

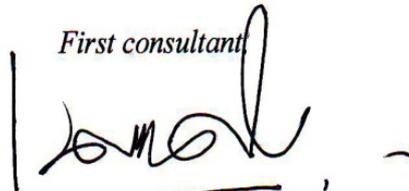
# APPROVAL

The Journal entitled

THE ROLE OF SCHEMATA CONTENT IN TRANSLATION: A Comparative Study at  
Second Grade of Senior High School of Madrasah 2 Mataram in Academic Year 2013/2014

Has been approved on September, 2014

*First consultant*



**(Drs. Kamaluddin, M.A., Ph.D.)**

NIP.196601161994031001

*Second consultant,*

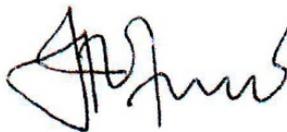


**(Edy Syahril, MA.)**

NIP. 197406072000031002

*Acknowledged by:*

Department of Language and Art,  
Faculty of Teacher Training and Education, Mataram University  
Head,



**(Dra. Siti Rohana Hariana Initiana, M.Pd.)**

NIP. 19660331199303 2 002

## THE ROLE OF SCHEMATA CONTENT IN TRANSLATION

*A Comparative Study at Second Grade of Senior High School of Madrasah 2  
Mataram in Academic Year 2013/2014*

### ABSTRAK

Penelitian ini didesain sebagai studi perbandingan. Penelitian ini bertujuan untuk mencari kontribusi skemata konten terhadap penerjemahan siswa. Ada dua jenis teks yang akan diuji seperti teks ilmiah dan literatur. Kelompok sampel dari penelitian ini adalah kelas IPA unggulan I dan kelas XI Bahasa di MAN 2 Unggulan Mataram. Secara pragmatis, tidak ada pengajaran yang akan diberikan kepada siswa mengenai penerjemahan sebelum tes dilaksanakan karena tidak ada mata pelajaran penerjemahan pada level ini. Sehingga, data penelitian diperoleh dari nilai tes menerjemahkan oleh siswa. Data tersebut dihitung menggunakan rumus ANOVA (*analisa variansi*) atau uji F (*signifikan F*). Berdasarkan distribusi F, hasil dari penghitungan ini menunjukkan bahwa nilai F (5.35) lebih besar dibandingkan dengan nilai pada taraf 0.05 (3.17) dan pada taraf 0.01 (5.01), karena nilai F lebih besar dari kedua nilai tersebut maka hipotesis Null pada taraf 0.05 ditolak begitupun pada taraf 0.01 juga ditolak dan hipotesis alternatif pun diterima pada kedua level tersebut. Kesimpulannya bahwa skemata konten mempengaruhi hasil penerjemahan siswa.

***Kata Kunci: pengaruh, skemata konten, dan penerjemahan***

### ABSTRACT

This research is designed as comparative study. The purpose of this research is to examine the contribution of schemata content in student's translation. There are two kinds of texts according to their class program such as science text and literary text. The sample groups of this research are XI IPA Unggulan (*favorite class*) 1 and XI Bahasa of MAN 2 UNGGULAN MATARAM. Practically, there is no teaching treatment conducted before the tests since there is no translation matter at this level. Thus, the data derived from the score of student's translation tests. The data are calculated in ANOVA (*analysis of variance*) formulation or F-test (*significance F*). According to the *F Distribution*, the result of this calculation pointed out that F value is significant at 0.05 level (3.17) and also significant at 0.01 level (5.01), since the F value (5.35) is higher than the two values, it means that the Nul hypothesis (there is contribution of schemata content in student's translation) at 0.05 level is rejected and at 0.01 level is also rejected. However, Alternative hypothesis (there is contribution of schemata content in student's translation) is acceptable at both levels.

**Keywords:** *the role, schemata, content, and translation*

## **A. Background**

Translation possesses a critical role in learning a foreign language. At the first stage of language acquisition of foreign language as the second language, students are obliged to be able to translate the meaning of the oral or written text of source language (SL) into target language (TL). Translation is the main device in transforming the message contained in one language. Then, students' translation skill must be rehearsed in order to improve their foreign language comprehension. According to Catford (2004) in his book "A linguistic theory of translation" briefly states that translation is an alternation of written text of one language (SL) by comparable written text in another language.

There are three types of translations suggested by Jacobson (2000) in his famous article *On Linguistic Aspect of Translation*; he classifies translation into three categories; 1). Intralingual translation or rewording is an interpretation of verbal signs by means of other signs of the same language; 2) Interlingual translation or translation proper is an interpretation of verbal signs by means of some other language; 3) Intersemiotic translation or transmutation is an interpretation of verbal signs by means of signs of nonverbal sign systems.

In English classroom, translation is part of learning method. This activity is intended to measure how far they could transform a text of source language (SL) into target language (TL). At junior high school level, teacher sometimes assigned a task to their students' to make a simple conversation or translating a simple text. Similarly, at upper school level also doing translation for some difficult texts or they are inquired to write a well development text. Thus, translation already took a specific place as the students' to be acquainted with a new language.

Students' translation will be determined through their vocabulary comprehension. According to Anderson and Freebody (1981) that a reader's general vocabulary comprehension is the single best predictor of how well the reader can understand the text. Therefore, vocabulary is fundamental to reading comprehension, one cannot get the meaning of the text without knowing what most of the words convey. Translation process requires or demands a wide range of words mastery, which will contribute to a good quality of translation.

This translation activity is much more different than professional translators who accomplishes their works by way of acquiring the linguistic aspects and culture of the source language. In this case, the professional translators have comprehended the details about source and target languages. Nababan (1999) briefly states that there are two principals in translation, they are linguistic factors includes words, phrases, clauses, and sentences; and nonlinguistic factors that cover the cultural knowledge in both the source and target language cultures.

This study is related to students' schemata regarding to their writing skill. It supposes to help them to develop their translation in term of content. Long before students come to school, they developed schemata or units of knowledge about everything they experience. As stated by Rumelhart (1980),

schemata represent knowledge at all levels from ideologies and cultural truth to knowledge about the meaning of particular word, knowledge about what patterns of excitations are associated with what letters of the alphabet. Perceivably, our schemata are our knowledge or all of our generic knowledge.

Therefore, schemata bring students' perception of the text. It means that schemata act as student's stored vocabulary. Mildred (1998), states that schemata concerned with modeling the brain's most fundamental cognitive activity, that of "perception" from which all other cognitive activities of the brain emerge. Perception relates to the classical epistemological and phenomenological question of how sensory "order" becomes "known". It concerns to the associative capture of information about the world's behavioral, structural and relational patterns, which is conveyed to the human inferential faculties of cognition and interpretation. Schemata for text meanings, academic tasks, source of authority, and sociocultural settings are all brought to the negotiation task. Schemata are not viewed as static but rather as active, developing, and ever changing. As readers transact with text, they are changed or transformed, as is the text. Similarly, the same text takes on different meanings in transaction with different readers or even with the same reader in defferent context or conditions.

According to Palmer (1917) who argues that translation is a prominent tool for semanticizing language. It becomes a reason why this study is concerned with the student's upper school translation in term of content. In some sense, the aim of this research is improving student's vocabulary mastery and content development.

## **B. LITERATURE REVIEW**

Holmes (1988/2000) divides *translation* as product and *translating* as the process of word transformation. It is also clarified by Hatim and Munday which stated that *translation* concerned on the concrete translation the product produced by translator, while *translating* focused on the translator role in taking the original of source text and turning it into text in another language or target text.

Larson (1998) divides translation into two types as follows:

1. Literal translation is translation which based on form of written text of the source language.
2. Idiomatic translation is translation which based on the meaning that makes every effort to communicate the meaning of the source language text in the natural form of the receptor language

Bearing in mind, at the background of this study, Jacobson (2000) declared the types of translating verbal sign. The distinction between the three types of translation will be present as follows:

1. Intralingual translation as a translation from one the same language through paraphrase or rewording.
2. Interlingual translation as a meaning transformation from one language into another different language.

3. Intersemiotic as a translation of the verbal sign by a nonverbal sign, for example music and image.

Furthermore, Sokolovskiy (2010) on his journal “*On the linguistic Definition of Translation*” widely states four points of view of translation they are translation as process, translation as process and result, translation as communication, and translation as skill. These four distinctions are referring to some linguists’ perspective.

In order to produce a good translation, translator should be able to put the natural equivalence to their translation. In line with Nida (2001) states that translation emphasizes the closest natural equivalence. In translating written text, the translator should make every effort to transfer the meaning not the grammatical form of the language. In translation, meaning has the important role, although the result is not exactly the same but equivalence. Hence, naturalness in translation makes the result more acceptable.

Moreover, in English written text there some words properly needless to be translated. Especially in translating the tenses used in text, students are difficult interpreting them in to target language. Even though, some of students endeavor interpreting a text grammatically (tense-based), the result is presumably redundant. So that, they have to understand the usage of each tenses.

Obviously, Nida (1975) is in favor of the application of dynamic equivalence, as a more effective translation procedure. It is considered as the most precise and scientific definition of translation. In fact, it sets the following three rules: (1) Translation must be the correct communication of information; (2) Translation must reproduce the style of the original text; (3) Translation must be natural. One can easily see that the three rules above cover totally the nature of translation.

### **C. RESEARCH METHODOLOGY**

The basic design of this study is descriptive “*comparative study*”. Comparative study is a method to compare the similarities to find what factors or situations caused a specific event. In addition, Arikunto (2006) argues that comparative research will find the similarities and differences of the things, people, procedures, ideas, critical to people or group to an idea or a work and procedure. The condition to be compared of this work is about the contribution of schemata content in the translation of two different text contents.

The purposive sample of this work is derived from one of favorite class such as XI IPA 1 which is consist of 29 students and XI BAHASA which is consist of 31 students of MAN 2 Mataram in academic years 2013/2014. They are selected based on this research need. Officially, at least they have recognized two prominent aspects in translation as if linguistic aspect and nonlinguistic aspect. Thus, they are adequate to represent the population of this research because they have all the requirements needed on this research.

To provide the data of this work, test will be applied to determine the setting of the data. In this test, the score will be based on the scoring rubric. It

shows the result of student's translation score which categorized into three major aspects, they are; good, fair, and poor. Those aspects will be classified in term of range score of each aspect.

In case of scoring, researcher will collaborate with one of the members of HPI Mataram (HimpunanPenterjemah Indonesia/ Association of Indonesian Translator). The grading system of student's score will be clarified as follows.

*Table 1. Grading System.*

No.	Aspect	Qualification					
1.	Content(50%)	Poor	Students are able to translate the content of English text into Indonesian text but inaccurately (5 10 15 20 24)				
		Fair	Students are able to translate the content of English text into Indonesian text but almost accurately (25 27 30 32 34)				
		Good	Students are able to translate the content of English text into Indonesian text accurately (35 37 40 45 50)				
2.	Structure (15%)	Poor	Students are able to translate English text into Indonesian text but structurally incorrect (5 10 15 20 24)				
		Fair	Students are able to translate English text into Indonesian text but structurally almost correct (25 27 30 32 34)				
		Good	Students are able to translate English text into Indonesian text structurally correct (35 37 40 45 50)				
<b>Total score</b>							

#### D. DATA ANALYSIS

The data analysis is taken through some steps. Firstly, both of the samples are given a text accordingly to their class program, secondly, they were given different text of both classes, thirdly, the score is calculated by applying two ways Anova. Eventually, to complete the steps of data procedure, then F-Test is applied to measure the significance of the data.

However, students did not find some complicated problems in translation process because they have good skills. The focuses of this study were to find out the role of student's schemata content of the text in translation.

For further calculation, we have to put down the scores of the students on the table.

*Table 2: working table of Language Class scores in translating literary text and scientific text.*

<b>Score of language class translation</b>			
<b>No.</b>	<b>Score of Literary Translation</b>	<b>Score of Science Translation</b>	<b>Final Score</b>
1	70	60	65
2	86	70	78
3	50	60	55
4	67	64	65.5
5	59	50	54.5
6	71	65	68
7	70	66	68
8	64	82	73
9	67	65	66
10	73	72	72.5
11	80	50	65
12	65	70	67,5
13	83	55	69
14	65	60	62.5
15	77	72	74.5
16	72	55	63.5
17	81	69	75
18	71	70	70.5
19	85	80	82.5
20	70	80	75
21	80	70	75
22	60	52	56
23	72	65	68.5
24	80	80	80
25	60	70	65
26	77	60	68.5
27	60	50	55
28	85	55	70

*Table 3.* working table of science class scores in translating scientific text and literary text.

<b>Score of science class translation</b>			
<b>No.</b>	<b>Score of Science Translation</b>	<b>Score of Literary Translation</b>	<b>Final Score</b>
1	52	74	63
2	60	50	55
3	70	80	75
4	61	50	55.5
5	70	70	70
6	74	72	73
7	70	70	70
8	70	70	70
9	57	65	61
10	73	80	76.5
11	74	30	52
12	82	85	83.5
13	79	64	71.5
14	75	68	71.5
15	77	78	77.5
16	50	57	53.5
17	52	50	51
18	82	83	82.5
19	51	51	51
20	50	65	57.5
21	82	84	83
22	75	69	72
23	60	62	61
24	50	62	56
25	60	67	63.5
26	60	65	62.5
27	63	61	62

Both of the tables point out the scores of each test and the final scores of them. These scores have been confirmed and approved to the assessor. In order to put them on the formula, we have to put all the scores according to their variables. The scores will be calculated through the combination of Analysis of Variance (ANOVA) and Regression Statistic. Both of the formula is applied to find the F-Ratio. Then, the score of F-Ratio will be checked on the F-Distribution. The calculation is computerized through Microsoft Excell installed program.

## SUMMARY OUTPUT

<i>Regression Statistics</i>	
Multiple R	1
R Square	1
Adjusted R Square	1
Standard Error	2,62525E-15
Observations	55

<i>ANOVA</i>					
	<i>Df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	2	1270.136364	635.068182	5.35702E+32	0
Residual	52	6.16454E-29	1.1855E-30		
Total	54	1270.136364			

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Lower 95,0%</i>	<i>Upper 95,0%</i>
Intercept	7.10543E-15	2.5826E-15	2.75127367	0.008151182	1.92307E-15	1.22878E-14	1.92307E-15	1.22878E-14
X Variable 1	0,5	2.27712E-17	2.1958E+16	0	0,5	0,5	0,5	0,5
X Variable 2	0,5	2.78299E-17	1.7966E+16	0	0,5	0,5	0,5	0,5

The F value above, then adjusted to the F Distribution Table. According to the data, the *df* is between 2 and 53, the F value above is significant at **0.05** level (**3.17**) and also significant at **0.01** level (**5.01**), since the F value (**5.33**) is higher than the two values, it means that the nul hypothesis at **0.05** level is rejected and that at **0.01** level is also rejected.

Furthermore, both of the working tabels above point out student's skill level. If we specify the number of students got **>50, >60, >70, >80, >90** of each class, in order to find out which class is dominant. Then, it is bedominated by science classroom with 8 students in **>50**, 6 students in **>60**, 10 students in **>70**, and 3 students in **>80**. However, in language classroom, there are 4 students in **>50**, 13 students in **>60**, 9 students in **>70**, and 2 students in **>80**. However, the number of students of science classroom got the lowest at the average score are more than students of language classroom. Although language classrom is not dominant but they are not failed at the tests. The highest score of all the students is **83.5**, and the lowest one is **51**, the highest score is coming from science class and the lowest score also derived from science class.

## E. CONCLUSSION AND SUGGESTION

Referring to the data presentation, the *f* value ( 5.35) is higher than the value at level 0.05 (3.17) and at level 0.01 ( 5.01) with *df* 53. It means that Null

hypothesis at level 0.05 is rejected and at 0.01 level is also rejected and Alternative hypothesis is accepted at both levels. It means that students' schemata content contribute to students' translation. In conclusion, this research shows us the correlation between students' schemata and the content of the texts in translation. In other words, both of the sample groups recognized many vocabularies.

Students' skills are varied in translating such different texts. These may be caused by some factors such as students' motivation, personal ability, and performance. However, students had mastered a lot of vocabulary and comprehended the overall content of the texts.

There are some advice derived from the conclusion above, they are :

1. Students should be accustomed doing translation to achieve the best one.
2. In order to improve students' writing skill, students must be trained to write an article, a magazine, and a report.
3. Students should improve their vocabulary entries and use reliable dictionary.
4. Students should master the grammar, especially active and passive voice.
5. Lastly, teachers should facilitate and support their students to improve their skill.

## REFERENCE

- Anderson, R. C., & Freebody, P. (1981). *Vocabulary knowledge*. In J. Guthrie (ed.), *Comprehension and Teaching: Research Reviews* (pp. 77-117). Newark : DE: International Reading Association. Dr.
- Arikunto, S. (1998). *Prosedur Penelitian Suatu Pendekatan Praktek*. PT. Jakarta : Rineka Cipta.
- Arikunto, S. (2006). *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta : PT. Rineka Cipta.
- Catford, J. (2004). *A Linguistic Theory of Translation: An Essay in Applied Linguistics*. London: Oxford University Press.
- Holmes, J. S. (1988/2000). 'The Name and Nature of Translation Studies', in *Translated Papers on Literary Translation and Translation Studies*, 2nd edn, pp. 67-80; reprinted in L. Venuti (ed.) (2000), pp. 172-85.
- Jakobson, R. (2000), *On Linguistic Aspects of Translation*. London & New York : Routledge.
- Mildred, L. (1998). *Meaning-Based Translation*. USA: Springfield, Mass.
- Nida, E. A. (2001). *Context in Translating*. Amsterdam: John Benjamin Publishing Company
- Nababan, MR. (1999). *Teori Menerjemahkan Bahasa Inggris*. Yogyakarta: Pustaka Pelajar.

- Palmer, H. E. (1917). *The Scientific Study and Teaching of Languages*. London: Oxford University Press.
- Rumelhart, D. E.(1980). *Schemata: the building blocks of cognition*. In: R.J. Spiro etal. (eds) *Theoretical Issues in Reading Comprehension*, Hillsdale, NJ :Lawrence Erlbaum. Dourish, 2004.
- Sokolovsky. V. Y. (2010). *On The Linguistic Definition of Translation*. Siberian: Siberian Federal University.