# Pre Service English Teachers' Strategies in Translating Spoof Texts

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**Abstract**

In recent year, Curriculum in Indonesia specifically in English curriculum, it has been influenced by Genre Based Approach. It can be seen from the content of English language textbook both in senior and junior high school which consist of texts from several of genre such as procedure, narrative, descriptive, discussion, news item, report, spoof, recount and others. In comprehending all of those types of text, the students need to understand the content of the text. However, in some parts of the text the students find that it is not easy to understand the meaning of some words. This situation happens because they have difficulties to process the words from the source language into their target language. Thus, this study tries to investigate pre service English teachers' strategies in translating spoof texts. The data were obtained through observation and interview. The results show that there are some strategies used by pre service teachers in translating spoof text which include word for word translation, literal translation, adaptation, and free translation. It can be concluded that translation cannot be separated from English language teaching. Thus, it is important for the teachers need to comprehend strategies in translation.

***Keywords: Pre Service Teachers, Strategies in Translation, Spoof Text***

## Introduction

The influence of genre based approach in English curriculum put the teachers in a situation in which they need to understand each type of genre (Emilia, 2011). However, in teaching, the teachers not only need to understand the structure of texts but they also need to convey the meaning of the text. The problems which mostly found in English class, specifically in English as foreign language is interpretation of a text (Kupske, 2015). To do an interpretation, translation is also needed.

As we know that grammar translation method is no more used in the teaching and learning process (Siefert, 2013) still translation activity cannot be separated from teaching and learning process (Ordudari, 2010). It helps the teachers and students to render the meaning and to comprehend a text. In comprehend a text; the reader should transfer the meaning from source language into target language. Therefore, it is important for the teachers to understand strategies in translation in order to help the students comprehend the texts well.

There are some strategies which can be used in translating (Hatim & Munday, 2004; Munday, 2008; Newmark, 1988). They are word for word translation, literal translation, faithful translation, semantic translation, idiomatic translation, adaptation, free translation, and communicative translation. In selecting which strategies that needs to be used, we need to consider the context (Bell, 1991). The context deals with conveying the meaning from the source language into acceptable target language.

This study is aimed to investigate the strategies used by pre service English teachers in translating spoof text. In spoof text, there is a twist which provide the punch line (Gerot & Wignell, 1994). This punch line, somehow, cannot be understood well by the readers. Then the problem which possibly appear deals cultural words (Guerra, 2012; Tabrizi & Pezeshki, 2015). Thus, a purposive strategy is really needed to help the student comprehend spoof text well.

## Methods

Deal with the objective of the study, this research employs descriptive qualitative research design. The data were collected through classroom observation and semi-structured interviews. Classroom observations were conducted to capture the strategies used by pre service English teachers in translating spoof texts. In addition, to explore the reasons why pre service teachers used certain method in translating spoof texts, the researcher used interviews. There were three pre service English teachers from a private university in Majalengka who were participated in

this research. All of them did their internship at twelve grades in of senior high school in Majalengka. The data obtained were analyzed by the framework of theory related to translation strategies proposed by (Hatim & Munday, 2004; Munday, 2008; Newmark, 1988)

Based on the data obtained from classroom observation and interviews, it is found that there are four strategies that used by pre service English teachers in translating spoof text. The text that discussed during the teaching and learning process can be seen as follows.

**Finding and Discussion**

*"Vampire Bat"*

*A vampire bat came flapping in from the night, face all covered in fresh blood and parked himself on the roof of the cave to get some sleep. Pretty soon all the other bats smelt the blood and began hassling him about where he got it. He told them to piss off and let him get some sleep, but they persisted until he finally gave in. "OK, follow me," he said and flew out of the cave with hundreds of bats behind him. Down through a valley they went, across a river and into a huge forest. Finally he slowed down and all the other bats were excitedly around him with their tongues hanging out for blood. "Do you see that large oak tree over there?" he asked. "YES, YES, YES!!!!" the bats all screamed in a frenzy. "Good!" said the first bat, "Because I didn't."*

*(Taken from English Senior High School Textbook)*

The first strategies used by pre service English teachers in translating spoof text entitled "vampire bat" is word for word translation. For example, the first teacher used this strategy to discuss this sentence "*he said and flew out of the cave with hundreds of bats behind him"*.

Based on the interview, the first teacher thought that word for word translation fits to discuss this sentence with the students. The excerpt can be seen as follow.

| | |
|---|---|
| Researcher (R) | : In helping the students to comprehend spoof text entitled "Vampire Bat", did you use any translation strategies? |
| First Teacher (T1) | : Yes, I did. |
| R | : What are strategies that you used? |
| T1 | : I think, I used mostly is word for translation strategies. |
| R | : Why? Could you please give me an example? |
| T1 | : Because it is easier. For example, in this sentence *he said and flew out of the cave with hundreds of bats behind him"*. |

In this case, word for word translation is considered fit to discuss this sentence. The meaning of the sentence in the source language can be understood well in the target language through this strategy. This is in line with Munday (2008) who mention that in word for word translation, sense cannot be deleted.

The second strategy used by pre service English teachers is literal translation. As mentioned by Newmark (1988), in literal translation strategy, source language can be translated into target language which has nearest meaning. In the classroom observation, literal translation was used to discuss the words "parked", "piss off", and "get some sleep". The third teacher used this strategy. He tried to find the equivalent word in the target language. This happened because the students did not comprehend the meaning of word "parked" in the target language well. They thought the word "parked" can be translated as if we place a car. Therefore, the third teacher used equivalent word which was more acceptable in the target language. It is confirmed in the interview.

| | |
|---|---|
| Researcher (R) | : What are strategies that you used in translating some parts of the text? |
| Third Teacher (T3) | : One of them is literal translation. |
| R | : Why? |
| T3 | : Because some students cannot transfer the meaning from the source language into target language in an acceptable context. |
| R | : An example? |
| T3 | : Such as, the students translate the word "parked" as if someone put the car in the target language. |

The other strategies used by the pre service English teachers are adaptation and free translation. These strategies used by all of the teachers. They thought that to help the students to comprehend the whole spoof text, adaptation and free translation strategies fit to this situation. The teachers can help the students to render the meaning of the punch line. In the example spoof text above, the punch line is that the bat got a crash because it cannot see the tree. This story could be a funny story if the students comprehend the text well.

## Conclusion

This study reveals that pre service teachers employ some translation strategies in translating spoof text. They used translation strategies in order to help the students to comprehend the text well. The strategies used include words for word translation, literal translation, adaptation and free translation. The finding of this research show that the pre service English teaches used only certain strategies because they did know more about translation strategies. To conclude, the result from this study indicates that

translation cannot be separated from the teaching and learning process, specifically in teaching English for second and foreign language learners.

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