

AN ANALYSIS EFL STUDENTS TRANSLATION OF PREPOSITION *IN*, *ON* AND *AT* A THINK ALOUD- PROTOCOL STUDY

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ABSTRACT

Translating prepositions in, on and at is not an easy job for EFL students since the meanings relate to locating object, time, and degree. With regard to this point, this study aims at identifying strategies, methods, and procedures used by EFL students to translate preposition in, on and at. Both quantitative and qualitative methods are applied in this study. Think-Aloud Protocol data collecting technique carries out to identify student's strategies, methods, and procedures in translating prepositions in, on and at. To do this, the data of student's transcriptions and students' translations obtained from three students were analyzed. The findings indicate that students use more than one strategies, methods and procedures.

Key Words: preposition, EFL students and think aloud protocol.

ABSTRAK

Menerjemahkan preposisi 'dalam, di dan pada' bukanlah pekerjaan yang mudah bagi siswa EFL karena maknanya terkait dengan mencari objek, waktu, dan derajat. Berkenaan dengan titik ini, penelitian ini bertujuan mengidentifikasi strategi, metode, dan prosedur yang digunakan oleh siswa EFL untuk menerjemahkan preposisi di, di dan di. Metode kuantitatif dan kualitatif diterapkan dalam penelitian ini. Teknik pengumpulan data Think-Aloud Protocol dilakukan untuk mengidentifikasi strategi, metode, dan prosedur siswa dalam menerjemahkan preposisi dalam, di, dan di. Untuk melakukan ini, data transkripsi siswa dan terjemahan siswa yang diperoleh dari tiga siswa dianalisis. Temuan menunjukkan bahwa siswa menggunakan lebih dari satu strategi, metode dan prosedur.

Kata-kata kunci: preposisi, siswa EFL dan *Think-Aloud Protocol*

INTRODUCTION

Many studies have been done to explore difficulties in using English prepositions. One of studies has led to find the differences of using English preposition in or out of context. Other studies conducted to find mistakes using

preposition in writing tasks. Besides studies to find teaching method of using preposition have also been done relates to traditional or alternative methods.

There are reasons why EFL students are difficult to use English prepositions. First prepositions are performed in other languages, such as Arabic, German, Russian, Latin and Indonesian. Second, prepositions do not always match up well from one language to another.

In example:

SL : *At* the school gate the students greeted their teachers.

TL : *Di depan gerbang sekolah murid-murid memberi salam guru-gurunya,*

In the example above, preposition *at* is translated into *di depan gerbang* is not accurate. As it is stated preposition *at* denotes place as a point of orientation (Murcia and Freeman, 1991). Preposition *at* is point as place, so the accurate translation is *di gerbang*. Third, the meanings of prepositions are difficult to describe if it put in different situations. As in the example bellow (Murcia and Freeman, 1991):

- a. Stephanie is *in* the room.
- b. Seth is *in* trouble.

In example a, preposition *in* simply uses to describe location. It means that Stephanie is staying in the room. While example b, preposition *in* has idiomatic usage. It means that Seth gets into trouble.

Using prepositions in speaking and writing has always been part of English speakers either native or EFL learners. However, little attention is given to translation strategies, methods and procedures in translating preposition *in*, *on* and *at*. In the process of translating prepositions, EFL students must know the different usage and meaning of prepositions. As in the analyzing translation product made by students, the translation product must produce the same message.

The different usage and meaning of translating preposition *in*, *on* and *at* could confuse the learners and made translation mistake such as omission, addition or select the wrong word to translate the prepositions. To find the answer of the problems above, some strategies, methods and procedures for students to translate prepositions *in*, *on* and *at* might be the way out.

Following the previous research, Dancette (1994) and Lorsch (1991) conducted research on translation strategies and procedures by using Think-Aloud protocol. At first, Dancette selected five translation students. They were told to translate texts from magazines and verbalize everything while they were performing translation tasks. These activities were recorded and transcribed to make them accessible for further analysis. This study reported that students relied on dictionaries and mapped sentence to a model that they were familiar with.

The Think-Aloud protocol is a data collecting technique that involves verbal thought. This methodology is used to determine what goes on in the translator's head while he or she is translating. The analyzed data leads to strategies, procedures and problems in translating. Typically, research subjects talk about the strategies and procedures under investigation. They are told to read a text and translate a text. While they are doing their tasks, they are recorded using audio tape, video, or both and transcribed into protocols.

The present study attempts to seek answers to the following research questions. What strategies, methods, and procedures did the students use in translating phrasal verbs?

LITERATURE REVIEW

The notion of preposition *in*, *on* and *at* is very familiar by English learners. They are aware of the importance of having prepositions knowledge in developing their fluency in communication or writing. However, using prepositions *in*, *on* and *at* is not easy. Many learners find difficulties in studying and using these prepositions. Therefore, many researchers have attempted to investigate this subject. Almaflehi (2013) described difficulties of translating preposition from English into Arabic. There are two aims of his research, first to identify difficulties of translating preposition *in*, *on* and *at*. Second, to find which sexes are better in translating preposition *in*, *on* and *at*. Then, Al Mushidi (2014) investigated difficulties of using preposition *in*, *on* and *at* in translating English into Arabic by developing multiple choice questions. Next, Lorincz and Gordon (2012) seek some possible studies in teaching prepositions and evaluate alternative methods. Teaching methods

investigated are traditional approach through grammar instruction, collocation approach and prototype approach.

Translation Strategies

Seguinot (1996) grouped four translation strategies, namely interpersonal strategies, interfencing strategies, monitoring strategies and searching strategies. Translators read the text before translating in interpersonal strategy, making phatic expression and correcting the translation. In interfencing strategy, translators reread Source Text (ST) and Target Text (TT). In monitoring strategy, translators compare the Source Text (ST) and Target Text (TT). In searching strategy, translators find more information from dictionary and recalling the previous knowledge.

Krings (1986, and Loscher 1991 as cited in Fawcet, 1997) argues that translation strategies are conscious plans and procedures to solve a problem faced in translating texts. He grouped translation strategies into global strategies and local strategies. Global strategies apply to the whole translation, but local strategies apply to smaller parts of translation.

According to Oxford Advanced Learner Dictionary (2003), strategy is a plan or decision to achieve a certain purpose while translation method refers to the process of translating which is planned and affected the whole text. This argument is supported by Newmark (1988) who said that the translation methods relates to the whole text but the translation procedure relates to sentences and smaller units of language.

Translation Methods

Newmark (1988) groups translation method into two groups. The first group consists of four methods, namely word for word translation, literal translation, faithful translation and semantic translation. The second group consists of four methods, namely adaptation, free translation, idiomatic translation and communicative translation.

SL emphasis

Word-for-word translation

Literal translation

TL emphasis

adaptation

free translation

Faithful translation

Idiomatic translation

Semantic translation

Communicative translation

Figure 2.1 Newmark's V diagrams

Word for word translation

This method is bounded and restrained to word-order. That is why the result of word for word translation has the same word-order with the source language. In the process of translation, words are translated singly based on their common meanings which frequently out of context (Newmark: 1988). As an illustration, consider the following sentence taken from Hartono (2011).

(1) *SL : Look, little guy, you-all shouldn't be doing that.*

TL : Lihat, kecil anak, kamu semua harus tidak melakukan ini.

In the illustration above, the sentence *look, little guy, you-all shouldn't be doing that* is translated word by word. The result seems confusing and awkward because some phrases in that sentence are translated ungrammatically. A phrase like *little guy* should not be translated into *kecil anak* it should be translated into *anak kecil*. A phrase *should not be* must not be translated into *harus tidak* it should be translated into *seharusnya tidak*. Demonstrative pronoun such as *that* should not be translated into *ini* it should be translated into *itu*. Suggested translation for that sentence should be *lihat, anak kecil, kamu semua seharusnya tidak melakukan itu*.

Literal translation

Newmark (1988) states the existence of literal translation is between word for word translation and free translation. Translators translate a text word for word and do some grammatical adjustments to the nearest TL equivalents. The same with word for word translation, frequently the result of literal translation method is out of context. Consider the following example taken from Hartono (2011).

(2) *SL : His heart is in the right place.*

TL : Hatinya berada di tempat yang benar.

In the example above, a sentence *his heart is in the right place* is translated into *hatinya berada di tempat yang benar* seems awkward. The sentence should be translated into *hatinya tenteram*.

Faithful translation

In faithful translation method, translators reproduce the precise contextual meaning of the SL constrain with TL's grammatical structure. Faithfull translation uses to translate special purposes texts such as legal texts, literature texts, informatics texts. This translation method is faithful to the source language intentions and structure. Consequently, the result of translation sounds awkward and strange. Consider the following example taken from Hartono (2011).

(3) *SL : Ben is too well aware that he is naughty.*

TL : Ben menyadari terlalu baik bahwa ia nakal.

As we can see in the above example, a sentence *Ben is too well aware that he is naughty* is translated into *Ben menyadari terlalu baik bahwa ia nakal* sounds strange and awkward, it should be translated into *Ben sangat menyadari bahwa ia nakal*.

Semantic translation

Semantic translation method is more flexible to SL. It reflects on the esthetic value of source language by compromising on meaning where appropriate. In this method, translators emphasize in the use of terms, key words and expressions. Consider the following example:

(4) *SL : He is a book-worm*

TL : Dia adalah seorang yang suka sekali membaca. (Hartono, 2011)

A phrase *book-worm* in the above example is translated into *seorang yang suka sekali membaca* seems awkward, but still acceptable as long as the meaning appropriate. The best translation for the sentence *he is a book-worm* is *dia seorang kutu buku*.

Adaptation

Adaptation translation method is mainly used to translate poetry and drama. It focuses on the context but the form alters to target language. The characters, plot,

dialogue and social background are usually bent to the target language culture. As the fable story taken from Eropa *the fog* is changed into *kancil* to become accustomed with Indonesian culture.

Free Translation

Similar to adaptation method, free translation method preserves content of the SL. The content reproduces in larger form or paraphrases longer than the original. Sometimes the translation is too long and pretentious, as if it is not a translation any more. As Newmark (1988:46) explains in the example bellow:

(5) *SL : The flowers in the garden*

TT : Bunga-bunga yang tumbuh dikebun. (Hartono, 2011)

The result of the translation above seems strange and awkward because preposition *in the garden* is translated into *bunga-bunga yang tumbuh dikebun*. The best translation for sentence above is *bunga yang ada dikebun*.

Idiomatic Translation

In idiomatic translation method, the result of translation should copy the same message, the same grammatical form and the same lexical choice of the SL. Idiomatic translation is mostly found in translating proverbs, idioms and expressions.

(6) *SL : You're cherry mood.*

TT : Kamu kelihatan ceria. (Hartono, 2011)

As we see above, the idiomatic expression *cherry mood* is translated into *kelihatan ceria* sounds natural and

Communicative Translation

Communicative translation method attempts to reproduce the exact contextual message of source language. Language and content should be acceptable and understood by reader. Communicative translation is most often found in translation of brochures, announcements, or popular writings. Consider on the following example:

(7) *SL : Beware of the dog*

TT : Awas anjing. (Hartono, 2011)

As seen in the example above, the translation *beware of the dog* into *awas anjing* seems hard to be understood and unacceptable. The phrase above should be translated into *awas anjing galak*.

In addition, Venuti (1995, cited in Hatim, 2004) employs the concept of domesticating and foreignization as translation ideologies. If translators use domestication, he makes the foreign characteristic and culture of the ST sound more natural and important. As an illustration considers the following greeting words taken from Hoed (2006:88), *Mr. Miss* and *Mrs* are translated into *Bapak, Nona and Ibu*. Opposed to domestication, foreignization aims to bring out the foreign characteristic and culture of TT. For example the greeting words *Mr. Miss* and *Mrs* are remained the same with the ST.

Translation Procedure

Then, Larson (1984) develops eight translation procedures in translating, namely preparation, analysis, transfer, initial draft, reworking the initial draft, testing, **a. 1.**

Preparation

In doing preparation, a translator does two kinds of preparations, the preparation before beginning the translation task and preparation as the translator begins work on his translation. Before beginning the translation task, he practices in writing the receptor language. During translating, he reads the entire text several times and studies the background material.

Analysis

Analysis is done as translator reads the text. He notes down and finds the meaning of lexical items which seem to be the key words.

Transfer

Transfer is the process takes place in the mind of translator. He analyzes semantic structure of the ST, transfers the meaning from SL into TL and determines a good lexical equivalence. The transfer process results an initial draft.

Initial draft

In making initial draft, a translator may find him self needs more information by going back for more background reading or checking in a dictionary.

Reworking the initial draft

A translator reworks his initial draft by checking for naturalness and accuracy. Sometimes it helps to read it out loud or to read it into tape recorder and listen to it.

Testing

A translator wants to make sure that his translation accurate, clear and natural. Translation testing can be done by translator it self or team who are trained to be tester.

Polishing

To have the final draft, the result of initial draft can be checked by translation consultants.

Preparing the Manuscript

Preparing a manuscript for the publisher is translation process from typing, setting, paging, and adding illustration until it is ready to be published.

SIGNIFICANCE OF THE STUDY

This paper is important to identify kinds of strategies Indonesian learners used in translating prepositions *in*, *on* and *at*. Besides, the writer would like to uncover some methods and procedures used by students when they were translating prepositions *in*, *on* and *at*.

METHOD

This part presents research design, limitation, data sources, data collection and data analysis in this research.

This research uses qualitative method. It seeks to find strategies used by students in translating preposition, respond to methodology used by students in translating preposition, to find out the procedures used by students and to resolve the accurateness made by students in translating prepositions

In this research the study focused on linguistics factors affecting the mental process in translating English prepositions *in*, *on* and *at* into Indonesian for instance the strategies, methods and procedures used by students. This research did not discuss translation teaching methods used by teachers in a class.

The research participants consist of three students in the seventh semesters in the English Language department at STBA LIA Jakarta. Those students have passed the course called translation I (English-Indonesia) and they have learned prepositions in the course called vocabulary and structure. The instrument used in

this study was five texts consisting of 48 prepositions: 23 prepositions *in*, 9 prepositions *on* and 16 prepositions *at*. All of the items were taken from the book McCarthy and O'Dell (2004).

The research was conducted on 24th March until 28th May, 2018. To obtain complementary data, students were also asked to translate prepositions *in*, *on* and *at* in the texts and verbalize them.

The writer used Think-Aloud Protocol data collecting technique. This method involved asking students to express their thought while they were doing translation task. The procedure consists of three steps, namely preparation of the test, the test, and Think-Aloud procedures. One hour briefing was held in the class to socialize the test, encourage students' awareness, and to train them to think aloud while they were translating

To uncover kinds of strategies, methods and procedures used by students in translating prepositions *in*, *on* and *at*, the writer analyzes the kinds and meanings of phrasal verbs. Then, she employs Senguitot's four translation strategies (1966), Newmark's translation method (1988) and Larson's translation procedures (1984). After that she describes her findings and made some interpretations. Finally, she draws some conclusions.

RESULTS AND DISCUSSION

The results are divided into four parts, namely 1) strategies, 2) methods and 3) procedures.

- 1) Students use different strategies in translating preposition *in*, *on* and *at*.

Table 1. Result of Translation Strategy

Strategies	Amount
Monitoring Strategy	43
Interpersonal Strategy	65
Interfencing Strategy	40
Search strategy	50

As figure 1 shows, the strategies used by students in translating preposition *in*, *on* and *at* are varied. Namely the strategies used by students are monitoring strategy, interpersonal strategy, interfencing strategy and monitoring strategy. Students often translate the prepositions using interpersonal strategy by reading the ST. Sometimes, in translating one preposition, students use more than one strategy. Besides, same strategies are often used by students in translating preposition *in*, *on* and *at*. Student 1, 2 and 3 use monitoring strategy for 43 times, interpersonal strategy for 48 times, interfencing strategy for 40 times and search strategy for 50 times.

- 2) The methods frequently used by students in translating preposition *in*, *on* and *at* are word for word, literal, semantic, free translation and adaption.

Table 2. Result of Translation Method

Translation Methods	Amount
Word for word translation	52
Literal Translation	30
Semantic Translation	25
Free Translation	20
Adaptation	17

As we can see on the table above, the frequent methods used by students are word for word method for 52 times, 30 times for literal translation method, 25 times for semantic translation method, 20 times for free translation method and 17 times for adaptation method. Students never use faithful translation, idiomatic translation, communicative translation and domestication.

- 3) There are three Larson's translation procedures that often used by students, namely preparation, analysis and transfer.

Table 3. Translation Procedure

Translation Procedure	Amount
Preparation	112

Analysis	95
Transfer	82

Students frequently use more than one procedure to translate one preposition. However, other strategies such as initial draft, reworking the initial draft, testing, polishing and preparing manuscript are never used by students.

A. DISCUSSION

Based on the data analyzed, students use interpersonal, interfencing, monitoring and search strategy. Sometimes, students use more than one strategy in translating one preposition. Let us consider the following examples:

1	S1: “ <i>Teks 1 nomer 1 untuk teks Jet Lag aah diartikan menjadi saat karena disini sentence in itu menjadi kata waktu (search strategy) karena disini sentencenya adalah you find yourself awake in the middle of the night (reading the ST) jadi kata waktunya in the middle of the night jadi dibahasa Indonesiakan menjadi saat tengah malam.</i> ”
2	S2: “Jet lag when you travel to the other side of the world, jet lag is a real problem. You find yourself awake (reading the ST) <i>pada malam hari.</i> ”
3	S3: “Jet lag, you find yourself awake in the middle of the night. (reading the ST) In the middle of the night (reread the ST) <i>berarti di tengah malam, berarti ini disini artinya di. Di ...dan In</i> (Comparing the TT)

As we see above, student number 1 translate preposition *in* by using two strategies; search and interpersonal. In the beginning of her translation, student 1 uses search strategy by recalling her previous knowledge. She mentions kata *waktu* which means she has background knowledge that preposition *in* uses to describe time. Then student 1 also uses interpersonal strategy by reading the ST. Student 1 reads the source text before translating preposition *in*. Student 2 uses interpersonal strategy by reading the ST also. Student 3 uses two strategies, namely interpersonal and monitoring in translating preposition *in*. At first, she translates the preposition

in by reading the ST, after that she continues by comparing the TT. Comparing the target text (TT) with source text (ST) is monitoring strategy.

Derived from Newmark's method in translation, the methods frequently used by students in translating prepositions *in*, *on* and *at* are word for word translation, literal translation, free translation, semantic translation and adaptation. Let us consider the examples given below.

4	" <i>Yang ke tiga sentencenya berisikan</i> for example, you might leave London at midday and fly to Los Angeles <i>disini juga sebagai kata waktu aaah jadi bisa diartikan sebagai saat. Bisa meninggalkan London saat tengah hari</i> ".	Adaptation translation
5	"Pheps won his seventh gold medal of the games on the men's 100 meter butterfly event. <i>Jadi dia tujuh medali emas dari keseluruhan bagian perenang untuk seratus meter gaya kupu-kupu on the means berarti di</i> "	Literal translation
6	"Nomer 9 <i>in itu bisa dijadikan bagian atau golongan Karena in disini</i> offers a modern trust on one of the oldest theories in literature. <i>Jadi di salah satu bagian literature. Jadi di salah satu bagian literature jadi golongannya literature.</i> "	Free translation
7	"Some academics, such as Professor George Haldane at Durham University. <i>Nomer 24 at nya di berarti di, di Durham university.</i> "	Word for word translation
8	" <i>Karena ini kecepatannya Michael Pheps saat berenang untuk on nomer empat puluh satu terus menerus karena he breaks many more records in 2004. Jadi terus menerus ya. Dia berjalan secara terus menerus. He went on secara terus menerus di tahun 2014.</i> "	Semantic translation

Adaptation method focuses on the context to alter the right translation in target language. Student 1 translates preposition *at* by focusing on context which is

time. She translates preposition *at* into *saat*. Then students use the literal translation method frequently to preposition *in*, *on* and *at* which have literal meaning and easily understood. In the example above, student 2 uses literal translation method by translating prepositions near to TT equivalents for instance *on* into *di*. Free translation method is translation method that reproduces the context without manner; the result of the translation usually out of context. In the example above, the third student translated the preposition *in* into *golongan*. This translation is considered using free translation method because the result is out of context. Next, students also translate the prepositions by using word for word translation method. They translated the prepositions word by word which result the same structure. As in the example above, student 3 translates *at Durham university* into *di Durham university*. The last example shows, student 2 uses semantic translation which emphasize in the use of terms, key words and expression. Students 2 translates preposition *on* into *terus menerus* by focusing on key word *went*.

Students always use the preparation procedure before translating preposition *in*, *on* and *at*. They make preparation by reading ST before translating the text. However, they do not make any preparation such as practicing the receptor language or comparing the SL with TL. In the second procedure, students analyze the ST by mentioning the key word several times. In the third procedure, students transfer the meaning from SL into TL and made the initial draft by looking for a good equivalence.

CONCLUSION

Students use different strategy in translating prepositions *in*, *on* and *at*, they are interpersonal, interfencing, monitoring and search. Method used by students are varied, they use adaptation, literal translation, word for word translation, free translation and semantic translation. Furthermore, students use the first, second, and third Larson's translation procedures in translating preposition *in*, *on* and *at*. They are preparation, analysis and transfer. With respect to Think-Aloud Protocol an interview with students or participants should be conducted to identify some reasons of using certain strategies and procedures in translating prepositions *in*, *on* and *at*.

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