



TRANSLATION TECHNIQUES USED BY ENGLISH DEPARTMENT STUDENTS OF UNIVERSITAS NEGERI PADANG IN TRANSLATING A NARRATIVE TEXT

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Abstract

Translation is an activity that plays a very important role in acquiring information that comes from a foreign language. In translating a text, every translator will certainly encounter several problems such as vocabulary, grammar, and culture in the target language (TL). One of the ways to solve such problem is using translation techniques, and different problems need different techniques. this study is aimed at: finding out the techniques used by the third year English Department students in translating a narrative text from English into bahasa Indonesia. Based on the results of data analysis, it was found that the translation of narrative text entitled "Snow White" from English into bahasa Indonesia done by the third year students of English Department of Universitas Negeri Padang uses nine translation techniques. They are literal translation, established equivalent, discursive creation, amplification, generalization, adaptation, borrowing, modulation, and linguistic compression.

Key words: Translation, technique, narrative text, English-Indonesian translation

A. INTRODUCTION

Translation, as the process of rewriting a text in another different language (Rosa, 2019), is an activity that plays a very important role in acquiring information that comes from a foreign language. In other words, translation can make people know a lot of things that happen outside of their language usage environment. For example, the technological advances that we utilize today are also inseparable from the role of translation that makes us know a lot about the latest technology advancement. This is due to the fact that people can more easily understand the texts they read when the text is written in their mother tongue. Hatch (1974: 53) states that reading in someone's own native language makes it easier for them to understand the contents of the reading compared to reading in

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the second or third language. It can be imagined how difficult it is to understand technology information written in a foreign language when people do not know the given foreign language. With the translation of information regarding the technology, everyone can feel the ease in the field of technology.

In translating a text, every translator will certainly encounter several problems such as vocabulary, grammar, and culture in the target language (TL). One of the ways to solve such problem is using translation techniques, and different problems need different techniques. For example, literal translation can be used as a technique to solve the problem of finding the equivalent of “labor assistant” in bahasa Indonesia. However, such technique does not work when used in translating the phrase “assistant referee” because calque is the right translation technique to solve it.

The important role of technique in translation has attracted a number of translation scholars to conduct a research on it. Although some of the researchers tried to develop translation techniques (e.g. Trujillo, 1999; Molina & Albir, 2002; Bardaji, 2009; Dordevic, 2017), most of the studies examined the established translation techniques in different text types or different linguistic elements (e.g. Esposito, 2001; Purbasari, 2011; Ardi, 2013; Pakpahan, 2016; Rosita, 2016; Moretsi, 2017; Andriyanie, Firmawan, & Wahyu, 2017).

The examination on translation techniques contributes a lot to the development of translation studies to see how the translation techniques work in solving various problems in translation. Pakpahan (2016) who focused on translation technique in translating modality in UNCLOSE 1982 text found discursive creation as the technique most frequently used. Andriyanie et al. (2017) who focused on translating cultural terms in the novel found borrowing as the technique most frequently used. Unlike those previous studies, this present study analyzes the translation technique in translating a narrative text from English into bahasa Indonesia. In addition, this study does not use the already published works as the source of data, but it uses the data collected from the field. In particular, this study aims at finding out the techniques used by the English Department Students of Universitas Negeri Padang in translating a narrative text from English into bahasa Indonesia.

B. RESEARCH METHOD

This study used a content analysis as the research method. It was chosen to because it was a research method that allowed the researcher to make replicable and valid inferences by interpreting and coding textual materials. The textual material that was analyzed in this research was the translated text written by university students. The data were the texts translated by the third year English Department students of Universitas Negeri Padang from English into bahasa Indonesia. The source of data was the English text entitled “Snow White” which was downloaded from <https://princess.disney.com/snow-whites-story>. The participants were the third year students of the 2019/2020 academic year who take translation as their elective course. The data were collected using Translog, a keylogging tool that recorded the whole translation process.

C. RESULT AND DISCUSSION

The process of data condensation resulted in 15 translated texts written by the third year students of English Department of Universitas Negeri Padang. In the process of data analysis, the ST is divided into sentences. Then the TT is analyzed based on the order of the sentences in the ST. The following Datum 1 is the example of using one translation technique in translating the ST (English text) into the TT (Indonesian text).

Datum 1

ST : She was kind and gentle and a friend to all animals.

TT : *Dia baik, ramah dan seorang teman kepada semua binatang.*

The technique used in translating the ST in Datum 1 is literal translation. All of the words in the ST are translated literally into the TT because their meanings are derived from the meanings listed in a dictionary. In addition, the translation in Datum 1 does not pay attention to the context. For example, the word “friend” is literally translated “*teman*”, although it is not the right diction in this context.

Another example of using one translation technique in translating the ST can be seen in Datum 2.

Datum 2

ST : But Snow White was still in a deep sleep.

TT : *Namun Putri Salju masih tertidur lelap.*

The translation technique used in translating the ST in Datum 2 is established equivalent. The ST word “Snow White” literally means “*Putih Salju*” in the TL. However, the student does not use its literal meaning as its equivalent because it does not represent the meaning that exists in the ST word “Snow White”. The student decides to use the word “*Putri Salju*” as its equivalent in the TT because it is the word that is commonly used in many fairy tales about Snow White. Therefore, the word “*Putri Salju*” has been the established equivalent of “Snow White”.

The established equivalent technique is also used in translating the ST phrase “a deep sleep”. This phrase is synonymous with the phrase “sleep soundly” which commonly means “*tertidur lelap*”. Therefore, the use of “*tertidur lelap*” is the application of established equivalent technique.

In addition to use one translation technique, some other sentences are translated by using more than one technique. One of the examples is provided in Datum 3.

Datum 3

ST : Once upon a time, there was a beautiful princess named Snow White.

TT : *Alkisah, ada seorang putri cantik yang bernama Putri Salju.*

There are two techniques used in translating the ST in Datum 3, they are discursive creation and established equivalent. First, the use of the word “*alkisah*” as the equivalent of the ST phrase “once upon a time” is motivated by the use of

discursive creation technique because it is not commonly used in the TL. Such word is only used in certain context, such as in fables, fairy tales, short stories, and drama. The other reason is that the TL already has the established equivalent for the phrase, i.e. *pada zaman dahulu*. Next, the ST word “Snow White” is translated into “*Putri Salju*” through the use of established equivalent technique. This is due to the fact that “*Putri Salju*” is widely known by TL readers.

The other example of using two translation techniques in translating the ST sentence can be seen in Datum 4.

Datum 4

ST : She was lost and scared but soon found herself in front of a cottage.

TT : *Dia tersesat dan takut, namun dia tidak lama langsung menemukan sebuah pondok.*

Two translation techniques are used in translating the ST in Datum 4. The first technique is literal translation. Most of the elements of the ST in Datum 4 were translated literally because the equivalents used in the TT are the words which are listed in a dictionary. In addition, the structure used in the TT also follows the structure of the ST. Nevertheless, one of the words in the TT is translated through generalization technique. This technique is applied in translating the ST word “cottage”. The choice of the word “*pondok*” in the TT as the equivalent of the ST word “cottage” is motivated by the use of generalization. “Cottage” does not literally mean “*pondok*”, but “*pondok*” share few similar meanings with “cottage”. In other words, in the word “*pondok*”, part of the meanings of “cottage” is found.

In addition to applying two techniques in translating one sentence, the example in Datum 5 shows three translation techniques are used simultaneously in translating the sentence in the ST.

Datum 5

ST : The princess knocked, but no one was home.

TT : *Sang putri mengetuk pintu, tetapi tidak ada seorang pun di rumah.*

The first translation technique used in Datum 5 is discursive creation. The student’s decision to use “*Sang putri*” as the equivalent of “The princess” demonstrates the use of discursive creation technique. The ST article “The” is translated “*Sang*” shows a discursive creation because it can only be used in the context as in Datum 5. This word is especially used in the text about fairy tales or fables. This equivalent (*Sang*) is impossible to be used in a general translation. For example, it is ridiculous to translate “The book” as “*Sang buku*” in bahasa Indonesia; in other words, such translation is not acceptable in bahasa Indonesia.

The second technique applied by the student in Datum 5 is amplification or addition. In the TT, the student adds the word “*pintu*” whose equivalent is not found in the ST. The student’s decision to add it is due to the context in which it is used. In the ST, the word “knocked” is identical with the action of “knocking at

the door”. Although the word “door” is not found in the ST, the student adds its meaning in the TT to make the TT easier to understand.

The other technique used in translating the ST in Datum 5 is established equivalent. The TL (bahasa Indonesia) already has the established equivalent of the word “princess”, i.e. “*puteri*”. This means that the translator does not need to make a new terminology in the TL to accommodate the meaning of the ST word “princess”.

The other three translation techniques used simultaneously in translating one ST sentence is provided in Datum 6.

Datum 6

ST : Back at the castle, the Queen learned that Snow White was still alive.

TT : *Sementara itu di kastil, Ratu mengetahui bahwa Putri Salju masih hidup.*

The first translation technique used in Datum 6 is established equivalent. This technique is used to provide the equivalent of “Snow White”. In the TT, the student used “*Putri Salju*” as its equivalent. “*Putri Salju*” is widely used in most of Indonesian fairy tales that tell about the story of Snow White. This means that “*Putri Salju*” has been the established equivalent of “Snow White” in the TT.

The second translation technique used in Datum 6 is borrowing. This technique is used in finding the equivalent of the ST word “castle”. The TL has its own vocabulary for the equivalent of the ST word “castle”, that is “*istana*”. However, based on the context in which the word “castle” takes place, “*istana*” is not the right choice. Then, the student decides to use “*kastil*” as its equivalent which is the result of using borrowing technique.

The third translation technique used in Datum 6 is adaptation. It is used when the student writes “*mengetahui*” as the equivalent of the ST word “learned”. Literally, the word “learned” means “*mempelajari*” in the TL. However, based on the context, the student adapts its meaning by writing “*mengetahui*”, which literally means “know”.

The other example of using three translation techniques in translating one ST sentence is provided in Datum 7

Datum 7

ST : They were anxious to get home to their cottage in the woods.

TT : *Mereka akan pulang ke pondok mereka di hutan.*

The first technique used in translating the ST in Datum 7 is linguistic compression or reduction. The student reduces the meaning of the ST word “anxious” in the TT. In other words, its equivalent is not provided in the TT. However, this technique is not suitable to be used in this context because it influences the TL readers’ understanding of the original meaning intended to be conveyed by the original writer.

The second technique used in translating the ST in Datum 7 is adaptation. This technique is used in translating the ST phrase “to get home”. Literally, the phrase should mean “back to cottage” which does not necessarily mean “*pulang*”.

However, as the cottage is the temporary home for them, the student translator decides to use the word “*pulang*” as the equivalent of the ST phrase “to get home”. Thus, the translation technique used in this context is called adaptation.

The third technique used in translating the ST in Datum 7 is generalization. It is used when the student writes “*pondok*” as the equivalent of the ST word “cottage”. In this case, the student does not exactly know which cottage it is. The student only assumes that the “cottage” is the place to live. As the setting where the cottage is situated is a forest, than the student translator decides to use the word “*pondok*” as its equivalent. According to the Monolingual Indonesian Dictionary, “*pondok*” means “temporary housing (such as the small house built in fields, in forests, etc.).

Based on the results of data analysis, it was found that the translation of narrative text entitled “Snow White” from English into bahasa Indonesia done by the third year students of English Department of Universitas Negeri Padang uses nine translation techniques. This finding is summarized in Table 1 below.

Table 1. Types of translation technique used by the students

No.	Translation Technique	Frequency	
		Number	Percentage
1	Established Equivalent	266	28.18%
2	Discursive Creation	105	11.12%
3	Literal Translation	320	33.90%
4	Modulation	11	1.16%
5	Generalization	54	5.72%
6	Linguistic Compression.	14	1.48%
7	Amplification	80	8.47%
8	Adaptation	40	4.24%
9	Borrowing	54	5.72%
Total		944	100%

Based on the results of data analysis presented in Table 1, the nine techniques used by the students are literal translation, established equivalent, discursive creation, amplification, generalization, adaptation, borrowing, modulation, and linguistic compression. Among these nine translation techniques, literal translation (33.90%) is the technique that is most frequently used by the student. The frequent use of literal translation technique in the student’s translation indicates their loyalty to the ST. In addition, they seem to be afraid of staying away from the ST style and structure because they worry that they cannot keep the original meaning contained in the ST. These characteristics support the characteristics of student translators mentioned in the previous studies (e.g. Rosa, 2017; Rosa, et al., 2017; Rosa & Sofyan, 2019; Sofyan & Tarigan, 2018).

D. CONCLUSION AND SUGGESTIONS

Based on the findings of the study on the translation technique used by the third year students of English Department of Universitas Negeri Padang in translating a narrative text entitled “Snow White” from English into bahasa

Indonesia, it is concluded that the nine translation techniques used in the students' translation are literal translation, established equivalent, discursive creation, amplification, generalization, adaptation, borrowing, modulation, and linguistic compression. Besides, it is also concluded that several sentences are translated by using only one translation technique, some other sentences are translated by using two translation techniques, and some other sentences are translated by using three translation techniques. The very frequent use of literal translation technique used by the students indicates that they are inexperienced translators who tend to be influenced by the style and the structure of the source text. Besides, they are not brave enough to expose their own style of writing in their translation.

This study took students as the participants, so it is suggested to do further studies on translation techniques used by professional translators. In addition, it is also suggested to do other studies on translation techniques in other text types because different text types might require different translation techniques.

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