

government that has regulated the presence of a new curriculum 2013 containing narrative texts taught from junior to high school level and also at university. Indonesian folklore is a rich resource of reading and teaching materials. For the purposes of teaching and reading materials in English lessons and disseminating information to the world about Indonesian culture, it is necessary to translate Indonesian folklores into English. Then in a way of producing good translation products, the Sociosemiotic Approach was applied to lead students to be good translators and anticipate of making some mistakes and errors in the translation process. So it is hoped that the product of folklore translation can be accepted socioculturally in the target readers.

In relation to this approach, Nida in Hu (2000: 6) claims that the Sociosemiotic Approach is considered highly applicable in the translation process of literary work. This approach is very positive and gives insight to the world of prose fiction translation, including folklore translation. Nida in Hu (2000: 6) says:

"Perhaps the most pervasive and crucial contribution to understanding the translation process is to be found in Sociosemiotics, the discipline that treats all systems of signs used by human societies. The great advantage of Semiotics over other approaches to interlingual communication is that it deals with all types of signs and codes, especially with language as the most

comprehensive, and complex of all systems of signs employed by humans. No holistic approach to translating Semiotics can exclude as a fundamental discipline in the encoding and decoding of signs. "

From the above quotation, it can be said that the Sociosemiotic Approach can help a translator understand the meaning of words, sentences and discourse structure better. In addition, this approach can reveal the symbolic nature of two different meanings, namely denotative (designative) and connotative meaning (associative). This approach also proves that the message contains the meaning. The basic theory of this approach is Halliday's Sociosemiotics. Halliday stressed the unity of the text (the unity of the text), the context of linguistic, non-linguistic, and social structure. He also argued that language is a unique system of signs that has a social function to express the meaning of the whole system of other signs. Halliday in Hu (2000) proposed only three categories of language function. These three categories are ideational function, interpersonal function and textual function. On the other hand Newmark (1988) claimed six functions of language that include: 1) the expressive function, namely the function of language that essentially covers the idea of the original text, the author's world viewpoint and purpose of writing prose fiction, 2) the informative function, namely the function of language which essentially covers the external situation, the facts of the topic,

reality in outside of language, for example, ideas or theories in prose fiction, 3) the vocative function, that is which includes the readership and social consequences expected available in the literary work as the idea of the author, 4) the aesthetic function, that is which is designed to create sense bases, literary tastes, and varieties of entertainment through the presentation of figures of speech, symbols, plot design, and else, 5) the phatic function, namely the function that is related to language utterances and dialogues in prose fiction intended to maintain a relationship of familiarity and hospitality with an audience rather than just conveying the information, and 6) the meta-language function, namely the language skills or a set of symbols that are used to decipher the language itself.

Here are the stages of Sociosemiotic Approach applied in translating Indonesian folklores into English proposed by Hu (2000:1):

(1) Translation of fiction does not only reproduce the message, but also the style, i.e. the way in which the message is conveyed. By examining the author's choice of words and sentence patterns, fictional translators can have a clear idea of the designative and linguistic meaning. Thus it may be better to reproduce the text style of the original by exploring the author's intention, the reader's interpretation, and the potential social consequences of the novel or short story. Translators can recognize the

pragmatic meaning which indicates the relationship between the author and reader, and can properly reproduce the authorial style of the original.

- (2) The text is a semantic unit with meaning and function. It is a product in the sense that it is an output, something that can be represented in systematic terms. A short story actually is a unity of meaning, style (how to convey meaning) and function (why to convey meaning) which translators cannot discuss separately.
- (3) At first, the translator comes across the whole discourse of the prose fiction, and then he or she analyzes it at the syntactical, semantic and finally pragmatic levels. At the end, the translator perceives the message conveyed by the source language text. The most important thing is how the translator re-encodes the message he or she understands, which is the basis of the translating activity.
- (4) A translator should acquire language competence and cultural knowledge of both target and source languages, and take pains to reduce the loss and distortion in his or her translation. Thus, the translation may achieve the translation criteria—correspondence in meaning and similarity in style and function.

THE STUDY

The purpose of this research was to know how much students could anticipate their

difficulties in the translation process by using Sociosemiotic Approach, how high the quality of the translation they produced, and how were their responses on the application of the Sociosemiotic Approach in translating the Indonesian folklores into English.

The method used in this research was the Qualitative Action Research. The final goal of the study is qualitative measures of self-reliance attitude formation of a group or community and lovers of the translation. Here people are being targeted not at all in a position as a laboratory, but as agents of the process of learning. This action research was the process of learning and community empowerment. Translators, in terms of the students of translation class, produced the translation results and overcame a variety of problems encountered and always developed in a sustainable way. On that basis, the nature of action research was the participatory and the role of the researcher as the companion and facilitator. Thought about absolutely there was no generalization in this research because each community (context) has a condition with specificity characteristics, along with different needs to the needs of others (Sutopo, 2006: 150). As the process of empowerment in the form of action learning and development, this research searched to develop students' involvement in every step and activity of Indonesian folklores translation into English. Therefore, this qualitative action research

tends known as participatory action. As the companion and facilitator, in this case the researcher was trying to understand the characteristics and needs of the students as translators who were assigned to translate the Indonesian Folktale "*Timun Mas*" into English.

The action research model used was the model proposed by Ferrance (2000). This model has six main steps in each cycle. Based on the steps performed during the research, the stages in the cycle can be described as follows:

- (1) Identifying the problem, the step in which the researcher identified in detail the problems of translating the Indonesian folklore "*Timun Mas*" translation student from Indonesian to English.
- (2) Gathering the data, after identifying the translation problems, the researcher gathered the data obtained from the translation test done by the students.
- (3) Interpreting the data, in this step the data which had been obtained were thoroughly interpreted in details.
- (4) Acting of the evidence, after the interpretation step and the data interpreted showed a negative result, the researcher took real action against the existing problems by applying Sociosemiotic Approach. In this stage, the researcher gave the translation test again by using Sociosemiotic Approach and observed the class to see the conditions and interactions during action performed.

(5) Next step, then the researcher assessed the results of translation test done by the students using.

Besides giving the test of translation, the researcher also gave the students questionnaires and conducted the interviews with some of them to obtain information about the impact of the Sociosemiotic Approach used in translating Indonesian folklore “*Timun Mas*” into English.

In relation to the translation quality assessment, the researcher used the scale of assessing the translation products done by the students. The following scale was used to justify and determine the students’ translation quality. This scale was proposed by Machali (2009: 156-157).

The results of the research are divided into several sections that provide significant information to all research results. These sections are grouped into the initial observations (O1), initial test of translation (T1), initial analysis of translation test (A1), final observation (O2), final test of translation (T2), final analysis of translation test (A2), results of the questionnaires (Q) and interviews (I). The followings are the findings and discussion of the research results from some data resources based on the research instruments used by the researcher in the translation class of English Department of Semarang State University, Indonesia.

FINDINGS AND DISCUSSION

Table 1

Translation quality assessment scale

Category	Score	Indicator
Excellent Translation	86-90 (A)	There is no distortion of the meaning, reasonable delivery of meaning; almost like a translation; no spelling mistake; there is no error/deviation of grammar; there is no mistake the use of the term.
Very Good Translation	76-85 (B)	There is no distortion of meaning; no rigid literal translation; no mistake in the use of the term; there are one or two grammatical errors/ spelling.
Good Translation	61-75 (C)	There is no distortion of meaning; no rigid literal translation, but comparatively no more than 15% of the entire text, so it does not feel like a translation; grammar and idiom errors relatively no more than 15% of the entire text; had one or more terms of using non standard/ general; one or two spelling mistakes.

Fair Translation	46-60 (D)	The whole translated text is like as a real translation; some literal translation is rigid, but comparatively no more than 25%, some idiomatic errors and/or grammar, but relatively no more than 25% of the entire text; one or two uses of the term are not common and/or less clear.
Poor Translation	20-45 (E)	The whole text is felt as a real translation; too many rigid literal translation (relatively more than 25% of the entire text); distortion of the meaning; errors of term are more than 25% of the entire text.

Observations

The observations were based on the translation products done by the students in the translation class. The following result

shows the comparison before and after the application of Sociosemiotic Approach in translating one of the Indonesian Folklores “*Timun Mas*” into English.

Table 2
The observation results of the students’ translation products

Aspect	Students’ Translation Products	
	Initial Observation (O1)	Final Observation (O2)
Meaning	Denotative (lexical and representing source culture)	Connotative (representing target culture)
Style	Source language oriented (Using formal and literal styles)	Target language oriented (Using natural and idiomatic style)
Function	Not pragmatic and unnatural (not accepted by target readers)	Pragmatic and natural (accepted by target readers)

Based on the table 2, it can be seen that the translators used denotative meaning in their translation before using the Sociosemiotic Approach while after that they changed the meaning into connotative one. The style they used before Sociosemiotic Approach application was formal and literal styles that oriented to the source language while after using Sociosemiotic Approach they kept the natural and idiomatic styles in their translation. From the view point of function their translation products before using

Sociosemiotic Approach were not pragmatic, so the translation they produced was not accepted by the target readers; however, after they used Sociosemiotic Approach their translation was more pragmatic and natural for the target readership.

Translation Tests

Translating one text into another is not an easy job. It is not as easy as to back our arms. The same condition happened in the translation class in which the students of the sixth semester of English Department

of Semarang State University did translation process and worked hard to produce good translation products. Their

results of translation can be seen in the following table.

Table 3
The comparison between the initial test (T1) and final test (T2)

No.	Student	Score of T1	Score of T2	Progressive Score
1.	Code 1	68	79	11
2.	Code 2	73	85	12
3.	Code 3	70	83	13
4.	Code 4	69	78	9
5.	Code 5	65	79	14
6.	Code 6	78	86	9
7.	Code 7	73	85	12
8.	Code 8	72	84	12
9.	Code 9	68	78	10
10.	Code 10	67	88	21
11.	Code 11	70	84	14
12.	Code 12	69	76	7
13.	Code 13	65	75	10
14.	Code 14	70	80	10
15.	Code 15	71	88	17
16.	Code 16	72	87	15
17.	Code 17	69	79	10
18.	Code 18	68	84	16
19.	Code 19	70	87	17
20.	Code 20	66	78	12
Average Score		69.65	82.15	12.55

Based on the table 3 above, it can be seen that the average score of translation before using Sociosemiotic Approach is 69.65. It means that almost all products of the translation the students made was not good in the term of target readership context of assessment. However after the Sociosemiotic Approach was used, the change happened. Their translation

products increased significantly with the average progress score up to 12.55 as the ratio of the initial test average score 69.65 and the final test average score 82.15. It means that the Sociosemiotic Approach can increase the students' translation product significantly and help students find out the equivalent words and expressions

that are acceptable, natural, and adaptable in the target language and culture.

Translation Products

The Indonesian folklore that the students translated was “*Timun Mas*”. This folklore

has 80 narrative expressions that were taken as the data of the research. The followings are five expressions that can be representative data analyzed and compared as the samples.

Table 4
The students’ translation products analysis

Translating the Indonesian Folklore “ <i>Timun Mas</i> ” into English		
Indonesian	English	
Original Text	Without Using Sociosemiotic Approach	With Using Sociosemiotic Approach
<i>Pada zaman dahulu, hiduplah sepasang suami istri petani.</i>	Once upon a time, there were a couple of farmers.	Once upon a time, there lived a couple of peasants.
<i>Mereka tinggal di sebuah desa di dekat hutan.</i>	They lived in a village near a forest.	They lived in a village near the wood.
<i>Setiap hari mereka berdoa pada Yang Maha Kuasa.</i>	Everyday, they prayed to god.	Every day they prayed to the God the Almighty
<i>Raksasa itu kemudian memberi mereka biji mentimun.</i>	The giant ran to chase after <i>Timun Mas</i> immediately.	Then, the Green Ogre offered some cucumber seeds to them.

According to the table 4 above, it can be seen that the Indonesian original expressions were translated twice by the students. Firstly they translated those expressions without the Sociosemiotic Approach and secondly they retranslated the same expressions into English with Sociosemiotic Approach. From the table it can be analyzed that the translated expressions with the Sociosemiotic Approach seem better than those which are translated without using the Sociosemiotic Approach. For example, the word ‘peasants’ is better than the word ‘farmers’, the word ‘wood’ is more natural than the word ‘forest’, the phrase ‘the God

the Almighty is more culturally acceptable than the word ‘god’, and the phrase ‘the Green Ogre’ is more representative than the word ‘the giant’ because all are based on the culture in the target language.

Questionnaires

The table 5 below describes the students’ responses as the data of the research gained through the questionnaires given and distributed to 20 students of English Department of Semarang State University. The questionnaire consists of five questions that relate to their response on the Sociosemiotic Approach Usage in their translation process.

Table 5
The students' responses based on the questionnaires

Question	Description	Response	
		Yes	No
1	I think translating Indonesian folklore into English is difficult.	15 (75%)	5 (25%)
2	Translating folklore as literary fiction is more complicated than translating ordinary text (non-literary).	17 (85%)	3 (15%)
3	Translating literary works, especially Indonesian folklore into English, requires basic knowledge of source and target languages, literature, and culture.	20 (100%)	0 (0%)
4	Sociosemiotic approach makes me easy to translate literary works, especially the Indonesian folklore into English.	17 (85%)	3 (15%)
5	After using Sociosemiotic approach in the translation process, my translation product is better.	19 (95%)	1 (5%)

From the table 5 above it can be seen that the students felt that the Sociosemiotic Approach was more effective for them to use when they translated the literary text, especially the text of folklore. It was proved with their responses to this approach up to 85%. Then they also agreed that translating the Indonesian folklore into English was difficult, with their responses up to 75% and more complicated than translating the ordinary text, with the responses up to 85%. On the other hand they agreed that the basic knowledge of source and target languages, literatures, and cultures were very important for them to know and require. This was proved with

their responses up to 100%. The last response up to 95% was about the effect of the Sociosemiotic Approach usage that made their translation product better.

Interviews

The last data are described in the following table. This table shows the findings taken from the interviews about their translation results using the the Sociosemiotic Approach. This is about their comments on the advantages of the Sociosemiotic Approach application in the translation process.

Table 6
The results of students' translation based on the interviews

Translating the Indonesian Folklore "Timun Mas" into English	
Without Using Sociosemiotic Approach	With Using Sociosemiotic Approach
More dominant denotative meaning	Translation products in accordance with the sociocultural of target language

Literal translation products	Free translation products
Not referring to the author's intension	Referring to the target readership
Many bias cultural terms in translation products	Translation products with cultural adaptation

Basically according to their comments, the Sociosemiotic Approach was very useful for them to keep in producing good products of translation. For examples, they could translate the folklore from Indonesian to English in accordance with the community of target language, produce natural translation, accepted by the target readers and adaptable to the target culture.

CONCLUSION

Based on observations, the students' translation products before the application of Sociosemiotic Approach contained the dominant denotative meaning. The meaning that the language used did not represent the source text and avoided what the author of the text intended. On the other hand the translation did not touch the target text readers and was not pragmatic, so the translation was not acceptable in the target readership culturally. In the contrary it was different after the Sociosemiotic Approach applied in the classroom. Many changed better, for examples, the translation products used more connotative and associative meanings that represented the meaning of the source language and author's intention was bridged well and could touch the target readership.

Based on the interviews it can be noted that before applying the Sociosemiotic Approach in the translation process, the denotative equivalences were more dominant in the translation products, the translation result was literal and had bias terms of

cultures. However, after the application of Sociosemiotic Approach, the translation was more natural and adaptable in the target culture. The content of the story was also more easily understood by the target readers.

Based on the results of the test it was found that the score comparison before and after the application of the Sociosemiotic Approach was more significant that can be seen from the progress score of 12.55 as the ratio result of the initial test score average 69.65 and the final test score average 82.15. It was proved that the Sociosemiotic Approach can improve the students' translation quality.

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