

USING OBLIQUE TECHNIQUE TO TEACHING TRANSLATION OF THE  
ELEVENTH GRADE STUDENDS OF SMA NURUL AMAL PALEMBANG

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**Abstract:** In Indonesian educational system, English is one of the compulsory subjects instructed at school. The student learn English for the first time formally when they are still in the kindergarten up to the university as a foreign language, the students finds the difficulties to learn the four skills of English which are listening, speaking, reading and writing, and English also have some aspects in learning such as: structure, vocabulary, and also grammar. The problem of this study was “Is it effective to use oblique technique to the eleventh grade students of SMA NURUL AMAL Palembang?”. The objective of this study was to find out whether or not it is effective to use Oblique Technique to the eleventh grade students SMA NURUL AMAL Palembang. The writer used pre-experimental method. The populations of this study were all the eleventh grade students of SMA NURUL AMAL Palembang in academic year 2011-2012. The sample of this study was 42 students, taken by using cluster random sampling method. The written tests were used to collect the data. The data were analyzed through matched t-test.

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**Keywords :** *Teaching, Translation, Oblique Technique.*

## I. BACKGROUND

Language is the most important thing in communication and means of communication among the nations in all over the world. As an important language, English takes the top spot as the language that is taken into account in the world. Nowadays,

English has been the second language in several major countries. Of course, English became the language which is studied in almost all of educational in each countries. Language is system of sounds and words used by humans to express their thought and feelings (Hornby, 1995: 662). In Indonesian educational system, English is one of the compulsory subjects instructed at school. The student learn English for the first time formally when they are still in the kindergarten up to the university as a foreign language, the students finds the difficulties to learn the four skills of English which are listening, speaking, reading and writing, and English also have some aspects in learning such as: structure, vocabulary, and also grammar. It is very challenging for the teachers of English to spend more time in teaching learning English, in reading comprehension especially in grammar. It is assumed that translation method may be one of the important media in learning grammar. According to Hamer in Dewi (2005:12) grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language. In fact, in construct a sentence or

comprehending a text the student should understand the text and translate it to make it easier to understand. The purposes of the students are able to perform English well based on the specific translation.

Based on the writer observed by using some question at Senior High School 14 of Palembang, when the students translated the text from English into Indonesian the students got some difficulties. The difficulties were when the students make sentences and do not know characteristics of Indonesian translation and the characteristics of English translation. In fact, the characteristic of each language has an important role to be obeyed. This would be a big deal for the students in translating the sentences. For example: "Its sounds interesting" the students got some mistakes when translated the sentence.

Based on the difficulties above, the writer wanted to give some solution in teaching translation by using short story. The short story has some advantages, such as it is interesting, can be read in one sitting and contains some vocabulary. The writer believes that short story can challenge the students in reading comprehension to understand the short story and the students can translated it well into Indonesian.

Based on the background above, the writer is interested in conducting a research

entitled “Using Oblique Technique to Teaching Translation of The Eleventh Grade Studends of Sma Nurul Amal Palembang”

## **II. The Concept of Teaching**

Teaching is an alternative process between the teacher and students and among students themselves. In order words, teach is not explaining everything by an all knowing teacher, but asking probing question, giving the students time to think and respond so that classroom interaction may come enlightening for all concern (Maurince in Saleh, 1997:20)

As we know how teaching was important for everyone especially for a students. According to Gage (2009:1) Teaching is well-nigh the point of the whole educational enterprise and establishment aimed a producing student learning. Based on the expert, teaching can influence the student from knowledge until attitudes. So when we teach we must have a good knowledge and also have a good attitude.

According to Gerald G. Duffy (2009:66), teaching is a profession because teaching effectiveness requires adjusting, adapting, creating, and making

decisions in response to different situations. Teaching is one of a good profession which in this profession can provide good benefits for the nation.

Based on the explanation, the writer get a meaning of teaching is a profession an intensely personal commitment to the wellbeing of othersto influences students’ knowledge, understanding, appreciations, and attitudes in what we hope will be desirable ways. And also teaching is the point of education because in education teaching takes important things to producing good students and can provide a good benefits for the nation

According to Brown cited in Saleh (1997: 6), teaching is a profession conducted by using a combination of art, science, and skill. “Beside that he also states better concept of teaching characterized by activities performed by outstanding teachers of English as foreign language. Teaching is a skill for it demands the ability – attained from relevan theories the practice to assist the students expertly in learning so that they are able to again linguistics and communicative competence in target language (Brown, in Saleh, 1997: 16 -17). Teaching is an interactive process between the teacher and students among students themselves. In order words, teaching is not explaining everything by an all knowing teacher, but asking probing

question, giving the students' time to think and respond so that classroom interaction may become enlightening for all concerned (Hornby, 2005: 1574).

Teaching is guiding and facilitating learning, enabling the students to learn, setting conditions for learning by providing a variety of learning experiences to accommodate the various learning styles (Brown, 1997: 18).

### **III. Concept of Translation**

As somebody who has been translating professionally for over 15 years now, I must confess the topic of Translation Techniques poses somewhat of a challenge; trying to pin down strategies that you use almost intuitively every day of your life becomes a rather difficult task.

That is why I decided of translation techniques in the hope that the reader may become interested in knowing a little bit more about translation and its nuances.

#### **Direct Translation Techniques**

Direct Translation Techniques are used when structural and conceptual elements of the source language can be transposed into the target language. Direct translation techniques include:

- Borrowing

- Calque
- Literal Translation

#### **Borrowing**

Borrowing is the taking of words directly from one language into another without translation. Many English words are "borrowed" into other languages; for example software in the field of technology and funk in culture. English also borrows numerous words from other languages; abbatoire, café, passé and résumé from French; hamburger and kindergarten from German; bandana, musk and sugar from Sanskrit.

Borrowed words are often printed in italics when they are considered to be "foreign".

#### **Calque**

A calque or loan translation (itself a calque of German Lehnübersetzung) is a phrase borrowed from another language and translated literally word-for-word. You often see them in specialized or internationalized fields such as quality assurance (aseguramiento de calidad, assurance qualité taken from English). Examples that have been absorbed into English include standpoint and beer garden from German Standpunkt and Biergarten; breakfast from French déjeuner (which now means lunch in Europe, but maintains the same meaning of breakfast in Québec). Some calques can become widely accepted in the target language (such as

standpoint, beer garden and breakfast and Spanish peso mosca and Casa Blanca from English flyweight and White House). The meaning other calques can be rather obscure for most people, especially when they relate to specific vocations or subjects such as science and law. Solución de compromiso is a Spanish legal term taken from the English compromise solution and although Spanish attorneys understand it, the meaning is not readily understood by the layman. An unsuccessful calque can be extremely unnatural, and can cause unwanted humor, often interpreted as indicating the lack of expertise of the translator in the target language.

### **Literal Translation**

A word-for-word translation can be used in some languages and not others dependent on the sentence structure: El equipo está trabajando para terminar el informe would translate into English as The team is working to finish the report. Sometimes it works and sometimes it does not. For example, the Spanish sentence above could not be translated into French or German using this technique because the French and German sentence structures are different. And because one sentence can be translated literally across languages

does not mean that all sentences can be translated literally. El equipo experimentado está trabajando para terminar el informe translates into English as The experienced team is working to finish the report ("experienced" and "team" are reversed).

There are many concepts of translation described by experts. According to Larson cited in Cholludin (2009:4) says that translation consists of translating the meaning of the source language into the receptor language. This is done by going from the form of the list language to the form of the second language by way of semantic structure. It is meaning which is being transferred and must be held constant. Only the form change. Next, according to Catford cited in Cholludin (2009 : 4) that translation may be defined as follows: the replacement of textual material in one language as source language (SL) by equivalent textual material in another language as target language (TL), and Steiner cited in Cholludin (2009 : 5) says that translation can be seen as (co) generation of the text under specific constraints that is relative stability of some situational factors and, therefore, register, and, classically, change of language and (context of ) culture.

### **Kinds of Translation**

After studying the definition of translation there are also some types and

categories of translation in order to have a wider scope of it. According to some experts there are many kinds types of translation, they are: According to Catford cited in Choliludin (2009 : 25) divides translation into three distinctive types, Full Translation vs Partial Translation, Total Translation vs Restricted Translation, and Rank of Translation. The explanation are:

- a. Full Translation: the entire text is submitted to the translation process, that is, every part of the SL text is replaced by TL text material,
- b. Partial Translation: some part of parts of the SL text left untranslated, they are transferred to and incorporated in the TL text,
- c. Total Translation: SL grammar and lexis are replaced by equivalent TL grammar and lexis,
- d. Restricted Translation: is the grammatical and lexical levels means, respectively, replacement of SL grammar by equivalent TL grammar, but with no replacement of lexis, and replacement of SL lexis by equivalent TL lexis but with no replacement grammar,
- e. Rank of Translation: they are word to word translation, group to group translation, sentence to sentence translation, paragraph to paragraph translation, discourse to discourse translation. Next, according to

Jacobson cited in Choliludin (2009 : 20) distinguishes three types of translation. They are Intralingual Translation, Interlingual Translation, and Intersemiotic Translation. The explanation are:

- a. Intralingual Translation or Rewording: It is and interpretation of verbal signs by means of other signs in the same language,
- b. Interlingual Translation or Translation Proper: It is an interpretation of verbal signs by means of some other language,
- c. Intersemiotic Translation or Translation: It is an interpretation of verbal signs by means of signs system. In the other hands, according to Brislin cited in Choliludin (2009 : 26 – 29) categoriestranslation into four types, namely: Pragmatic Translation, Aesthetic – poetic Translation, Ethnographic Translation, and Linguistic Translation. The explanation are:

- a. Pragmatic Translation: It refers to translation of a message with an interest in accuracy of the information that was meant to be conveyed in the source language form and it is not concerned with other aspects of the original language version,
- b. Aesthetic-poetic Translation: It refers to translation in which the translator takes into account the affect, emotion, and feelings of an original agnate version, the aesthetic form used by the original author, as well as any information in the message,
- c. Ethnographic Translation: To explicate the cultural context of the source and TL versions, and the last is Linguistics

Translation: It is concerned with equivalent meanings of the constituent morphemes of the source language and grammatical form.

#### **IV. Concept of Oblique Technique**

##### **Oblique Translation Techniques**

Oblique Translation Techniques are used when the structural or conceptual elements of the source language cannot be directly translated without altering meaning or upsetting the grammatical and stylistics elements of the target language.

Oblique translation techniques include:

- Transposition
- Modulation
- Reformulation or Equivalence
- Adaptation
- Compensation

##### **Transposition**

This is the process where parts of speech change their sequence when they are translated (blue ball becomes boule bleue in French). It is in a sense a shift of word class. Grammatical structures are often different in different languages. He likes swimming translates as Er schwimmt gern in German. Transposition is often used between English and Spanish because of the preferred position of the verb in the sentence: English often has the verb near

the beginning of a sentence; Spanish can have it closer to the end. This requires that the translator knows that it is possible to replace a word category in the target language without altering the meaning of the source text, for example: English Hand knitted (noun + participle) becomes Spanish Tejido a mano (participle + adverbial phrase).

##### **Modulation**

Modulation consists of using a phrase that is different in the source and target languages to convey the same idea: Te lo dejo means literally I leave it to you but translates better as You can have it. It changes the semantics and shifts the point of view of the source language. Through modulation, the translator generates a change in the point of view of the message without altering meaning and without generating a sense of awkwardness in the reader of the target text. It is often used within the same language. The expressions es fácil de entender (it is easy to understand) and no es complicado de entender (it is not complicated to understand) are examples of modulation. Although both convey the same meaning, it is easy to understand simply conveys "easiness" whereas it is not complicated to understand implies a previous assumption of difficulty that we are denying by asserting it is not complicated to understand. This type of change of point of

view in a message is what makes a reader say: "Yes, this is exactly how we say it in our language".

### **Reformulation or Equivalence**

Here you have to express something in a completely different way, for example when translating idioms or advertising slogans. The process is creative, but not always easy. Would you have translated the movie *The Sound of Music* into Spanish as *La novicia rebelde* (The Rebellious Novice in Latin America) or *Sonrisas y lágrimas* (Smiles and Tears in Spain)?

### **Adaptation**

Adaptation occurs when something specific to one language culture is expressed in a totally different way that is familiar or appropriate to another language culture. It is a shift in cultural environment. Should *pincho* (a Spanish restaurant menu dish) be translated as *kebab* in English? It involves changing the cultural reference when a situation in the source culture does not exist in the target culture (for example France has Belgian jokes and England has Irish jokes).

### **Compensation**

In general terms compensation can be used when something cannot be

translated, and the meaning that is lost is expressed somewhere else in the translated text. Peter Fawcett defines it as: "...making good in one part of the text something that could not be translated in another". One example given by Fawcett is the problem of translating nuances of formality from languages that use forms such as Spanish informal *tú* and formal *usted*, French *tu* and *vous*, and German *du* and *sie* into English which only has 'you', and expresses degrees of formality in different ways.

As Louise M. Haywood from the University of Cambridge puts it, "we have to remember that translation is not just a movement between two languages but also between two cultures. Cultural transposition is present in all translation as degrees of free textual adaptation departing from maximally literal translation, and involves replacing items whose roots are in the source language culture with elements that are indigenous to the target language. The translator exercises a degree of choice in his or her use of indigenous features, and, as a consequence, successful translation may depend on the translator's command of cultural assumptions in each language in which he or she works".

Oblique Translation Techniques are used when the structural or conceptual elements of the source language cannot be directly translated without altering meaning or upsetting the

grammatical and stylistics elements of the target language. Gabriela Bosco. Portugal-inenglish-2000apr-teachingthrough-translation\_2pdf.Adobe Reader.

Oblique translation technique includes:

a. Transposition

This is the process where parts of speech change their sequence when they are translated. It is in a sense a shift of word class.

b. Modulation

Modulation consists of using a phrase that is different in the source language and target language to convey the same idea.

c. Reformulation or Equivalence

Express something in a completely different way, for example when translating idioms or advertising slogan.

d. Adaptation

Adaptation occurs when something specific to one language culture is expressed in a totally different way that is familiar or appropriate to another language culture.

e. Compensation

In general terms compensation can be used when

something cannot be translated, and the meaning that is lost is expressed somewhere else in the translated text.

### **Concept of Short Story**

According to Husein (2010:2 – 3) there are some definitions of short story: Short story is a piece of prose fiction which can be read at a single sitting. There is often little action, hardly any character development, but we get a snapshot of life. Short story is a piece of art that tries to give us a specified impression of the world we live in. It aims to produce a single narrative effect with the greatest economy of means. Short story is a short piece of fiction aiming at unity of characterization, theme and effect.

### **Elements of Short Story**

According to Husein (2010:7) the elements of short story are divided into two parts, they are intrinsic elements and extrinsic elements. The intrinsic elements consist of:

1) Setting

Setting of a short story is the time and place in which it happens. The time and location in which a story takes place. There are several aspects of a story's setting to consider when examining how setting contributes to a story place, time,

weather condition, social condition, mood or atmosphere.

2) Plot

Plot is the structure of events within a story and the causal relationship between them. There is no plot without causality. How the author arranges events to develop his basic idea. There are five essential parts of plots: introduction, rising action, climax, falling action, and denouement.

3) Conflict

The conflict is a struggle between two people or things in a short story. The main character is usually on one side of the central conflict. There are two types of conflict: External and Internal.

4) Character

A character is a person, or sometimes even an animal, who takes part in the action of short story or other literary work. There are two meanings for the word character: the person in a work of fiction, the characteristics of person. Characters are individual – round, developing – dynamic, static – stereotypes.

5) Point of view

Point of view or p.o.v, is defined as the angle from which the story is told. There are first person, limited omniscient, and objective omniscient.

6) Theme

The theme is central idea or belief in a short story. A piece of fiction is its controlling idea or its central insight.

7) Figurative language

Figurative language: using figures of speech and it cannot be taken literally. Figure of speech: any way of saying something other than in an ordinary way.

8) Tone

Tone is the situation that influences the story. It can be humor, tragedy, ironic, tragic, or objective

The extrinsic elements it consists of:

**Reader Response Strategy:**

Reader response strategy was used in analyzing students' appreciation on literary subject. Reader response strategy focuses on socio – cultural of the reader which involves their emotion, relationship, motives, and reaction on literary works. To understand the socio – cultural aspects in the story, student is

guided by the seven strategies of reader response.

According to Beach and Marshall cited in Husein (2010:18). Reader response consists of seven strategies:

- 1) Engaging in which readers try to involved their feeling in reading literally works.
- 2) Describing the readers describe and retell the information given from the text. In this stage readers describe the character, characterization, background of the story and the plot of story.
- 3) Conceiving the readers begin to understand the character, the background of the story and the language used by the characters.
- 4) Explaining the readers explain the reasons of a characters in doing something in the story.
- 5) Connecting the readers try to connect their personal experience to the things that happen on the characters.
- 6) Interpreting the readers use his reaction, description, conception, and connection in finding the theme of the story.

7) Judging the readers give their opinion on the story, the author, and the plot of the story.

### **Teaching Procedures**

Teaching and learning activities always proceed through a format that consist of three components (Saleh, 1997). They are pre activity, whilst activity and post activity. In conducting this study, the writer applied the following procedures:

#### 1. Pre activities

a. The teacher greeted the students. The teacher asked the students' condition before the teacher called each of the students' name.

b. The teacher gave motivation. The teacher said to the students that translating a short story is interesting and fun.

#### 2. Whilst activities

a. The teacher showed a short story and explained the intrinsic elements in short story to make it easy when translating the short story.

b. The teacher explained the part of speech, phrase, and idiom.

c. The teacher gave some difficult words and after that the students can translated the short story.

3. Post activities
  - a. The teacher gave some summary of the lesson.
  - b. The teacher gave some question to know the students' comprehension.
  - c. The teacher closed the lesson and gave the student homework.

## **V. Method of the Research**

In this research the writer used the weak experimental design. According to Fraenkland Wallen (1990:236) the weak experimental design, a single group is measured and observed both before and after exposure to treatment.

Diagram of this design as follows:

O1XO2

O1 = Pre – test

X = Treatment

O2 = Post – test

### **Technique for Collecting Data**

In collecting the data, the writer used a test in this research. According to Brown (2004:3) the test is a method of measuring a person's ability, knowledge or performance in a given domain.

In this study, there were only one test but given twice. Pre – test is given before the treatment and post – test is

given after the treatment. The test was given in: Multiple Choice. In this test, the students were given a short story with the title "After Twenty Years" and then to check their knowledge the writer was given some questions in multiple choice forms. The students were asked to read the short story after they read it they were answer the questions in multiple choise form. The questions in 30 items and then the students chose the correct answer by circle or sign the following answer.

### **Interpretation**

As described above, it was found that the students' average score in the pretest was 4.3 After being taught translation by using oblique technique through short story by the writer, the students got progress in their scores. It was evident that result of the posttest score was 7.2 indicated the students' progress. It means that oblique technique was good technique to improve students' ability in reading especially in understanding the text and translated it. From the students' average scores in the pretest and the posttest, the matched ttest calculation obtained "t" was 15.3 and the tcritical value of t at 5% with 41 degree of freedom (df) is 1.684 it means that the obtained "t" was much higher than critical value it means the alternative hypothesis was accepted, consequently the null hypothesis was rejected, it was significantly effective to

translation by using oblique technique through short story to the eleventh grade students of SMA NURUL AMAL Palembang.

The increase of the students' score in the post-test caused by the treatment, which guided them easily in identify the elements in the paragraph (short story).

## **VI. CONCLUSION AND**

### **SUGGESTION**

In this chapter, the writer presents conclusion and suggestions. Based on the findings in previous chapter, and also offers suggestion to the teacher as well as to the students.

### **Conclusion**

The conclusions of this study are presented in the following points. Based on the result of the study, the writer

concludes that teaching translation by using oblique technique through short story is effective to increase students' translation achievement, especially using short story. It could be proven by analyzed the students' pretest and posttest scores of the students. The average scores of the pretest were 4.3 while the posttest was 7.2 it means that the research hypothesis (Ha) was accepted.

By applying matched t-test, the writer found that t-obtained was higher than critical value in t-table. The result of the calculation was found out that t-obtained was 15.3 the coefficient critical value of t-table was 5% with significant level 0.05 and the degree of freedom (df) was 41 (42 - 1). It means that teaching translation by using oblique technique through short story to the eleventh grade students of SMA NURUL AMAL Palembang was significantly effective.

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