

TRANSLATION PROCEDURES APPLIED BY STUDENTS IN TRANSLATING INDONESIAN SPECIFIC TERMS INTO ENGLISH

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ABSTRACT

This article was aimed at investigating kinds of translation procedures applied by the students in translating Indonesian education and educational research terms into English. Most of the students had applied specific translation procedures in their translation, and the procedures they used indicated the quality of translation result. This study belongs to qualitative approach using case study as research type. The subject of the research was the fourth semester students who were taken Translation II subject. The researcher was the key instrument; she was the one who should know well on and had broad knowledge on what she investigated. There was only one procedure of collecting data used namely documentation; the result of students translation that was taken from the lecturer of translation class. In analyzing data, the researcher used data reduction, data display and conclusion drawing as proposed by Miles and Huberman. In data reduction, the researcher reduces some information that was not needed, then display them in narrative form and then take conclusion. The result of research shown that there were eight translation procedures applied by the students, they were established equivalent, borrowing, transposition, literal translation, calque, reduction, transposition + reduction, and calque + borrowing.

KEYWORDS

translation procedures; educational research terms; source text; target text

INTRODUCTION

Translation is one of subjects that are offered in curriculum for the students of university to be learned because by having this subject the students are able to

transfer meaning from source language into target language in correct way. The college students, especially English Department of the fourth semester of STAIN Malikussaleh have specific subject on translation namely Translation I and Translation II. In those subjects, the students are expected to be able to transfer meaning from the source text namely Indonesian and the target text that is English and also from English into Indonesian in good, correct and acceptable translation. It is the most important tool to use and to practice before they are involved in a real job as teacher or translator with English as the target language.

Some students confused to use specific procedures in translating text from English into Indonesian and vice versa. This case was the one that mostly faced by students to use the correct procedures in translation. Based on preliminary study done by the researcher, mostly students tend to use literal translation and word-for-word translation procedures in translating Indonesian text into English.

Molina L and Hurtado Albir (2002:499) stated that translation procedures described the result and it can be used to classify various solution of translation. According to them, translation procedures as a procedure which is used to analyze and categorize the way the equivalence work. Based on the facts, the main purpose of this article was to investigate the kinds of translation procedures applied by the fourth semester students of English Department of STAIN Malikussaleh Lhokseumawe in translating Indonesian specific terms into English.

Hopefully, the result of this research would be useful for English teaching learning both in theoretical and practical sides. Theoretically, it is hoped that this research could be used as a reference for other researchers who want to conduct similar research in other institutions especially on procedures applied by students in translation class. Moreover, the finding of this research could be used as additional theory and new knowledge on translation especially on the process and result of translating Indonesian text into English. Practically, the result of this research would be beneficial for both lecturer and the students in many ways. For the translation lecturer, the result of this research can be used as a consideration in designing and managing or running the translation class especially on procedures of translation used by the students of English Department of STAIN Malikussaleh Lhokseumawe. In students' side, the result of this research can be used as a reference and a consideration to add knowledge on the best way of using translation procedures in transferring information from source text into target text.

There are some translation procedures proposed by experts. In this paper, the researcher adopts the translation procedures from Molina and Albir. According to them, translation procedure describes the result and it can be used to classify various solutions of translation. Moreover, they defined translation procedure as a procedure which is used to analyze and to categorize the way of the equivalent work. From these explanation, it can be said that translation procedures and translation procedures refers to the same idea.

According Molina and Albir (2002:499-512), there are various parts of procedures that can be used in translating source text into target text, as follow:

1. Calque. It can be defined as a foreign word or phrase translated and incorporated into another language, or in other word it can be said that a word or phrase which is literally translated from the source language into target language.

For example:

SL: Do not forget to write his *pen name*

TL: Jangan lupa menulis *nama pena* dia.

2. Borrowing. It is the way of translating by taking the words without translation. It is a very simplest procedure among others. In this procedure, a word or an expression is taken from the source language and used in the target language, but the translator need to pay attention on the grammatical or pronunciation of the target language.

For example:

SL: My brother likes to *download* news from *internet*

TL: Saudara laki-laki saya suka mendownload berita dari *internet*

3. Word for word. It means that the procedure of translation by translating the text based on dictionary without any structure and grammatical change in the target language.

Example:

SL: I eat rice.

TL: *Saya makan nasi.*

4. Literal translation. It is translated the source text literally into target text, focuses on form and structure without any addition or reduction into target text.

Example:

SL: where are you?.

TL: Dimana kamu?.

5. Transposition. It is a change of sequence of parts of speech with another without changing the meaning of the message. Those could be happened by change of sequence can also followed by the change of word class, i. e., verb for noun, noun for preposition. It changes grammatical category. It could happen because of different grammatical structure in different language.

For example:

SL: He has a *luxury house*

TL: Dia mempunyai *rumah mewah.*

6. Amplification. This procedure adds detailed information which does not exist in the source text namely explicit paraphrase. It occurs when the TL uses more signifiers to cover syntactic or lexical gaps.

For example:

SL: I was born in 1973.

TL: Saya lahir pada *tahun* 1973.

7. Reduction. It is a procedure of translation by reducing unnecessary words in a target language.

For example:

SL: My mother like pineapples *very much*.

TL: Ibu saya suka nenas.

8. Generalization. This procedure of translation is applied by using general term or neutral term in target language.

For example:

SL: They love that *wallpaper*.

TL: Mereka suka *gambar* itu.

9. Substitution. It is a procedure of translating by replacing the linguistics elements in the paralinguistic elements or vice versa.

For example:

SL: Take the patient to *ICU*.

TL: Bawa pasien ke *UGD*.

10. Variation.

This procedure is used by changing the linguistic or paralinguistic elements that effecting to linguistic variation.

For example:

SL: Please call *911*!

TL: Tolong panggil *polisi*.

11. Adaptation.

Adaptation is to replace a source text cultural element with one from the target culture, e. g. to change *baseball*, for *kasti* in translation into Indonesian.

12. Description.

Description procedure of translation is usually used to replace a term or expression with a description of its form or/and function, e. g. to translate *panettone* as *kue tradisional Italia yang di makan pada saat malam tahun baru*.

13. Discursive Creation.

Discursive creation is a procedure of translation that is used to establish a temporary equivalence that is totally unpredictable out of context.

14. Established Equivalent

It is a translation that is used to introduce a term or expression recognized (by dictionaries or language in use) as an equivalent in the target language. For example: word *teacher* is translated into *guru* in Indonesian.

15. Linguistics Amplification

It is function to add linguistics element in the translation from source into target language.. it is often used in consecutive interpreting and dubbing. For example: the expression just kidding is translated into *Cuma main-main saja, bukan beneran* instead of using an expression with the same number of words, *hanya bercanda*.

16. Linguistic Compression

It is a translation procedure that is functioned to synthesize linguistic elements in the target language. This kind of procedure is usually used in simultaneous interpreting and in sub-titling. For example: the translation of English question *yes, then?* as *lalu?* In Indonesian, instead of using a phrase with the same number of words, *ya, kemudian?*

17. Modulation.

Modulation is a translation procedure that is usually used to transfer the point of view, focus or cognitive category in relation to the source language; it can be lexical or structural. For example: the translation of phrase *you are going to have a child* as *anda akan menjadi seorang bapak*, instead of, *anda akan mempunyai anak*. Another example is *shall, we?* Is translated with *mari, kita berangkat!* in Indonesia.

18. Particulation. It is used to translate a more precise or concrete term, such as word *vehicle* in English is translated into *mobil* in Indonesian. It is in opposition to generalization¹.

Based on those procedures explained above, it would be some procedures found in the students' result of translation in translating Indonesian text into English. The analysis would be based by using those theories from Molina and Albir mentioned above. From those procedures above, it could be seen that some of them are source language oriented and some of them target language oriented. The procedures that are source language oriented are borrowing, calque, and literal translation. The procedures which are target language oriented are adaptation, compensation, description, discursive creation, established equivalent, generalization, modulation, particularization, reduction, substitution, transposition, and variation.

¹Molina, L.&A.H. Albir. 2002. "Translation Procedure Revisited: A Dynamic and Functionalist Approach," in *Meta*, Vol.XL.VII. No. 4, p. 499-512

RESEARCH METHODOLOGY

This research is a descriptive qualitative research since it described the translation procedures used by students. The data was described and analyzed based on Molina and Albir's theory of the translation procedures.

According to Gay and Airasian (2000) descriptive qualitative research involves collecting data in order to answer concerning current status of the object of the study and the research question. Descriptive research tries to present the problem clearly based on the accurate data, explaining and describing the topic of a problem based on theory used. Qualitative methods involve the collection and analysis of primarily non numerical data obtained from observation, interviews, tape recordings, document, and the like.

The research was conducted at English Study Program of STAIN Malikussaleh Lhokseumawe, that is located in Buket Rata. This institution was taken because the problem was found there. The subject of the research was the fourth semester students that taken only nine of them as representative.

According to Bogdan and Biklen (1982:115) the way to choose the subject is called purposive sampling, source data was taken based on consideration or judgment. The researcher chose particular subject of research to include because the researcher believed that they were able to facilitate the expansion of developing theory and the sample can represent the population

The data was taken from the result of students' translation in translation II subject. It consists of the original and the English translation version. This result of translation contains three paragraphs in the source language (SL) and also three paragraphs in the target language (TL). The unit of analysis of this research was the sentences and part of its in the source text and the one in the target text of the students' result of translation. Indonesian version was used as the source text and the English version as the target text.

The researcher analyzed the data through some steps. First, reading several times both the Indonesian as the source text and English as the target text to get the idea. Second, identifying the procedure used in every sentence. Third, classifying the translation procedures applied based on Molina and Albir's theory and calculating the percentage of data in a table. Fourth, interpreting how the translation procedures were applied in each sentence. The last was drawing the conclusion.

Data collection procedures used in this research was documentation. Bogdan stated that document is used broadly refers to any first person narrative produced by an individual which describes his or her own actions, experience, and beliefs. Documentation meant in this research is the result of translation done by the students from Indonesian text as a source language into English as a target language. In qualitative research, the instrument is the researcher herself. She is the one who should know well and have broad knowledge on the topic of the research which is being discussed. In this case, the researcher must know well about the

procedures of translation proposed by Molina and Albir since their theory was used as the tool of analyzing the data.

Bogdan and Biklen (1982:145) defined qualitative data analysis as "working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what you will tell others".

In qualitative research the data was analyzed since the researcher collected data in the field of the research. In analyzing data the researcher used Miles and Huberman model to analyze the data. Miles and Huberman (1984:83) said "activity of analyzing the data for qualitative is done by interactive and continue until finished. Activity in analyzing data there are data reduction, data display and conclusion/verification.

FINDINGS AND DISCUSSION

The total of the data in this research was 89 sentences. There were eight types of translation procedures found in the data, namely Established equivalent, Borrowing, Transposition, Literal Translation, Calque, Reduction, Transposition +Reduction, and Calque+Borrowing.

In this analysis, the researcher only display some examples of analysis to make the reader could see each procedures applied by the students of different level of ability in translating specifics terms from Indonesian into English as shown in the following table.

Table 1. Types of Translation Procedures Applied by Students of Fourth Semester and Total Numbers Appeared

No	Translation Procedures	Total Number
1	Established equivalent	194
2	Borrowing	112
3	Transposition	105
4	Literal Translation	94
5	Calque	44
6	Reduction	18
7	Transposition+Reduction	13
8	Calque+Borrowing	5

The following was the explanation and also the example of the procedures applied by students in translating Indonesian specific terms in the text into English.

1. Established Equivalent

Established equivalent is characterized by the use of a term or expression could be found in (dictionary or language in use) as an equivalent in the TL. Here are some established equivalences found in the students translation.

Table 2. Established Equivalent Found in Students' Translation

No	Source Language Term	Target Language Term	Total applied
1	Guru	Teacher	9 data
2	Siswa	Student	9 data
3	Nilai	Value	32 data
4	Penelitian	Research	31 data
5	Hasil	Result	5 data
6	Sangat	Very	7 data
7	Kegiatan	Activity	10 data
8	Keadilan	Justice	7 data
9	Kejujuran	Honesty	9 data
10	Pendidikan	Education	28 data
11	Berjudul	entitle	6 data
12	Judul	Title	3 data
13	Simpulan	Conclusion	9 data
14	Pelajaran	Lesson	2 data
15	Pengumpulan	Collection	9 data
16	Pengamatan	Observasi	9 data
17	Wawancara	Interview	9 data
	Total		194 data

2. Borrowing

The second procedures found in the students' result of translation were borrowing. This kind of translation usually takes a word or expression straight from another language. It can be pure or without any change or naturalized (to fit the spelling rules in TL). In the finding of this research, both were found pure and naturalized. Sometimes, the students applied pure borrowing and naturalized borrowing.

Table 3. Borrowing Translation Procedures Applied by Students

No	SL Terms/ Expression	TL Terms/ Expression	Types of Borrowing	Total Data /Applied by
1	Matematika	Mathematics	Naturalized	25 data / all level
2	Demokrasi	Democratics	Naturalized	9 data /all level
3	Moral	Moral	Pure	29 data/ all level
4	Signifikan	Significant	Naturalized	4 data/all level
5	Positif	Positive	Naturalized	8 data/ all level
6	Karakter	Character	Naturalized	4 data all level
7	Data	Data	Pure	33 data/all level

3. Transposition

The third procedure applied by students were transposition translation procedures found from the result of students' translation in translating specific terms on education and educational research as shown below as representative.

Table 4. Transposition Translation Procedure Found in Students' Translation

Source Language	Target Language
<p>Penelitian ini berjudul “Integrasi Pendidikan Moral pada Kegiatan Pembelajaran Matematika di SMAN 1 Lhokseumawe”. Sebagaimana yang diketahui bahwasanya pendidikan moral merupakan bagian dari pendidikan karakter yang sedang diimplementasikan diberbagai jenjang institusi pendidikan yang ada di Indonesia. Oleh karena itu, yang ingin penelitian ini gambarkan adalah bagaimana para guru mengimplementasikan pendidikan moral pada kegiatan pembelajaran matematika.</p>	<p>The research entitle “Integration Moral Education for Mathematics Learning Activities at SMAN 1 Lhokseumawe”. (S1) As we know that moral educations is part of characters educations that is being applied in many institutions is has in Indonesia. (S2) Therefore the research will shows how teachers apply the moral educations in mathematics learning activities. (S3)</p>

There were 105 of all transposition procedure found in the result of students' translation. The table above, it is only reported some as representative. It could be seen that there were six transposition procedures used by the students. The ones that italicized are example of transposition procedures such as the phrase “*pendidikan moral*” of source is translated as “*moral education*”. Then expression “*pembelajaran matematika*” is translated into “*mathematics learning*”, and also the terms “*pendidikan karakter*” is translated as “*character education*”. It could be seen that in transposition procedures, the translator translated each of the element in the source language's words, then change the word order into the target language. As the result for example noun phrase “*pendidikan karakter*”, the word *character* comes first then followed by word *education*.

4. Literal Translation

This kind of translation procedure was found 94 data. It means that the source language text is translated word for word into target language text. Below are examples of result of literal translation applied by the students, given as representative.

SL Data 1: *Penelitian ini berjudul “Integrasi Pendidikan Moral pada Kegiatan Pembelajaran Matematika di SMAN 1 Lhokseumawe”.*

Student 1: SAR: TL: The research under title “**An Integration of Moral Education in Mathematics Learning of SMAN 1 Lhokseumawe**” (S1).

Student 2: ZA: TL: The researched is entitled “**Integration of Educational Moral in Mathematics Learning Process** at SMAN 1 Lhokseumawe”. (S1) In generally, **the educational moral** is a group of educational characteristics that used in all of

institute education in Indonesia (S2). Accordingly, this research describes the way of teacher use **the educational moral** in learning **mathematics process** at SMAN 1 Lhokseumawe. (S3)

From the two examples above, it could be seen on the bold words namely the title “*Integrasi Pendidikan Moral pada Kegiatan Pembelajaran Matematika di SMAN 1 Lhokseumawe*” was translated into “*An Integration of Moral Education in Mathematics Learning of SMAN 1 Lhokseumawe*” that the students implemented literal translation. Almost every word was translated in the SL with the nearest literal equivalence in the TL. No major addition or reduction in the TL which could change the message in the SL.

The same result could also be seen on the result of translation of student 2, he also applied literal translation procedure in his major translation, and addition procedure also used, namely words “**process**” was added even though again did not change the meaning in the target language. Literal translation can easily be seen in the result of student 2 translation namely noun phrase “*pendidikan moral*” was translated as “*the educational moral*” in target language instead of “*moral education*”. It could be said that the translation was well understood but grammatically it was incorrect. In this research, the researcher would ignore the grammatical errors since it focused on translation procedures not grammatical errors.

5. Calque.

Calque can be defined as literal translation of a foreign terms or phrases, it can be lexical or structural. There are some calques found in the result of students’ translation as shown in the table.

Table 5. Calque Translation Technique Found in Students’ Translation

No	SL Terms/ Expression	TL Terms/ Expression	Total Data/Applied by
1	Model Diskriptif	Descriptive model	9 data/all level
3	Analisis data	Data Analysis	7 data/all level
4	Deskriptif kualitatif	Qualitative descriptive	9 data/all level
5	Teknik data analisis	Data analysis technique	1 datum/lowerlevel
6	Verifikasi	Verification	9 data/alllevel
7	Data reduksi	Data reduction	9 data/all level
9	Total Number		44 data

Based on the table above, it could be seen that there were seven terms of educational research in the text but appeared 44 times with the same words in the result of translation, and the students’ used calque technique in translating them into target language.

6. Reduction

Reduction means that to suppress a source text information item in the target text.

Table 6. Reduction Translation Procedure Found in Students’ Translation

No	SL Terms/ Expression	TL Terms/ Expression	Total Data /Applied by
1	Nilai tersebut sangat signifikan berpengaruh dalam kegiatan keseharian siswa.	The value is very influential in students	1 datum/mid level
2	Guru matapelajaran Baasa Inggris	English teacher	2 data/mid level
3	Guru mata pelajaran Bahasa Inggris	English lesson	2 data/low level
4	Adapun teknik pengumpulan data yang digunakan adalah pengamatan dan wawancara.	Procedure used are observation and interview	1 datum/low level
5	Tahap data analysis	Data analysis	1 datum/lower level
6	Tiga orang guru bahasa Inggris	Three English teachers/ three teachers of English	6 data/all level
7	Penelitian diskriptif kualitatif	Descriptive qualitative	5 data/all level
8	Total		18 data

From the data above, it could be seen that there were seven kinds of reduction procedures found in the students' translation, the total number applied were 12 data about the use of reduction procedure applied by the students in transferring meaning from source text into target text.

7. Transposition and Reduction

There were some students who applied more than one translation procedure in translating source text into target text. The following table shown those data.

Table 7. Transposition and Reduction Translation Procedures Found in Students' Translation

No	SL Terms/ Expression	TL Terms/ Expression	Total Data /Applied by
1	Guru bahasa Inggris	English Teacher	4 data / high level
2	Pelajaran bahasa Inggris	English Lesson	2 data/ all level

3	Nilai-nilai ini	These values/the value	7 data/all levell
4	Total		13 data

From the table above, it could be seen that there are three kinds of combination transposition and reduction translation procedures applied by students, all data were 13 data.

8. Calque and Borrowing

Another combination translation procedure was calque and borrowing. The following table shown those data found in the result of students' translation.

Table 7. Calque and Borrowing Translation Procedure Found in Students' Translation

No	SL Terms/ Expression	TL Terms/ Expression	Total Data /Applied by
1	Model diskriptif	Descriptive Model	1 datum / high level
2	Data analisis	Data Analysis	5 data/ all level
3	Total		6 data

From the table above, it could be seen that there were two kinds of combination procedures applied by students, all data were 6 data. It was applied by all level of ability students.

CONCLUSION

From 89 sentences from the result of students' translation on specific term or expression exactly on education and research in education terms, it was found that there were 8 translation procedures applied by students in translating specific terms from Indonesian as source language into English as target language. The eight types of translation procedures found in the data were established equivalent, borrowing, transposition, literal translation, calque, reduction, transposition+reduction, and calque+borrowing.

In general it could be said that in translating education and research in education terms, a translator could use more than one translation procedure. Moreover, the translator should know the education and research in education terms both in source language and target language so that the concept or meaning of the terms of the original text could possibly be transferred in the proper procedures.

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