TRANSLATION TECHNIQUES APPLIED BY STUDENTS IN TRANSLATING EXPLANATION TEXT

by Dyah Nugrahaini

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Abstract: Translating text is an activity done by students to explore and improve their skill in transferring the idea of the source text into target text. The activity as conducting the process of translation is not only changing one language into others but sending the author's message to the target readers. There are some techniques maybe applied in transferring the idea into target text in order to get the work of translation acceptable, readable and natural for the target readers. This study is aimed to investigate how the students do in transferring the idea of the English explanation text into Indonesian. To obtain the data, the students were required to do the assignment and the classroom observation was also conducted. When the students have finished their project, the focus group discussion was also conducted to investigate the translation techniques based on Molina and Albir's theory (2002:509) applied in translating Explanation Text. The result of the research reveals that most of the students applied literal translation.

Keywords: *author's message, classroom observation, focus group discussion, translation techniques*

The use of English as the international language makes translation become one of language skills needed in this globalization era. Translating process and the result are found almost in all fields, it begins from scientific field to literary works. As a result, to make people understand about everything in this world, they prefer to translate foreign language into their own language or international language. It can be seen from the increasing number of translation works such as books, novels, journals, etc.

Translation is generally defined as a process of meaning or message transference from one language into another. Some experts define translation in different ways. In translating process, getting the closest natural equivalent is a must. It means that the best equivalence should be concerned with the acceptability. Wills does not only emphasize on the substitution of the text, but he also stresses on the content and style of the original. Wills (in Pym, 1982, p. 38) defines "Translation leads from a source-language text to a target-language text which is as close an equivalent as possible and presupposes an understanding of the content and style of the original". It is lingustically agreed that the statements of Catford and Will emphasize on the replacement of SL text into TL text. A text is a unit of language which contextually expresses meaning (Wiratno, 2003, p. 3). A unit of language consists of phonology, graphology, grammar, and lexis.

The units of languages serve a basis for types of translation. Catford (1974, p. 21), classifies types of translation into three types based on *extent* (Full vs Partial translation), *level*(Total vs Restricted translation), *ranks* (rank-bound vs unbounded translation). *Full translation* indicates all parts of SL text are substituted into TL text while *Partial translation* signals only a part of SL text which is transferred into TL text (there is a part of SL text which is not shifted into TL text). In *Partial translation* there are at least two reasons: untranslatable parts (non-equivalences) and special purposes from translators to introduce 'local colour' of SL text. Different from the above types, *Total Translation* indicates that all language unit levels of SL text are replaced with TL materials. While, *Restricted translation* is signaled by the replacement of textual materials from SL into TL at one unit level only—phonology, graphology, grammar, or lexis. The third type of translation deals with the rank in grammatical (or phonological) hierarchy.

In other words, translation constitutes the result of seeking as close an equivalent as possible from source language text to a target language text, and taking consideration on understanding the style and content of the source. From the above definitions, some aspects—should be equal in translation—are textual material, content, and the style of both languages. That is to say, all aspects should be equivalent, the result of translation should be equivalent to the source language text. In getting the equal work of translation such as the closest equivalence, some techniques may be applied. Molina and Albir (2002:509) mention the eighteen kinds of translation techniques. Each of them has a unique one to get the equal equivalence, such as adaptation, amplification, borrowing, calque, compensation, description, discursive creation, established equivalent, generalization, linguistic amplification, linguistic compression, literal translation, modulation, particularization,

reduction, substitution, transposition and variation. Not all the techniques are applied in a text, but it usually fits to context. It is quite interesting to find that the students transferred the idea by applying those techniques. Grabiela Bosco divided those techniques into two big clusters, they are direct (borrowing, calque, and literal translation) and oblique (transposition, modulation, reformulation or equivalence, adaptation, and compensation) translation technique http://www.interproinc.com/articles/translation-techniques (2014). Direct Translation Techniques are used when structural and conceptual elements of the source language can be transposed into the target language, while 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.This study is aimed at describing the techniques applied by the students in translating explanation text.

Method

This study was a descriptive qualitative research because it is intended to describe the translation techniques used by students in translating explanation text. The data was taken from the class of Intermediate Genre Based translation and analyzed based on Molina and Albir's theory (2002:509) of the translation techniques. To obtain the data, the students were required to do the assignment and the classroom observation was also conducted. When the students have finished their project, the focus group discussion was also conducted to investigate the translation techniques.

Findings and Discussion

The research was conducted in a class of intermediate genre based translation. There were 25 students joined the class of Intermediate Genre Based Translation. They were asked to translate an explanation text entitled "Eiffel Tower". The writers found that most students applied the literal technique. It was found that there are 19 students or 76 % students translated 'tower' into 'menara' while rest of the students applied amplification technique by changing the word 'tower' into 'Menara Eiffel'. There are 20 studentas translated 'exhibition' into 'pameran', on the other hand, there is only 1 student used transposition technique. It is translated into 'digelar'. There are 18 students applied literal technique, they transferred 'designer' into 'perancang'; 5 students generalized it into 'insinyur'; and rest of them used calque technique.

It can be concluded that literal technique is mostly applied by the students in translating the explanation text. The text consists of ten sentences in fact the nine sentences were translated literally. Next the calque is also applied in the seven sentences.

Excerpt 1
ST: *Primarily, the Eiffel Tower was built for the **world exhibition** called Paris Exposition in 1889*
TT: *Awalnya Menara Eiffel dibangun untuk **pameran dunia** yang disebut dengan Paris Exposition in 1889*

Literal translation, as a technique of translating word for word has been applied to transfer the idea of *world exhibition*. 84% of students employed this technique and 16 percents employed the calque techniques. World exhibition was the most popular exhibition held in Paris in 1889 but the students got difficulties to transfer it. Then most of them just translated it literally, without giving any explanation about the world exhibition. It is translated into *pamerandunia t*hat it represents the fair or exhibition for the world to celebrate the Paris revolution. To transfer the idea of world exhibition of E*xposition Universelle*, the term should be maintained by giving a quotation mark and put the Indonesian term near it. In order to give the brief explanation for the target readers, the additional information should be noted on the work of translation. Here the students learnt how to give the additional information which can represents in paraphrase, foot note, even the words in brackets. As the result the work of translation will be easilyunderstandable for the target readers.

Excerpt 2
ST : *Additionally the Eiffel Tower was used for **radio transmission tower***
TT: *Faktanya menara Eiffel digunakan untuk **menara transmisi radio***

64 % of students translated the terms by applying the calque technique. It is a technique to translate literally the foreign word or phrase. The word 'radio' is a very popular word for the target readers. Although it is a loan word, it has been accepted in Indonesia many years ago. 'Transmission' is translated into 'transmisi'. It is an adapted word in Indonesian, but it is not as popular as radio. The calque techniques has been employed in getting the term of radio transmission tower, especially for the word transmission even though 'pemancar' is the best equivalence of 'transmission'. The word of 'pemancar' will be more acceptable and easily understood. In fact

the 36% of students have translated the term literally. Getting the proper and the best equivalence is the most important one for the translator. The borrowing words or foreign words should be reduced to make the readers naturally understand the translated text.

Excerpt 3
ST:*The **exhibition** was organized to celebrate the 100 anniversary of the French Revolution.*
TT*: untuk merayakan 100 tahun Revolusi Prancis, maka **digelar**"World Exhibition".*

Transposition is a technique of transferring the idea by changing the grammatical category. The noun of exhibition has some equivalence such as *pameran, pagelaran, pekan raya, pasar malam*. Those are mostly used by 80% of students. 16% of students employed the calque by adapting the word of 'exhibition' to 'eksibisi'. It is adapted word which is not standard in bahasa Indonesia. 4% of students applied the transposition techniques. The grammatical category of exhibition as a noun changed to verb (passive).
The additional information about the exhibition is also given to emphasize the verb of 'digelar' or 'to be held'. It is a quite interesting to know the transposition technique was applied since the student didn't translate it literally in order to get the translated text natural and acceptable.

Excerpt 4
ST: *Another reason on why the tower was built was for scientific progress although **few***
realized it, the Eiffel Tower would become the prominent structure in term of science
and technology.
TT: **Sebagian masyarakat luas** *kurang menyadari bahwa sebenarnya menara Eiffel*
dibangun dengan tujuan untuk perkembangan ilmu pengetahuan dan tekhnologi

The target text has more words than the source text. One word 'few' has been translated into 'sebagianmasyarakatluas', which consists of more than one word. The amplification has been employed in the sentence which belongs to 36% of students. The rest has used literally techniques by translating 'few' into 'sedikit'. Amplification is a technique by introducing details that are not formulated in the source text. 'Few' refers to the some people who realized the existence of Eiffel tower. It looks natural and acceptable by using more than word to translate 'few'. The readers will easily comprehend the text although the target text has more words.

Excerpt 5
ST: *The Eiffel tower was designed by Gustave Eiffel. It seemed that then the name of the*
*tower was derived from the **designer***'s last name*
TT: *Menara Eiffel dibangunolehGustaveEiffel yang terlihat dari nama menara yang*
*diambil dari nama belakang **insinyurnya** yaitu "Eiffel"*

Generalisation is a technique which uses a more general or neutral term. The equivalence of designer is 'perancang' but in target language, bahasa Indonesia, the word 'perancang' is commonly used as a 'perancang busana'. In the explanation text, it is clearly mentioned that the designer is a person who designed Eiffel tower. In fact most of the students used the term 'perancang' which reaches 72%. And 20% of students used the term 'insinyur' to transfer the idea of designer. 'Insinyur' is a popular term of profession which works in technical term, such as a building designer, building construction, and buildings maintenance. The word of 'insinyur' is acceptable and readable for the readers, although it is not a specific term for 'designer'. It generalized the term to get the proper equivalence

Conclusion
By these, it can be concluded that there are various techniques which were applied by the students to translate an explanation text entitled "Why Eiffel Tower was Built?".Literal technique is mostly applied to translate the sentences. Borrowing techniques is applied by all the students in using the name of the tower, 'Eiffel tower' since the name of the most popular building cannot be replaced by other term even translate into another language.
Calque is also another technique which is employed by the students, although some of them are not proper equivalence. Others techniques are also used are generalization, amplification and transposition.

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