

Analysing EFL Students' Approach to Translating English Advertisements

Alowysa Br Purba

alowysapurba00@gmail.com

English Education Study Program, University of Prima Indonesia

Irene Gultom

irenegultom40@gmail.com

English Education Study Program, University of Prima Indonesia

Krismardo Gea

krismardogea@gmail.com

English Education Study Program, University of Prima Indonesia

Delsianti Dohude

delsiantidhde@gmail.com

English Education Study Program, University of Prima Indonesia

Jamaluddin Nasution

jamaluddinnasution@unprimdn.ac.id

English Education Study Program, University of Prima Indonesia

Abstract

Translation is critical for second language acquisition in an EFL setting, much more so for people who cannot speak or understand a foreign language. Additionally, translation can aid in the educational process, particularly for elementary, junior high, and high school students. Students who are capable of precise translation will be more receptive to global knowledge, will improve their skills, and will have an open mind. Then they may think creatively and generate fresh insights and ideas. The purpose of this study is to determine the translation ability of Indonesian junior high school students when it comes to translating English ads. The current study adopts a qualitative descriptive methodology. The samples consisted of 25 grade VIII students from SMP Negeri 21 Medan. The findings discovered eight methods discussed and analyzed by the researchers. The results indicated that users of the literal method were the method which was most widely used by students with 96% of students using this method, and second was the free method with 88% of users, the third was the addition method with 72%, while fourth was the omission method with 36%, fifth position was the paraphrase method, and in the sixth to the eighth method was the explication method, the generalization method, and the concretization method respectively with each use of 0% or none used by students. The result of the research shows that the use of the literal method is more dominantly used by students and is easier to understand by students, and for other methods there are still some that have not been studied by students. Therefore, students need to continuously improve their English-speaking skills and increase their vocabulary. In addition, students also needed to learn the translation method as an important guide in carrying out translation activities.

Keywords: *translation, method, advertisement, literal, free*

INTRODUCTION

According to us, English is a language that uses a lot of vocabulary to make it easier for us to communicate and express opinions to certain people, English is a very important language today along with the many developments in science and technology. “Crystal (2003:1) states that English is a global language. The global era is developing in the world, many countries use English as a communication tool and make it easier for people who come from various countries to interact and communicate” (Pasaribu, Herman, and Hutahaean 2020). There are several other benefits of using English, (1) You are good at speaking English, you will automatically get acquainted and build friendships from various countries, (2) you are proficient in English, your self-confidence will certainly increase, (3) One of the benefits of English in everyday life is that you can make extra money through English. Examples such as opening a course, private teachers, translation services, tourist guides, and many more, (4) In addition to the benefits above, you can also apply and work for small, medium, and large foreign companies. Usually, someone who has expertise in English will occupy a pretty good and lucrative position. (5) If we do not master English, our knowledge will certainly be limited because English is a universal language, and (6) apart from education, many jobs require good English skills. One of them is a translator, especially for foreign companies or expatriates who are currently in a certain country.

In Indonesia, English is the first foreign language taught from junior high school to university. This is a good step in the development of Indonesian education in the face of globalization, and English is a very frequently used language for communicating and communicating information, emotions and thoughts. There are several other examples of the role of English in Indonesia. (1) Language is an investment because the more you teach others, the more knowledge you have. Therefore, the investment in question is an investment in knowledge. Good investments in the form of money or stocks are usually popular in the form of knowledge. The benefits of investing in learning such as learning support when deciding to pursue learning, (2) language as a job opportunity. Vacancy usually provides qualified employees who can speak a foreign language, so the employment opportunities for potential foreign language employees will be wider, especially in the era of globalization abroad. (3) Language opens the door to a wider window of thought. If you speak a foreign language, you can learn about foreign languages, customs and cultures for free.

“There are two types of language delivery, namely spoken and written. Spoken language can be used in orientation, dialogue, presentation, and written language can be used in letters, novels, news reports, textbooks, and many other things (Basari, 2013)”(Pasaribu, Herman, and Hutahaean 2020). In this day and age, there are so many accesses available for us to learn and get information orally and in writing. Moreover, we can see this information on social media because with the passage of time and an increasingly advanced era we can get a lot of information in various forms such as posters, advertisements, videos, sound clips, and photos. In general, posters, advertisements, videos, sound clips, and photos which are now widely distributed mostly use English to disseminate information. As a learner who needs a lot of texts and materials to get information, translation plays an important role in transferring information between languages (Arham & Akrab, 2018). “Translation is the replacement

of textual material in one language (source language) with equivalent textual material in another language (target language).”

According to Siregar (2015), “translation is very important in developing the national language by increasing its capacity as a medium of communication. The translation is very useful, especially for people who cannot speak and understand foreign languages” (Pasaribu, Herman, and Hutahaeon 2020). The translation is very important and very useful, especially for people who cannot communicate and understand foreign languages. Translation can also support the learning process, especially for students who are still sitting in the elementary, junior high, and high school levels. Translation is an interesting subject not only for professional and amateur translators, but also for students. If students are good at translating, they will acquire knowledge, improve their skills and become open-minded. Then they can creatively come up with new insights and new ideas.

To determine the translation method, translation experts provide several translation methods as described by Peter Newmark (1988: 45-47), namely word for word translation, literal translation, faithful translation, free translation, semantic translation, idiomatic translation, adaptation translation, translation. Based on the description above, in the translation process, students also, of course, experience difficulties in translating some sentences and vocabulary. And to understand the text, students must be able to interpret and interpret each sentence and part of any text in English.(Pasaribu, Herman, and Hutahaeon 2020)

“Suryawinata in Ahmad (2016) said that a translator should not only seek for the equivalency but also should consider the message, the concept, and the meaning that the source language offers. That is, a translator should have enough knowledge on the target language together with the culture that the language has” (Rusni 2018). A translator can use a dictionary or other related references to support the translation process. For example, translation is important due to the development of communication and information technology. People easily carry out the translation process by using translation applications on their gadgets. Indeed, it offers instant translation without consulting a dictionary. However, the quality of translation is mostly not linear with it (Jannah & Arham ,2016). The translator must pay attention to detail before translating the message and ensure that the translation results can be accepted and accepted by the target language readers. The translation is a challenging thing to do in any process of transferring meaning from the source language (SL) into the target language (TL). It is concluded that the translation process that is not serious will cause misunderstandings between the messages contained in the source language (SL) to the target language (TL). At this time English was very widely used for all fields and of course we need to be able to translate the language, we can see the use of English from advertisements that are widely spread, especially during the covid-19 period which required a lot of guidance that we can see from advertisements scattered in various media, and from these English advertisements we needed media and methods in the translation process that are good and correct. So, the relationship is with the existence of English-based advertising, we are encouraged to learn and understand English through advertising.

“Advertising is one of the tools or methods used by advertisers to market or promote a product or service. In the ad, the text contains the names of products, ideas, and services that can benefit the user. Advertising has a purpose. One of them is informing, reminding, and persuading customers to take action on the advertised product/idea (Kotler and Armstrong, 2009: 236)” (TANJUNG 2021).

Advertisements include words, images, sounds, signs, and object-shaped signs. Advertisers have a way to market their products and services. From both internet media, banners, magazines, newspapers and television. But of all media, internet / social media is the most popular, effective and widely used. As we know in this modern age, everything is accessible via the internet, and the strength with which information is shared and received is that many people use the internet and social media. There are many benefits to promoting or selling a product or service on the Internet. The internet and social media are very effective in promoting and selling any service or product.

In addition to product advertising, there are also public services in the form of advertisements that are common on the Internet media. One of the public service announcements on the internet is the Covid19 virus warning ad. This ad contains steps to prevent a healthy lifestyle and the spread of coronavirus / Covid19. As the virus spreads all over the world, the Indonesian government is taking various measures to prevent the virus from spreading to Indonesia. One of them is a public upload of announcements, including prevention of the spread of coronavirus / Covid 19 via the Internet and social media services. The entire population needs to be aware of the dangers of coronavirus / Covid19 through the issuance of various advertisements by the Minister of Health.

In this study, researchers will use advertising text as the text to be translate by students, because with the passage of time and advance in information delivery technology, there many advertisements distribute through social media, smartphones, television and leaflet that distributes directly. Here, researchers are using advertising copies to prevent "Covid 19", which is currently a problem in almost every part of the world. Therefore, many students are currently translating texts using Google Translate, and the translations are not very accurate, so in the course of this research, students will understand how to translate and get reasonable results. Find out if you want to translate the literary text you produce.

As a result of the foregoing, the researchers decided to conduct a study titled "Students' Method for Translating English Text of" Covid 19 "Advertisement into Indonesian" and assess the translation method used by students. The researchers conducted this study on junior high school students in class VIII since they will be in the stage of learning English related to the translation process and also to help students' comprehension, which was still quite limited during the translation learning process. The researcher evaluates the translation method employed by students to ascertain the degree of their comprehension of the translation method, which is still in the process of being investigated. Two semesters will be spent studying the translation method. Additionally, researchers seek to increase students' awareness of translation procedures and to create accurate translations. Based on the foregoing, the authors developed the following research questions:

- a. What is the translation methods use by “Students’ Method In Translating English Text Of “Covid-19” Advertisement Into Indonesian Language”?
- b. How is the data collection process carry out to finds out “Students’ Method In Translating English Text Of “Covid-19” Advertisement Into Indonesian Language” ?
- c. Why does the student uses the media they use to translate the advertisement?

METHOD

The present study employed a qualitative descriptive strategy in this investigation. Qualitative research is research that focuses on materials, situations, activities or the quality of relationships that has an emphasis on holistic descriptions and is mostly delivered in detail (Fraenkel, et al., 2012, p.426) cited in (Satriadi 2014)(Sofyanti Ening 2019). This type of research approach is descriptive. Hence, the goal of this study is to determine whether the translation techniques used by class VIII junior high school students were appropriate or not based on the characteristics of good translation proposed by several experts. So, in order to discover these findings, the researcher leaned on the qualitative case research design in analyzing the translation techniques used in translating the "covid-19" advertising text that is currently being discussed.

This study was conducted at SMP Negeri 21 Medan. This school is located on Jl. Bunga Rampai Raya, Simalingkar B, Kec. Medan Tuntungan, Medan City, North Sumatra, 20353. The samples were chosen through random sampling technique and 25 students class VIII students were selected. The data was obtained in the form of sentences about "covid-19" advertisements that have been translated from examples using media and their language by students. sample ad text "covid-19" quoted from several webs.

After collecting the data, the researcher analyzes the data that has been collected using Fraenkel's theory, the researcher will classify the eight translation methods/techniques: Literal Translation, Free Translation, Paraphrased Translation, Additional Translation, Omitting Translation, Generalized Translation, Concreteization Translation, and Explanatory Translation. Then, identify the effectiveness of the translation methods used by students.

RESULT AND DISCUSSION

Here, the authors described the results which was carried out by giving the task of Translating Covid-19 Advertisements for class VIII Students at SMPN 21 Medan. 25 students were asked to translate the Covid-19 advertisement with their respective abilities. After data collection, the researcher analyzed the data to determine the percentage of translation techniques used by students.

The results were shown by the frequency and percentage techniques or methods who was used by SMPN 21 Medan students and how they varied to translating the text results of the Covid-19 advertisement as described in the following table.

No	Methods	Used By Students (25 students)	%	Reasons
1.	Literal	24	96%	The reasons why many students at SMPN 21 who were used many translation methods, especially <i>literal</i> in the Covid-19 advertisement text, that they have translated the sentences one by one with the vocabulary they know, and by using the literal method it was easier for them to understand the translations by they make.
2.	Free	22	88%	Students have used the <i>free</i> translation method a lot because in this method the

				students were free to interpret the Covid-19 advertisements that the researcher was given, but the translation that was done should not go out of line from the true meaning.
3.	Paraphrase	7	28%	Students who were used the <i>paraphrase</i> method by classified as very few from the results that we were examined at SMPN 21 because in this method the students must be translated the advertisement by using the word/sentence equation and should not go out of its true sense.
4.	Omission	9	36%	Students who were used the <i>omission</i> method also relatively few by what we were studied, because in this method students were translated Covid-19 advertisements generally reduce a few words/sentences according to their understanding of translation.
5.	Explication	0	0%	The <i>explication</i> method was also one method that wasn't used by SMPN 21 students because students were rarely able to interpret each sentence in detail and were easy to understand.
6.	Addition	18	72%	There was also SMPN 21 students who were used <i>addition</i> translation methods after researchers were examined the results of the translation of Covid-19 advertisements carried out by the students. Some students used this method because in some sentences translated by the students, there was a translation that added words or sentences but the meaning or the real meaning of the sentence wasn't separated from the topic being discussed from the Covid-19 ad text.
7.	Generalization	0	0%	The <i>generalization</i> method was used by students at SMPN 21 Medan because they were very difficult to determined the true meaning of the word. To determine this method, students were used more general

				terms in the translation results and more specific.
8.	Concretization	0	0%	In the concretization method, none of the SMPN 21 students were used this method because in this method students were translated in detail and specifically. In our research, none of the students was translating in detail as in this method in the Covid-19 advertisement text that we were given.

The results were shown, there were 8 techniques that the researcher had been analyzing in this study, namely literal, free, paraphrase, omission, explication, addition, generalization, and concretization methods.

In the table was shown above, there was a literal translation which is the first technique the researchers were analyzing to translate the text of the Covid-19 advertisement. The table was shown that 96% of class VIII SMPN 21 Medan was applied and used literal translation techniques because some students in class VIII SMPN 21 Medan had dominantly translated sentences one by one with the vocabulary they were known and by using the literal method they find it easier to understand the meaning of the words they were created and translated.

The second technique that researchers were analyzed is the free technique by placing 88%. The technique was widely used by students because in this method students were freed to interpret the translation of The Covid-19 Advertisement Text. Researchers were provided several media in the form of a dictionary and by using these media, from this method students can translate freely according to student knowledge. The student who has translated the word/sentence must not be out of its true meaning. Most of the students at SMPN 21 Medan that we were studied felt that this free technique and literal technique were easier to use than the others.

The third technique was the paraphrase method. Students who were used this method was 28%. Not too many students used the paraphrasing method because in this method students weren't understood how to paraphrase a sentence into a translation. And this method was still not understood by students because this method used translation using word phrases.

After that the omission method. This method was used by most of the students we had thorough. In the omission translation technique, there are 36% of students were using this method. Because in the omission method, some students omitted some translation of words/sentences from the Covid-19 ad text that the researcher was provided, but students translated without reducing the meaning of the sentence from the existing translated text.

The results of class VIII student data on this explication method was 0%. This method wasn't used by students because it is very difficult to understand. This translation technique was difficult because students were not studied this explication technique, therefore the data was shown there were no students who used this technique.

Next, the translation used was the addition technique. Students were using this translation method consisted of 72% of the samples. The researchers have observed some of them using this

method because this method had added some meaning. Because it added the meaning of the text that was given and, in this method, it can add meaning to the word and did not get out of the topic being discussed or the actual meaning of the existing Covid-19 ad text.

From the results of our research, there was also a method that was not used by class VIII SMPN 21 Medan, namely the generalization method. The analysis of the results of The Covid-19 Advertisement Text translation research that we were did and students who were used this method is 0%. This happened because this method is still very difficult for class VIII students to learn. After all, this method was to translated sentences whose meanings must be more specific.

From the results of this study, none of the students who used the concretization method. Students did not use this method because they did not study the concretization method. This made students very difficult to understand meanings because they had to translate in detail and specifically but still in the true sense.

Discussion

The researcher examined and analyzed eight techniques in relation to the translation of the Covid-19 advertisement text among 21 Medan State Junior High School students. The study's findings indicate that 96 % at SMPN 21 Medan used the literal method, while % of class VIII students used the free method. The third position was held by the addition method, with 72 %, the fourth position was held by the omission method, with 36 %, and the fifth position was held by the palindrome method.

As a result of the study, the researcher discovered that several of the eight approaches listed above were never employed by students. Along with those indicated in the results column, there was also a column for the difficulties encountered by some students when translating texts, one of which was a lack of students' comprehension and vocabulary.

Additionally, there were issues with translation practice, as students frequently lacked practice and had difficulty utilizing some of the previously researched methodologies. This was because the teacher did not provide sufficient translation exercises, and hence the students did not practice translating and had difficulties using some of the existing approaches. As evidenced by the study's findings, many students were accustomed to the literal translation approach, which is more prevalent than other methods with a proportion of 96%.

CONCLUSION

According to the qualitative descriptive approach used in the research, data were collected by presenting a Covid-19 Advertisement Text to class VIII Junior High School students in translation according to their existing abilities and media. The researcher examined the approaches employed by students in the eighth grade of Junior High School. According to the results of the data above, the literal technique was the most frequently utilized translation method by students when they translated sentences into Indonesian, accounting for 96% of the total, followed by the method outlined above. And of these ways, three were not employed by students, namely the explication, generalization, and concretization approaches, all of which had a proportion of 0%.

As a result, this approach students were still not employed for classroom discussion themes, did not arrive at the translation method, and also lacked translation procedures both in and out of school.

The results were obtained through a procedure of data collection in which students were tested on their ability to translate a text or sentence using the approach they prefer. As a result, students used the literal translation method more frequently because it was easier to understand and utilized word for word translation, allowing students to better comprehend all of the sentences created, whereas students used other translation methods utilizing media such as google translate, which can translate a single word. Once a sentence or all sentences were not translated by students utilizing their thoughts or media aids such as books or dictionaries, students' mindsets were less developed and active in learning to interpret a sentence.

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