation. Other, here we also have eight kinds of translation methods according to Newman.

2.1.1 Definition of Translation

Generally, translation means transferring a text in the source language (SL) into an equivalent text in the target language (TL). Savory (1969) stated that translation is made possible by an equivalence of thought that lies behind its different verbal expressions.

According to Catford (1969), translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL). According to Savory, translation is made possible by an equivalence of thought that lies behind its different verbal expression. While Nida (1969) stated that translation consist in reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style.

The closest meaning of translation is also stated by Pinchuck (1977). He stated translation is a process of finding a target language (TL) equivalent for a source language

(SL) utterance. The other hand, Mc Guire (1980) stated that translation is the rendering of a source language (SL) text into the target language (TL) so as to measure that 1) the surface meaning of the two will be approximately similar and 2) the structures of the SL will be preserves as closely as possible but not so closely that the TL structures will be seriously distorted. While Newmark (1981) stated that 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.

According to some definitions of translation mentioned above, basically, we can stated translation as the process of transferring from the source language into the equivalent target language.

2.1.2 Translation Methods

There are eight kinds of translation methods according to Newman. Those are as follows;

2.1.2.1 Word-For-Word Translation

This is often demonstrated as interlinear translation, with the target language immediately below the source words. The source language word-order is preserved and the words translated singly by their most common meanings, out of context. Cultural words are translated literally. The main use of word-for-word translation is either to understand the mechanics of the source of language or to construe a difficult text as a pre-translation process.

2.1.2.2 Literal Translation

The source language grammatical constructions are converted to their nearest target language equivalents but the lexical words are again translated singly, out of context. As a pre-translation process, this indicates the problems to be solved.

2.1.2.3 Faithful Translation

A faithful translation attempts to reproduce the precise contextual meaning of the original within the constraints of the target language grammatical structures. It transfers cultural words and preserves the degree of grammatical and lexical abnormality (deviation from source language norms) in the translation. It attempts to be completely faithful to the intentions and the text-realization of the source language writer.

2.1.2.4 Semantic Translation

Semantic translation differs from faithful translation only in as far as it must take more account of the aesthetic value (that is, the beautiful and natural sound) of the source language text, compromising on meaning where appropriate so that no assonance, word-play or repetition jars in the finished version. Further, it may translate less important cultural equivalents. And it may make other small concessions to the first is uncompromising and dogmatic, while the second is more flexible, admits the creative exception to 100% fidelity and allows for the translator's intuitive empathy with the original.

2.1.2.5 Adaptation

This is freest form of translation. It used to mainly for plays (comedies) and poetry; the themes, characters, plots are usually preserved, the source language culture converted to the target language culture and the text rewritten by an established dramatist or poet has produced many poor adaptations, but other adaptations have rescued period plays.

2.1.2.6 Free Translation

Free translation reproduces the matter without the manner or the content without the form of the original. Usually it is a paraphrase much longer than the original, a so-called 'intralingual translation', often prolix and pretentious and not translation at all.

2.1.2.7 Idiomatic Translation

Idiomatic translation reproduces the message of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original.

2.1.2.8 Communicative Translation

Communicative translation attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.

2.2 Translation Process

The process of translation is not simply translating each word or phrase in the target language, buts it is looking for the equivalence of meaning or message in the source language to be transferred into the target language.

Thus steps in this process are as follows: 1) Understanding the meaning or message of the text in the source language. 2) Looking for an equivalent meaning or message in the target language. 3) Restructuring this equivalent meaning or message in the target language into accepted form of text in the target language.

According to Ronald H.Bathgate, the processes of translating are: 1). Tuning. Tuning means determine the type of the text and find out the core of the reading studied by the text.2) Analysis. Analyze means to analyze the type of the text, analyzing area of the subject and the style of reading text. 3.) Understanding. Understanding means read the text more than once, and also read per paragraph in order to really comprehend form and fill text. 4.) Terminology. Terminology means find out the keyword of the reading text. 5.) Restructuring. Restructuring means edit the language and the form in target language. 6.) Checking. Checking means check the style of the language and look for the appropriate diction. 7.) Discussion. Discussion is representing the process of triangulation, where the results of the translation expostulated with the expert one and also revise it if there any mistake in our translation.

2.3 Translation Procedures

Translation procedures are the technical devices used to transfer the meaning of a text in one language into a text in another language. They involve essentially adding

structural or lexical elements that are obligatory in the Source Language or Subtracting from them, eliminating elements that are obligatory in the Source Language but unnecessary in the Target Language or with no counterpart there and where disparity between the two media goes beyond language patterns, adapting the content of the message so that the target language text will come as close as possible to the intent of the Source Language text and create a similar impact.

Translation in the very broad sense of the term can be listed in terms of different levels of complexity (Pinchuck). The procedures can be in the form of

1. Translation/transcription

   This means rendering the sounds of a Source Language into a Target Language form.

2. Transliteration

   This is the process of rendering the letters of one alphabet into the letters of another with a different alphabetical system.

3. Borrowing

   Many types of borrowing are made fro one language to another. A procedure often used when the Target Language has no equivalent for the Source Language units is to adopt them without change but sometimes with spelling or pronunciation adjustments.

4. Literal

   This is one to one structural and conceptual correspondence. It can be including borrowings and word for word translation. This presupposes a kind of interlingua synonymy.

5.   Transposition

This is one of the most common procedures used in translation. It involves replacing a grammatical structure in the Source Language with one of a different type in the Target Language in order to achieve the same effect.

6.   Modulation

Modulation and transposition are the two main processes in translation. Modulation entails a change in lexical elements, a shift in the point of view. Transposition and modulation may take place at the same time.

7.   Adaptation

This procedure is used when the others do not suffice. It involves modifying the concept, or using a situation analogous to the Source Language situation though not identical to it.

The translation procedures can be listed as follows (Newman);

1.   Transference

Transference is the process of transferring a SL word to a TL text as a translation procedure. It includes transliteration which relates to the conversion of different alphabets.

In regional novel and essays (and advertisement), cultural words are often transferred to give local colour, to attract the reader, to give a sense of intimacy between the text and the reader-sometimes the sound or the evoked image appears attractive.

2.   Naturalization

This procedure succeeds transference and adapts the SL word first to the normal

pronunciation, then to the normal morphology (word-form) of the TL.

3.   Cultural Equivalent

This is an approximate translation where a SL culture word is translated by a TL

cultural word.

4.   Functional Equivalent

This common procedure, applied to cultural words, requires the use of a culture-free

word, sometimes with a new specific term.

This procedure, which is a cultural componential analysis, is the most accurate way of

translating i.e. deculturalising a cultural word.

5.   Descriptive Equivalent

Description sometimes has to be weighed against function. Thus for *machete,* the

description is a "Latin American broad, heavy instrument', the function is 'cutting or

aggression'; description and function are combined in 'knife'.

Description and function are essential elements in explanation and therefore in

translation.

6.   Synonymy

This procedure is used for a SL word where there is no clear one-to-one equivalent

and the word is not important in the text, in particular for adjectives or adverbs of

quality (which in principle are 'outside' the grammar and less important that other components of a sentence).

7. Trough-Translation

The literal translation of common collocations, names of organization, the components of compounds and perhaps phrases is known as loan translation (*calque*). Newman prefers the more transparent term 'through-translation'.

The most obvious examples are the names of international organizations.

8. Shifts or Transposition

A shift or transposition is a translation procedure involving a change in grammar from SL to TL. The first type is the change from singular to plural. Second type of shift is required when an SL grammatical structure does not exist in the TL. Here there are always options. Thus for the neutral adjective as subject, the gerund can be translated by verb-noun or a subordinate clause.

Incidentally, there are some example of transposition in Vinay and Darbelnet's version;

(1)   SL verb, TL noun

(2)   SL conjunction, TL indefinite adjective

(3)   SL clause, TL noun group

(4)   SL verb group, TL verb

(5)   SL noun group, TL noun

(6)   SL complex sentence, TL simple sentence (etc).

Transposition is the only translation procedure concerned with grammar and most translators make transposition intuitively.

9.   Modulation

Standard modulations are recorded in bilingual dictionaries. Free modulations are used b y translators when the TL rejects literal translation.

10.   Recognized Translation

We should normally use the official or the generally accepted translation of any institutional term. If appropriate, we can gloss it and is directly show our disagreement with this official version.

11.   Translation Label

This is a provisional translation, usually of a new institutional term, which should be made in inverted commas, which can later be discreetly withdrawn. It could be done through literal translation.

12.   Compensation

This is said to occur when loss of meaning, sound effect, metaphor or pragmatic effect in one part of a sentence is compensated in another part, or in a contiguous sentence.

13.   Componential Analysis

This is the splitting up of a lexical unit into its sense components, often one-to-two, three or four translation.

14.   Reduction and Expansion

These are rather imprecise translation procedures, which you practice intuitively in some cases, *ad hoc* in others. However, for each there is at least one shift which you may like to bear in mind, particularly in poorly written texts;

(1) SL adjective of substance plus general noun, TL noun;

15.   Paraphrase

This is an amplification or explanation of the meaning of a segment of the text. It is used in an 'anonymous' text when it is poorly written, or has important implications and omissions.

16.   Couplets

Couplets, triplets, quadruplets combine two, three or four of the above-mentioned procedures respectively for dealing with a single problem. They are particularly common for cultural words, if transference is combined with a functional or a cultural equivalent. You can describe them as two or more bites at one cherry.

Quadruplets are only used for metalingual words. If we translate the sentence: 'the nominal-*ing* clause', a participial clause, occurs in the subject position, a part from a more or less literal translation of nominal-*ing* clause, we might also: (a) transfer it, (b) explain, in an adjectival clause that the present participle is used as a kind of gerund in English, (c) produce a translation label, (d) give an example with TL literal and functional translation.

17.   Notes, Addition, Glosses

The additional information a translator (notes) may have to add is normally cultural (accounting for different between SL and TL culture), technical (relating to the topic) or linguistic (explaining wayward use of words) and is dependent on the requirement of his, as opposed to the original, readership. In expressive texts, such information can normally only be given outside the version, although brief 'concessions' for the minor cultural details can be made to the reader. In vocative texts, TL information tends to replace rather than supplement SL information.

Additional information in the translation may take various forms;

a). within the text

b). notes at the bottom of p[age

c). notes at end the chapter

d). notes or glossary at end of book

2.4 Problem of Translating

We begin the job by reading the original for two purposes. First, to understand what it is about. Second, to analyze it form a translator's point of view, which is not the same as a linguist's or a literary critic's. We have to determine its intention and the way it is written for the purpose of selecting a suitable translation method and identifying particular and recurrent problems (Newman).

Those problems in translating are such as follows;

1). Where these automatic procedures from language to language apparently without intersection of thought, are not adequate. Then, the struggle comes between words in the source language. It may be one word, it may be a collocation, a structure, a referential, cultural or ideolectal problem.

2). the problem is normally how to make sense of a difficult sentence. Usually we have trouble with grammar in a long complicated sentence, often weighed down by a series of word groups depending on verb-nouns. Other difficulties with grammar are usually due to the use of archaic, little used, ambiguously placed or faulty structures.

According to Abdul Mukhid, a Freelance translator of Transbahasa stated that the problem in translating are; jargon, diction, ambiguous sentence, literature work, dialect and proverb.

2.4 Translator and Interpreter

As mentioned above that translations are not merely phenomena that are determined or caused or influenced by other phenomena; they are also phenomena that have effects, they themselves are the determining causes of other phenomena. Translations change things, and so translators themselves are also agents of change, not just of preservation (Andrew Chestermen, 2005). Accordingly, a translator or interpreter always faces linguistic and non-linguistic challenges in performing a job if they come to it unprepared. However, once these barriers are successfully overcome, the translator or interpreter will play a critical role in, and give a significant contribution to the communication between the parties involved (Izak Morin, 2005).

Hence, both translators and interpreters have similar roles in (a) doing a mediation work between two parties, and (b) facilitating a successful meeting or dialog and/or a written agreement. However, they also play different roles such as the roles of editor and writer for the translator and that of speaker for the interpreter. A translator or an interpreter has particular strategies to ensure that those roles are properly performed (Izak Morin, 2005).

Translator is also a writer or an author. A translator has to reword, add, omit, and rearrange a particular document which is full of redundant words, ambiguous statements, incoherent paragraphs, and other linguistic and non-linguistic aspects. A translator plays a role as a writer when he starts reconstructing similar meaning from the source language using the appropriate lexicon, grammatical structure, figurative speech, style, cultural context, and other linguistic and non-linguistic elements of the target language and combining them in a good piece of writing. He always has a particular audience in mind when writing the message. A translator is also a writer because he presents a piece of meaningful writing that can be read by the intended audience. He devotes all the skills and the knowledge to produce a piece of writing that brings the message to the readers.

2.5 Previous Study

There are several researchers done at university level covering some aspects of translation. First is the research that was done by Haryanto (1999) that emphasized on the translation procedures for translating Indonesian culturally bound work and expressions into English (a case study on the translation of Mangun Wijaya's Burung-burung Manyar). The study was conducted to answer the research question whether a) the target

language text (TL) is adequate in terms of meaning and message, b) the TL is adequate in terms of style and c) the readers of the source of language text (SL) and (TL) get the same impressions. Based on the research question, the analysis was focused on the equivalence of the SL and TL in terms of three aspects. That is meaning or message, style and the reader's expression. The result of the translation unit (TU) can be translated with the equivalent meaning and message. In terms of meaning the TL is adequate. Further, the TU is red in equivalent style with equivalent message.

Besides the main conclusion above, some other discussion were drawn. The translation was move as less of dynamic equivalence approach, which emphasizes the effect of the text, creates on the pert of the readers. The difference in the TL style is mainly caused by the translator seems to prioritize the equivalence of message meaning and style respectively. The difference in TL style is mainly caused by the translator's effort to make the TL natural in English as the SL, translation unit (TU) is written in lengthy sentences. Few of them are caused by the translating of cultural word of foreignism (Javanese word) into neutral or colloquial English words. This step is taken, as there is no equivalent word for the SL foreignisms or cultural words in the TL.

Second researcher is Sukono (2000). He did the research on the translation errors (a case study on Translanguage Society Malang). He researched on the errors in translating a text whether from Indonesian into English or the reverse that was made by the Indonesian translators compared to the English native speaker. He identified the translation error in grammatical and lexical errors made by the Indonesian translators at Translanguage Society Malang compared to the native speaker's. He concluded that the main problem in translating a text from English into Indonesian in Translanguage Society

Malang is that 40% of total errors in grammatical and about 20% in lexical errors that were made already compared by native speaker as their editors agency. Therefore, the translation work is good based on his question that he made toward some readers who read some of their final works during January 2000.

Third researcher is Wahyuning Tyas (2003). Her research was aimed at identifying and analyzing the appropriateness translation used by the translators in the translating Islamic terms found in "Ali Unal's Resurrection and the Afterlife" into "Makna Hidup Sesudah Mati, Kebangkitan dan Penghisaban".

Later researcher is Sugiyono (2005). He did reseach on "Problems of Translating English Text by beginner translators in the Hermesgroups Malang". The purpose of the research is to known the problems of the beginner translators through their mistake in translating the source language text into the receptor language text.

Hence, this research was aimed at analyzing the problems of the beginner translators and also to know the effectiveness of the checking and discussing strategy as the problem resolving of the beginner translators in Transbahasa Malang.

CHAPTER III

RESEARCH METHOD

This chapter presents the description and discussion of the research method. The description included design, the ethic of collecting data and data analysis.

3.1 Research Design

The design of this research is a descriptive qualitative because this research analyze about the phenomenon on the human life and has a purpose to describe the phenomenon based on the fact when the research conducted (Suharsini). The description is established from the data of the beginner translator's ability during the process of checking and discussing.

3.2 The Subject of the Research

The subjects of this research are the students who toke PKLI in Transbahasa of Malang (January up to March 2005) and who had taken tranlation as the optimal subject in english department of the state islamic university of malang. Nevertheless, it is impossible to get the data from 19 students because of every students has difeerent schedule in the checking and discussing session. That is why the researcher only obtained the data from 10 students of them. They have different knowledge and ability in translation.

3.3 Technique of Data Collection

In collecting the data, the first step is choosing the object of the research. They are the member of PKLI in Transbahasa of Malang. Nevertheless, it is impossible to get the data from 19 students. That is why, the researcher only obtained the data from 9 students of the member of PKLI. They have different knowledge and ability in translation but they still considered as beginner translator.

The second step is visiting the checking and discussing session either in the group of the beginner translator or in Transbahasa of Malang. On this step, the researcher joins in the checking and discussion during the observation to get the data. The data covers two activities; checking the result of translation with the students who they consider as the expertise in their group and with the tutor in Transbahasa of Malang and asking the suggestion for the translation problem.

The third step is recording the process of checking and discussing. I record the process of the discussing and checking during the observation by writing down it in order to get the data. The fourth step is observing the problem of translation the beginner translator had and making necessary notes. The fifth step is asking them to fill up the data form. This data form addressed to know their background. The data collected for about one month. It is started on January 25th, up to March 5th, 2005.

3.4 Technique of Data Analysis

The first step in analyzing the data is organizing the data. The researcher reducing the data by identifying the translation mistakes of the beginner translators.

The second is summerizing the data. The data devided into two categories: the translation result before and after appliying checking and discussing strategy.

The third step is interpreting. The researcher found that there are several differences of the translations results after the beginner translators applying checking and discussing strategy. The researcher interpreted that the checking and discussing is an effective strategy as the problem resolving of the beginner translators.

The last step is presenting the beginner translation result by organizing the information which comes from the interpretation obtained from the data.

3.5 Triangulation

Triangulation can be consists of data triangulation, investigator triangulation, theoritichal triangulation and methodological triangulation (Rahardjo M, 2002).

This research is using investigator triangulation to get the reliability of the data, where the researcher rechecks the result of this research with the another who toke the same data..

CHAPTER IV

FINDING AND DISCUSSION

This section presents the results of the analysis and discussion. According to the results of the research;

4.1 Finding

Data1.

Doris grabber (1988) has done research that indicates that people use schemas to process news stories from newspapers or news broadcasts. She found that people processing news stories choose from a number of strategies, including straight matching of a new story to a schema (interpreting a political candidates as an other Nixon"), processing through inferences (deducing that a cease-fire in Lebanon would not work well because cease-fires had not worked well in Northern Ireland), and multiple integration of a story with several schemas or schema dimensions (a story on school busing can be related to schemas about political participation, the disruption of public education, or the achieving of a multicultural society). Grabber found that in processing news stories, people tend to store the conclusions drawn from the evidence, rather than the evidence itself. She argued that processing news trough schemas is an effective means of dealing with information overload.

Translated into;

Kegaduhan bunyi bertambah secara tidak pasti, antara asa yang berlawanan dan secara tehnik. Didalam sebuah teori pengertian informasi, bunyi bertambah informasi. Menurut Weaver (1949, p.109), informasi digunakan didalam teori informasi mendapatkan baik dan buruknya konotasi. Bunyi adalah informasi palsu. Untuk pengirim atau sumber, sebuah gelar tinggi yang tidak pasti atau kebebasan memilih (entropy) adalah yang diperlukan, tetapi dari titik tujuan/maksud pandangan, secara tidak pasti karena kesalahan atau kegaduhan yang tidak diperlukan. Untuk mendapatkan kegunaan informasi, tujuan harus mengurangi kepalsuan informasi (bunyi) dari penerima pesan.

The further translation after applying checking and discussing strategy are as follow;

gangguan bunyi bertambah secara tidak pasti, antara asa yang berlawanan dan secara tehnik. Didalam sebuah teori pengertian informasi, bunyi bertambah informasi. Menurut Weaver (1949, p.109), informasi digunakan didalam teori informasi mendapatkan baik dan buruknya konotasi. Bunyi adalah informasi palsu. Untuk pengirim atau sumber, sebuah skala yang tinggi pada ketidakpastian atau kebebasan memilih (entropy) sangat diperlukan, tetapi dari sudut pandang ketidakpastian karena kesalahan atau gangguan tidak diperlukan. Untuk mendapatkan kegunaan informasi, tujuannya harus mengurangi informasi (bunyi) yang pasti dari pesan yang diterima.

The analysis;

1. *"Doris grabber (1988) has done research that indicates that people use schemas to process news stories from newspapers or news broadcasts"* translated into *"Doris Grabber melakukan penelitian yang mengidentifikasikan bahwa orang-orang menggunakan skema untuk memproses artikel berita dari Koran-koran atau berita radio".*

    The translation, "indicates" into "mengidentifikasi" is fine, but it is not appropriate depend on the context. And the translation "newspaper" into "Koran-koran" is also not appropriate because Indonesian has more appropriate adequate word. So that, it had better if the word "indicates" translated into "menandakan" because it is appropriate depend on the context. And the word "newspaper" translated into "surat kabar" because it is appropriate in Indonesian language.

    The further translation are as follows;

"Doris grabber (1988) has done research that indicates that people use schemas to process news stories from newspapers or news broadcasts" translated into *"Doris Grabber melakukan penelitian yang menandakan bahwa orang-orang menggunakan skema untuk memproses artikel berita dari surat kabar atau berita radio".*

The translation, "indicates" into "menandakan" is appropriate depend on the context. And the translation "newspaper" into "surat kabar" is also appropriate in Indonesian language

2. *"She found that people processing news stories choose from a number of strategies, including straight matching of a news story to a schema"* translated into *"Dia menemukan bahwa orang-orang memproses artikel berita memilih dari sejumlah strategi, termasuk menghubungkan garis sebuah cerita berita ke sebuah skema".*

The translation "straight matching" into "menghubungkan' and "news story" into "cerita berita" are fine, but both of them sound clumsy and it is not an adequate word in the target language. The translator has to find the appropriate diction in the target language. It had better if the word "straight matching" translated into "mencocokkan" and the word "news story" into "artikel berita".

The further translation are as follows;

Dia menemukan bahwa orang-orang memproses artikel berita memilih dari sejumlah strategi, termasuk mencocokkan garis sebuah artikel berita ke sebuah skema

The translation "straight matching" into "mencocokkan" and "new story" is better and do not sound clumsy anymore.

3. *"(interpreting a political candidates as an other Nixon"), processing through inferences (deducing that a cease-fire in Lebanon would not work well because cease-fires had not worked well in Northern Ireland), and multiple integration of a story with several schemas or schema dimensions (a story on school busing can be related to schemas about political participation, the disruption of public education, or the achieving of a multicultural society)."* translated into *"(penafsiran seorang kandidat politik sebagai Nixon lain), proses melalui inferen (menganggap bahwa gencatan senjata di Libanon tidak akan bekerja dengan baik karena gencatan senjata di Irlandia Utara tidak bekerja dengan baik) dan mengalikan intregrasi sebuah cerita dengan beberapa skema atau dimensi-dimensi skema (sebuah cerita bis sekolah dapat dihubungkan dengan skema tentang partisipasi politik, gangguan pendidikan umum atau kemampuan sebuah masyarakat yang multikultur)".*

The translation version is not good because the translators do not use the appropriate procedure. The translator just translated what the text wrote. It made the result of the translation was confusing because there was no clear information for the reader about what the text meant.

For translating the text such as mention above, the translation had better for using addition procedure of translating.

The further translation are as follow;

"(interpreting a political candidates as an other Nixon"), processing through inferences (deducing that a cease-fire in Lebanon would not work well because cease-fires had not worked well in Northern Ireland), and multiple integration of a story with several schemas or schema dimensions (a story on school busing can be related to schemas about political participation, the disruption of public education, or the achieving of a multicultural society)." Translated into *"(contoh; penafsiran seorang kandidat polotik sebagai Nixon lain), proses melalui inferen (contoh; menganggap bahwa gencatan senjata di Libanon tidak akan bekerja dengan baik karena gencatan senjata di Irlandia Utara tidak bekerja dengan baik) dan mengalikan intregrasi sebuah cerita dengan beberapa skema atau dimensi-dimensi skema (contoh; sebuah cerita bis sekolah dapat dihubungkan dengan skema tentang partisipasi politik, gangguan pendidikan umum atau kemampuan sebuah masyarakat yang multikultur)".*

The translation version is considered appropriate because the addition procedure that the translator applied is appropriate. And secondly, the reader can understand the information clearly.

4. *"She argued that processing news trough schemas is an effective means of dealing with information overload".* Translated into *"Dia berargumen bahwa proses berita melalui skema-skema merupakan alat efektif yang berhadapan dengan muatan lebih informasi".*

The translation of "dealing with information overload" into "yang berhadapan dengan muatan lebih informasi" is not appropriate. The translator less be aware whether it is adjective or adverbial clause.

If the translator find the problem such as difficult to differ whether it is adjective or adverbial clause, the translation have to read the paragraph of the text carefully to find the main clause.

The further translation are as follow;

"She argued that processing news trough schemas is an effective means of dealing with information overload". Translated into *"Dia berargumen bahwa proses berita melalui skema-skema merupakan alat efektif penghubung muatan informasi".*

The translation version is considered appropriate because the translator be aware that it is an adverbial clause.

Data.2.

Noise increases uncertainty and, both paradoxically, in an information theory sense, noise increase information. According to Weaver (1949, p.109), information as used in information theory can have good or bad connotations. Noise is spurious information. For the sender or source, a high degree of uncertainty or freedom of choice (entropy) is desirable, but from the destination's point of view, uncertainty because of errors or noise is undesirable. To get useful information, the destination must subtract the spurious information (noise) from the received message.

Translated into;

kegaduhan bunyi bertambah secara tidak pasti, antara asa yang berlawanan dan secara tehnik. Didalam sebuah teori pengertian informasi, bunyi bertambah informasi. Menurut Weaver (1949, p.109), informasi digunakan didalam teori informasi mendapatkan baik dan buruknya konotasi. Bunyi adalah informasi palsu. Untuk pengirim atau sumber, sebuah skala yang tinggi pada ketidakpastian atau kebebasan memilih (entropy) sangat diperlukan, tetapi dari sudut pandang ketidakpastian karena kesalahan atau gangguan tidak diperlukan. Untuk

mendapatkan kegunaan informasi, tujuannya harus mengurangi informasi (bunyi) yang pasti dari pesan yang diterima.

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The further translation after applying checking and discussing are as follow;

gangguan bunyi bertambah secara tidak pasti, antara asa yang berlawanan dan secara tehnik. Didalam sebuah teori pengertian informasi, bunyi bertambah informasi. Menurut Weaver (1949, p.109), informasi digunakan didalam teori informasi mendapatkan baik dan buruknya konotasi. Bunyi adalah informasi palsu. Untuk pengirim atau sumber, sebuah skala yang tinggi pada ketidakpastian atau kebebasan memilih (entropy) sangat diperlukan, tetapi dari sudut pandang ketidakpastian karena kesalahan atau gangguan tidak diperlukan. Untuk mendapatkan kegunaan informasi, tujuannya harus mengurangi informasi (bunyi) yang pasti dari pesan yang diterima.

The analysis;

5. *"Noise increases uncertainty and, both paradoxically,…"* translated into *"kegaduhan bertambah secara tidak pasti, antara asa yang berlawanan dan secara tehnik".*

   The translation version is not good because the translators do not use the appropriate diction. The word "kegaduhan" sounds clumsy if it is related to context. So that, the translator should find the appropriate word depend on the context of the text.

   The further translation are as follow;

   "Noise increases uncertainty and, both paradoxically,…" translated into *"gangguan bunyi bertambah secara tidak pasti, antara asa yang berlawanan dan secara tehnik".*

The translation "noise" into "gangguan bunyi" is appropriate depend on the context.

Data.3.

Objects of orientation (X1…X9) in the sensory field of the receiver (B) are transmitted directly to him in abstracted form (x1…x3) after a process of selection from among all Xs, such selection being based ate least in part on the needs and problems of B. some or all are transmitted in more than one sense (X3m,for example).

Translated into;

obyek-obyek orientasi (X1….X) dalam area sensor penerima (B) ditransmisiskan secara langsung kepadanya dalam bentuk abstrak (X1….X3) setelah sebuah proses pemilihan diantara Xs, sebuah pilihan didasarkan paling tidak pada bagian setiap kebutuhan dan setiap masalah B. beberapa atau semua ditransmisikan lebih dari satu indra(contoh; X3m).

The further translation after applying checking and discussing are as follow;

obyek-obyek orientasi (X1….X) dalam bidang sensor penerima (B) ditransmisiskan secara langsung kepadanya dalam bentuk abstrak (X1….X3) melalui sebuah proses pemilihan diantara Xs, sebuah pilihan didasarkan paling tidak pada bagian setiap kebutuhan dan setiap masalah B. beberapa atau semua ditransmisikan lebih dari satu makna (contoh; X3m).

The analysis;

6. *"Some or all are transmitted in more than one sense"*. Translated into *"Beberapa atau semua ditransmisikan lebih dari satu indra"*.

The translation "sense" into "indra" is fine. But it is not appropriate if it refers to the context. Some of word could not be translated appropriate if it is only depend on the general dictionary; for example Indonesian-English dictionary. So that, the translators have to look for the appropriate translation on the specific dictionary depend on the text they are translating. Because of this text is talking about communication, the translator should find the appropriate meaning of "sense" if it is in the communication context in target language.

The further translation are as follow;

"*Some or all are transmitted in more than one sense*". Translated into "*Beberapa atau semua ditransmisikan lebih dari satu* ".

The translation "sense" into "makna" is better according to the context which talk about communication.

7. "*in the sensory field of the receiver (B) are transmitted directly to him in abstracted form (x1...x3)*" translated into "*dalam area sensor penerima (B) ditransmisiskan secara langsung kepadanya dalam bentuk abstrak (X1....X3".)*

The translation version is not good because the translators do not use the appropriate diction. The translators translate the words based on the dictionary only without understanding the text as a whole. On this problem, the translator have to find the appropriate word by using the specific dictionary.

The further translation are as follow;

"in the sensory field of the receiver (B) are transmitted directly to him in abstracted form (x1…x3)" translated into "*dalam bidang sensor penerima (B) ditransmisikan secara langsung kepadanya dalam bentuk abstrak (X1….X3)*"

The translation "field" into 'bidang sensor" is more appropriate depend on the context.

8. *"After a process of selection from among all Xs, such selection being based …."* Translated into "*setelah sebuah proses pemilihan diantara Xs, sebuah pilihan didasarkan"*.

The translation "After" into "setelah" is not appropriate because the procedure that the translator used is not appropriate to be applied. The translation word for word can not be applied because the translation into target language is not equal. It should be depend on the context.

The further translation are as follow;

"After a process of selection from among all Xs, such selection being based …." Translated into "*melalui sebuah proses pemilihan diantara Xs, sebuah pilihan didasarkan."*

The translation "After" into "setelah" is more appropriate because the procedure that the translator used is appropriate to be applied. The translation "after" into "melalui" is better because the translator use the equivalent word depend on the context.

Data 4.

The same Xs are selected and abstracted by communicator (A) and transmitted as a message (x') to B, who may or may not have part or all of the Xs in his own sensory field (X1b). Either purposively or nonpurposively, B transmitted feedback (fBA) to A.

Translated into;

Xs yang sama merupakan pilihan dan abstrak melalui komunikator (A) dan menstransmisikan sebagian sebuah (X) ke B, yang mungkin atau tidak mungkin mempunyai bagian atau semua dari Xs dalam area sendirinya (X1b) selain itu mempunyai tujuan atau tidak mempunyai tujuan, B mentransmisikan arus balik (Fba) ke A.

The further translation after applying checking and discussing are as follow;

Xs yang sama dipilih dan diabstraksikan melalui komunikator (A) dan menstransmisikan sebagian sebuah (X) ke B, yang mungkin atau tidak mungkin mempunyai bagian atau semua dari Xs dalam area sendirinya (X1b) selain itu baik disengaja atau tidak disengaja, B mentransmisikan arus balik (Fba) ke A.

The analysis;

9. *"The same Xs are selected and abstracted by communicator (A) …"* translated into *"Xs yang sama merupakan pilihan dan abstrak melalui komunikator (A)"*.

The translation "selected" into "pilihan" and "abstracted" into " abstract" is considered inappropriate because the translator does not use the appropriate procedure. Transposition procedure can not be applied. The translator have to find the appropriate procedure depend on the context.

The further translation are as follow;

"The same Xs are selected and abstracted by communicator (A) …" translated into *"Xs yang sama dipilih dan diabstraksikan melalui komunikator (A")*

The translation "selected" into "dipilih" and "abstracted" into "diabstraksikan" is correct. Word for word translation is more appropriate for translating this sentence because the information from the souse to the target language are equal.

Data 5.

What x's B receives may be owning selected abstractions transmitted by a nonpurposive encoder (C) acting for B and thus extending B's environment. C's selections are necessarily based in part on feedback (fBC) from B.

Translated into;

apa yang diterima B mungkin meminjam abstraksi pilihan yang ditransmisikan melalui encoder (C) yang tidak mempunyai tujuan mewakili B dan memperluas lingkungan B. pemilihan C perlu didasarkan pada bagian arus balik (fbc) dari B.

The translation after applying checking and discussing strategy are as follow;

pesan-pesan yang diterima B mungkin meminjam abstraksi pilihan yang ditransmisikan melalui encoder (C) yang tidak sengaja (B) dan bertindak (B). pemilihan C perlu didasarkan pada bagian arus balik (fbc) dari B.

The analysis;

10. *"What x's B receives may be owning selected abstractions transmitted by a nonpurposive encoder (C). "* translated into *"apa yang diterima B mungkin meminjam abstraksi pilihan yang ditransmisikan melalui encoder (C)"*.

The translator of "what" in the target language has more than one translation. It could mean "apa, yang, alangkah". The translator have to find the

appropriate translation depend on the context. The word "what" could be refer to the previously sentence or paragraph.

The further translation are as follow;

"What x's B receives may be owning selected abstractions transmitted by a nonpurposive encoder (C). " translated into "pesan-pesan yang diterima B mungkin meminjam abstraksi pilihan yang ditransmisikan melalui encoder (C)".

The translation "what" into "pesan-pesan" is correct. It refers to the previously sentence.

11. *"Acting for B and thus extending B's environment. C's selections are necessarily based in part on feedback (fBC) from B." translated into "Yang tidak mempunyai tujuan mewakili B dan memperluas lingkungan B. pemilihan C perlu didasarkan pada bagian arus balik (fbc) dari B".*

The translation "acting for B and thus extending environment " into "yang tidak mempunyai tujuan mewakili B dan memperluas lingkungan B" is not appropriate. The procedure that the translator used is not appropriate.

The further translation are as follow;

"Acting for B and thus extending B's environment. C's selections are necessarily based in part on feedback (fBC) from B." translated into "Yang tidak sengaja (B) dan bertindak (B). pemilihan C perlu didasarkan pada bagian arus balik (fbc) dari B.

The translation "acting for B and thus extending B's environment" into "yang tidak sengaja (B) dan bertindak (B)" is better because the using of transposition procedure on this phrase is appropriate.

Data 6.

The destination is the person or thing for whom the message is intended. With the mass media, the destination is, of course, a member of audience-the reader, listener, or viewer. The destination can also be a thing. A thermostat communicated with a heating or cooling system; a governor communicates with a motor or fuel supply to an engine. Computers can be programmed to communicate with one another.

Translated into;

Tujuan adalah orang atau sesuatu yang menjadi sasaran pengirim pesan. Dengan media massa, tujuan tentu saja merupakan, seseorang anggota dari audience, yaitu pembaca, pendengar atau penonton. Tujuan bisa jadi suatu benda. Sebuah alat pengukur panas dengan system pemanas dan pendingin; sebuah alat pengatur berkomunikasi dengan sebuah mesin atau menyediakan bahan baker untuk sebuah mesin. Computer-komputer dapat deprogram untuk berkomunikasi dengan satu atau yang lainnya.

The translation after applying checking and discussing strategy are as follow;

Tujuan adalah orang atau sesuatu yang menjadi sasaran pengirim pesan. Dengan media massa, tujuan tentu saja merupakan, seseorang anggota dari audience, yaitu pembaca, pendengar atau penonton. Tujuan bisa jadi suatu benda. Sebuah alat pengukur panas dengan system pemanas dan pendingin; sebuah alat pengatur berkomunikasi dengan sebuah mesin atau menyediakan bahan baker untuk sebuah mesin. Computer-komputer dapat deprogram untuk mengkomunikasikan dengan satu atau yang lainnya.

The analysis;

12. *"Computers can be programmed to communicate with one another."* Translated into *"Computer-komputer dapat diprogram untuk berkomunikasi dengan satu atau yang lainnya".*

The translation "to communicate" into "berkomunikasi" is not correct. It is clear that the word is not the past tense. The translator should master the grammar of the source language well.

The further translation are as follow;

"Computers can be programmed to communicate with one another." Translated into *"Computer-komputer dapat diprogram untuk mengkomunikasikan dengan satu atau yang lainnya".*

The translation "to communicate" into "mengkomunikasikan" is correct.

Data 7.

The thermostat or governor provides feedback to allow system to make corrections in its own operation. The concept of feedback was first introduced by Norbert Wiener of MIT in his book *Cybernetics* (1948). In the mass media, we have many forms of feedback from the destination to the source to help the communicator correct subsequent output. Letters and telephone calls from readers and listeners are form of feedback, as are responses to advertising campaigns, audience ratings in broadcasting, and increases or decreases in newsstand sales or looks or signs of boredom, which inform the instructor that a point needs to be clarified or that it is time to move on another topic.

Translated into;

Alat pengukur panas atau menyediakan alat pengatur arus balik untuk memberikan sebuah system untuk membuat kebenaran dalam operasinya. Konsep arus balik pertama kali dikenalkan oleh Nobert Wiener dari MIT didalam bukunya Cybertics (1948). Dalam media massa, kita mempunyai beberapa bentuk

arus balilk dari tujuan untuk sumber untuk membantu kebenaran informasi komunikator berikutnya. Surat-surat panggilan telepon dan para pembaca dan para pendengar adalah sebuah bentuk dari arus balik, seperti respon iklan kampanye, rating atau audience (penonton/pendengar) dalam kepenyiaran, dan penambahan atau pengurangan dalam penjualan kios Koran atau langganan. Arus balik dalam kelas dapat mengambil beberapa bentuk, meliputi teka-teki yang nampak atau sinyal jemu, yang menginformasikan instruktur yang membutuhkan sebuah titik untuk diklarifikasikan atau ini saatnya untuk berpindah ke topik lain.

The further translation after applying checking and discussing strategy are as follow;

Alat pengukur panas atau menyediakan alat pengatur arus balik untuk memberikan sebuah system untuk membuat kebenaran dalam operasinya. Konsep arus balik pertama kali dikenalkan oleh Nobert Wiener dari MIT didalam bukunya Cybertics (1948). Dalam media massa, kita mempunyai beberapa bentuk arus balilk dari tujuan untuk sumber untuk membantu kebenaran informasi komunikator berikutnya. Surat-surat panggilan telepon dan para pembaca dan para pendengar adalah sebuah bentuk dari arus balik, seperti respon iklan kampanye, rating atau khalayak (penonton/pendengar) dalam kepenyiaran, dan penambahan atau pengurangan dalam penjualan kios Koran atau langganan. Arus balik dalam kelas dapat mengambil beberapa bentuk, meliputi teka-teki yang nampak atau sinyal jemu, yang menginformasikan instruktur yang membutuhkan sebuah titik untuk diklarifikasikan atau ini saatnya untuk berpindah ke topik lain.

The analysis;

13. *"….as are responses to advertising campaigns, audience ratings in broadcasting, …"* translated into *"seperti respon iklan kampanye, rating atau audience (penonton/pendengar) dalam kepenyiaran,"*

The translation version of the word "audience" into "audience" is not good because the translators do not use the equivalent word in the target language. The translator should try to fine the appropriate meaning of "audience" in the target language.

The further translation are as follow;

"….as are responses to advertising campaigns, audience ratings in broadcasting,

…" translated into "*seperti respon iklan kampanye, rating atau khalayak*

(penonton/pendengar) dalam kepenyiaran,"

The translation "audience" into "khalayak" is better because appropriate

with the equivalent word in the target language.

Data 8.

In effect, C observes, selects, encodes, and transmits a limited portion of Xs to fulfill B's information needs. This is the 'gatekeeper' role played by the media. In this model, B can be a person, a group, or an entire social system.

Translated into;

Pada kenyataanya, C mengamati, memilih, mengkode (encode), dan mengirimkan sebuah bagian informasi B. ini merupakan "penjaga gerbang (gatekeeper)" berperan memainkan melalui media atau bertugas memerankan melalui media. Dalam model ini, B dapat menjadi seseorang, sebuah group atau segala sistim sosial.

The further translation after applying checking and discussing strategy are as follow;

Pada kenyataanya, C mengamati, memilih, mengkode (membuat kode), dan mengirimkan sebuah bagian informasi B. ini adalah peran "penjaga gerbang (gatekeeper)" yang dimainkan melalui media atau bertugas memerankan melalui media. Dalam model ini, B dapat berupa seseorang, sebuah group atau segala sistim sosial.

The analysis;

14. *"In effect, C observes, selects, encodes, "* translated into *"Pada kenyataanya, C mengamati, memilih, mengkode (encode),"*

Actually the translation "encode" into "mengkode (encode)" is fine. But it is better if the translator does not use the appropriate adding procedure. it has better if the translator also translate the word "encode" clearly in the target language.

The further translation are as follow;

"In effect, C observes, selects, encodes, " translated into *"Pada kenyataanya, C mengamati, memilih, mengkode (membuat kode),"*

The translation version is considered appropriate because the note procedure that the translator applied is appropriate.

Data 9.

In the Westley-MacLean model, roles become advocacy roles ("the communicator") and can be a personality or a social system that selects and transmits messages purposively. Bs (behavioral system roles, to use the authors' term) are what is usually meant by the 'destination" or the "public". These are individuals, groups, or social systems that need and use information about their environment to help satisfy needs and help solve problems. Cs (Channel roles) serve as agents of Bs by selecting and transmitting nonpurposively the information Bs need, especially information that is not readily available to Bs. Xs are the objects and events "out there" in message form (abstractions of X in a form that can be transmitted).

Translated into;

Dalam model Wesley-MacLean, peran menjadi peran pembelaan ("alat penghubung") dan dapat menjadi seorang tokoh atau sebuah system social yang memilih dan mengirimkan pesan dengan mempunyai tujuan. Bs (aturan system prilaku, yang digunakan istilah penulis) merupakan maksud "tujuan" atau "umum". Istilah ini merupakan sifat-sifat yang digunakan atau dipunyai individu-individu, kelompok-kelompok, atau system sosial yang memerlukan dan menggunakan informasi tentang lingkungan mereka sendiri untuk memenuhi kebutuhan untuk memecahkan masalah. Cs (peran saluran) menjadi alat Bs yang melalui pemilihan dan tidak mempunyai informasi yang dibutuhkan Bs, khususnya informasi yang tidak dengan mudah tersedia untuk Bs. Xs adalah objek-obyek dan peristiwa diluar sana dalam bentuk pesan (pemisahan dari X dalam sebuah bentuk yang dapat ditransmisikan).

The further translation after applying checking and discussing strategy are as follow;

Dalam model Wesley-MacLean, peran menjadi peran pendukung ("komunikator") dan dapat menjadi seorang figur atau sebuah system social yang memilih dan mengirimkan pesan dengan mempunyai tujuan tertentu. Bs (aturan system prilaku, yang digunakan istilah penulis) merupakan maksud "tujuan" atau "umum". Istilah ini merupakan sifat-sifat yang digunakan atau dipunyai individu-individu, kelompok-kelompok, atau system sosial yang memerlukan dan menggunakan informasi tentang lingkungan mereka sendiri untuk memenuhi kebutuhan untuk memecahkan masalah. Cs (peran saluran) menjadi alat Bs yang melalui pemilihan dan tidak mempunyai informasi yang dibutuhkan Bs, khususnya informasi yang tidak dengan mudah tersedia untuk Bs. Xs adalah objek-obyek dan peristiwa diluar sana dalam bentuk pesan (pemisahan dari X dalam sebuah bentuk yang dapat ditransmisikan).

The analysis;

15. *" In the Westley-MacLean model, roles become advocacy roles ("the communicator")"* translated into "*Dalam model Wesley-MacLean, peran menjadi peran pembelaan ("alat penghubung")"*.

    The translation version is not good because the translators do not use the appropriate diction. It had better if the translator tries to fine the synonym of the

word in target language. And the word suggested for the word "alat penghubung"

is "komunikator".

The further translation are as follow;

" In the Westley-MacLean model, roles become advocacy roles ("the

communicator")" translated into "*Dalam model Wesley-MacLean, peran menjadi*

peran pendukung ("komunikator")"

The translation version is better because the translators use the appropriate

diction in the target language.

Data 10.

Channels are the means by which Xs (messages) are transmitted trough As to Bs. Channels include C, who may alter messages (acting as "gatekeepers"). *Encoding* is the process by which As and Cs abstract from Xs the message (X1) transmitted in channels. Decoding take place when Bs receives the message and interiorize it. Feedback provides As and Cs with information about the effect of their messages on Bs.

Translated into;

Saluran adalah alat atau cara melalui Xs (pesan) yang mengirimkan melalui As ke Bs. Saluran-saluran memasukkan C, yang mungkin merubah pesan-pesan (berperan sebagai "penjaga gerbang " (gate keeper)). Pengkodean (encoding) adalah proses melalui As dan Cs yang abstrak dari pesan-pesan Xs (X1) dikirimkan dalam saluran-saluran. Decoding mengambil tempat ketika Bs menerima pesan dan menghayati. Pengaruh arus balik melengkapi As dan Cs dengan informasi tentang efek-efek dari pesan-pesan mereka ke Bs.

The further translation after applying checking and discussing strategy are as follow;

Saluran adalah alat atau cara melalui Xs (pesan) yang mengirimkan melalui As ke Bs. Saluran-saluran memasukkan C, yang mungkin merubah pesan-pesan (berperan sebagai "penjaga gerbang " (gate keeper)). Pengkodean (encoding) adalah proses melalui banyak A dan Banyak C yang abstrak dari pesan-pesan Xs (X1) dikirimkan dalam saluran-saluran. Decoding mengambil tempat ketika banyak B menerima pesan dan menghayati. Pengaruh arus balik melengkapi banyak A dan banyak C dengan informasi tentang efek-efek dari pesan-pesan mereka ke banyak B.

The analysis;

16. *"Encoding is the process by which As and Cs abstract from Xs the message (X1) transmitted in channels. Decoding take place when Bs receives the message and interiorize it. Feedback provides As and Cs with information about the effect of their messages on Bs."* Translated into *"Pengkodean (encoding) adalah proses melalui As dan Cs yang abstrak dari pesan-pesan Xs (X1) dikirimkan dalam saluran-saluran. Decoding mengambil tempat ketika Bs menerima pesan dan menghayati. Pengaruh arus balik melengkapi As dan Cs dengan informasi tentang efek-efek dari pesan-pesan mereka ke Bs."*

Actually the translation is fine but there is a mistake in translate "-'s" in the last of A, B and C alphabets. B the translator is less beware in the translating 's.

The further trsnalation are as follow;

"Encoding is the process by which As and Cs abstract from Xs the message (X1) transmitted in channels. Decoding take place when Bs receives the message and interiorize it. Feedback provides As and Cs with information about the effect of their messages on Bs." Translated into *"Pengkodean (encoding) adalah proses melalui banyak A dan Banyak C yang abstrak dari pesan-pesan Xs (X1)*

dikirimkan dalam saluran-saluran. Decoding mengambil tempat ketika banyak B

menerima pesan dan menghayati. Pengaruh arus balik melengkapi banyak A dan

banyak C dengan informasi tentang efek-efek dari pesan-pesan mereka ke banyak

B".

The translation "'s" into "banyak" as the signal of plural is correct.

Data 11.

Westley and MacLean took the Newcomb model and extended it to include mass communication. For this reason, we shall return to this model in our summary chapter as a means of organizing the contents of this book.

Translated into;

Wesley dan MacLean mengambil model Newcomb dan memperluas model tersebut untuk memasukkan komunikasi massa. Untuk alasan ini, kita dapat kembali ke model ini berupa ringkasan bab seperti sebuah alat/cara pengumpulan kandungan buku ini.

The further translation after applying checking and discussing strategy are as follow;

Wesley dan MacLean mengambil model Newcomb dan memperluas model tersebut untuk memasukkan komunikasi massa. Untuk alasan ini, kita dapat kembali ke model tersebut dalam ringkasan bab sebagai sebuah sarana pengorganisasian kandungan buku ini.

The analysis;

17. *"For this reason, we shall return to this model in our summary chapter as a*

means of organizing the contents of this book". Translated into "*Untuk alasan ini,*

kita dapat kembali ke model ini berupa ringkasan bab seperti sebuah alat/cara

pengumpulan kandungan buku ini".

The translation "this" into "ini" actually is correct but it is not appropriate with the context. While the translation" in our summary chapter as a means of organizing" into "berupa ringkasan bab seperti sebuah alat/cara pengumpulan" is also fine but it sounds clumsy. The translator has to fine the appropriate phrase in the target language and try to establish a clear sentence for the reader.

The further translation are as follow;

"For this reason, we shall return to this model in our summary chapter as a means of organizing the contents of this book". Translated into "*Untuk alasan ini, kita dapat kembali ke model tersebut dalam ringkasan bab sebagai sebuah sarana pengorganisasian kandungan buku ini"*.

The translation "this" into "tersebut" is correct depend on the context. While the translation "in our summary chapter as a means of organizing" tersebut dalam ringkasan bab sebagai sebuah sarana pengorganisasian" is better because it the reader can understand the sentence easily. .

4.2. Discussion

From the finding, the researcher finds that there are so many weaknesses beginner translating result before the application of checking and discussing strategy. In Data 1, the research find the weakness in the using of appropriate adequate word in the target language or Indonesian language, stating the clear

sentence, stating the appropriate diction, using of appropriate procedure, and in the mastering the grammar of the source language. But after applying the checking and discussing strategy, there are some progress in their translation where, they can use the appropriate diction and adequate word in the target language, the can applied the appropriate procedure in their translation and they can understand the grammar of the source language better.

In data 2, the translator only have a problem in the stating word choice or diction. And after the application of the checking and discussing strategy, it can handle well. The translator can find the appropriate diction in the target language. And in data 3, the translator have some weakness or problem in the using of appropriate diction, appropriate word in the target language because they can not find the appropriate meaning of the word they are looking for in their general Indonesian –English dictionary or the dictionary they have when they practice translating, using of the appropriate procedure because they do not understand the context of the text. But after applying the checking and discussing strategy, they can handle those problem. They begins recognizing that they have to try to have any kind of dictionary based on the context of the text they are translating. They can not only depend on a dictionary, especially if it is just a general dictionary. They also can apply procedure appropriately.

In data 4, the translator have a problem in the using of appropriate procedure in their translation. But after the application of checking and discussing strategy, they can recognize their mistake. So that, they can use the appropriate procedure in their translating.

In data 5, the translator do not understand the context of the text because they do not read the text carefully. So that, they have some problem in the understanding where the word refers to. Secondly, they do not use the appropriate procedure in their translation. And after the application of checking and discussing strategy, their translator have a progress. They understand that they should read the text carefully to understand the context of the text and to use the appropriate procedure in their translation.

In data 6, the problems that the translators have are in the recognize the sentence. Whether the tense is present or past tense, whether it is phrase or clause, whether it is adverbial or adjective clause. And after the application of the checking and discussing strategy, the translator can handle their problem by learning more, so that they can translate their translating better.

In data 7, the translator have some problems in the applying appropriate procedure and in the stating of diction in the target language. These problems also fond in the data 8, where the translator have a problem in the using of appropriate procedure and diction. But after the application of the checking and discussing strategy, they can use the appropriate procedure and also find the appropriate diction in the target language.

In data 9, the translators problem is the choice of the word or diction. And in data 10, the translator do not aware to translate 's'. they do not really recognize the 's' in the last some alphabets. They left it or omit it. And after the application of the checking and discussing strategy, they can find the appropriate diction in

the target language and they understand the text carefully, especially in the recognizing 's' (the plural signal).

In the last data or data 11, the translator has a problem in the stating sentence well because the translator do not understand the context of the text. And after the application of the checking and discussing strategy, the translator can make a better sentence in the target language. The translation do not sound clumsy and easy to understand.

BAB V

CONCLUSION AND SUGGESTION

After analyzing the data, it is important to conclude and suggest this research that is given in the last chapter of this study.

5.1 CONCLUSION

Based on the finding and discussing in the chapter 4, the researcher concludes that the beginner translators have so many problems in translating before applying the checking and discussing strategy. The translator problems in translating are in the term of choice of word or diction in the target language. In addition, problem in using an appropriate word in the target language because they only depend on a kind of dictionary, problem in the mastering of the source language grammar, problem in understanding the context of the text and problem in recognizing the 's' signal.

After applying checking and discussing strategy, they can understand their mistakes in translating. They can handle and improve every mistake that they have done before they apply the checking and discussing strategy. So that, they hardly do not have any mistake for further translating practice and they can translate optimally from the source language into the target language.

5.2 SUGGESTION

This study found that the translator have so many weakness in translating because they do not have good competence in source language of grammar and vocabulary. They also do not have good competence to translate appropriately. Therefore, it will be better for the students to enrich their vocabulary while they study more how to translate well by practicing translating. It is also better for them to read more to make their translation better.

In the other hand, it will be better for the tutor to mention precisely about the mistake or the problems the student have to encourage their competence in translating.

At last, the writer realizes that this thesis is far from being perfect. For that reason, any comments and critics for that sake of this thesis's perfection are extremely expected from the readers.