

# **The Translation Problem Types in Translating Indonesia Text to English (A Case Study of Translation Subject of Fifth Semester English Students –UPY)**

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## **Abstract**

This research is entitled “The Translation Problem Types in Translating Indonesia text into English (A Case Study of Translation Subject of Fifth Semester English Department – UPY) . It is about how Indonesia text is translated into English by English students, to identify the translation problems, and to identify the problematics of translation technique.

This research uses qualitative method to analyze the data. Techniques of analyzing data in this research consist of 3 components, they are (1) reducing the data, (2) explaining the data, and (3) taking a conclusion. Reducing data is a process of selecting, focusing, simplifying and abstracting the data. Explaining the data is a process of organizing information and arranging the complete narration. Taking a conclusion is a process of drawing conclusion from the data. The data source of this research are Indonesia text and student’s translation.

After conducting the research, the research find the data that all respondents have similar translation problem types in translating Indonesia text into English. The problems are diction, tenses, no equivalence translation; others have problems of adverb, article, and relative clause. None of respondents apply other translation technique. They only apply word per word translation technique. The accuracy of transfer level is adequate level. Only one respondent have almost completely successful transfer level. Other respondents have adequate accuracy transfer level. By applying the untrue translation technique has an impact to translation accuracy transfer level.

This research is expected to open wide opportunities and challenges to academicians, especially those in translation linguistics sphere to deepen their research and study, especially in translating Indonesia text to English in order to be a new contribution to the translation fields.

**Keywords :** Translation Problem, Technique, Student’s Translation

## **Background of the study**

Translation is a complicated process. In this case, a translator has a big responsibility for transferring message from source language to target language. The form of target language may be different from the form of source language. However, target language has a way and style to express the same message as in source language.

Larson (1984:22) states clearly that translation is a complicated process. However, a translator who is concerned with transferring the meaning will find that the receptor language has a way into which the desired meaning can be expressed, even though it may be very different from the source language form.

Nida and Taber (1974:12) also has opinion that *translating consists of reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style*. From this statement, it is known that a translator as a message receptor in the source language and when in the process of translation, he/she is a message sender in the target language.

In reproducing message from source into target language, undoubtedly there are some techniques which used to translate and has offered by some translation experts such as Nida and Taber, Benny Hoed, Molina and Albir, etc. Translation technique is very crucial in translation study.

### **Identification of the problem**

The categories used to analyze translations allow us to study the way translation works. These categories are related to text, context and process. Textual categories describe mechanisms of coherence, cohesion and thematic progression. Contextual categories introduce all the extra-textual elements related to the context of source text and translation production. Process categories are designed to answer two basic questions. Which option has the translator chosen to carry out the translation project, i.e., which *method* has been chosen? How has the translator solved the problems that have emerged during the translation process, i.e., which *strategies* have been chosen? However, research (or teaching) requirements may make it important to consider textual micro-units as well, that is to say, how the result of the translation functions in relation to the corresponding unit in the source text. To do this we need *translation techniques*.

Textual and contextual categories were not sufficient to identify, classify and name the options chosen by the translators for each unit studied. We needed the category of *translation techniques* that allowed us to describe the actual steps taken by the translators in each textual micro-unit and obtain clear data about the general methodological option chosen. However, there is some disagreement amongst translation scholars about translation techniques. This disagreement is not only terminological but also conceptual. There is even a lack of consensus as to what name to give to call the categories, different labels are used (procedures, techniques, strategies) and sometimes they are confused with other concepts. Furthermore, different classifications have been proposed and the terms often overlap.

### **Limitation of the problem**

The limitation of the problem in this research is about the problematics of translation technique in translating Indonesia text into English. English Department students of the fifth semester may has different way how to apply the translation techniques in their translation.

### **Formulation of the problem**

Based on limitation of the problem, the researcher formulates the problems : what are the problematics of translation technique in translating Indonesia text to English?

### **The objective of the study**

This study is conducted to find out the problematics of translation technique in translating Indonesia text to English.

### **The research benefits**

After doing the research, it is expected that the research results can have great contribution to translation study. On the other hand, English Department students are able to translate Indonesia text into English by using an appropriate translation techniques. By knowing and applying translation techniques in translating a text, the translation quality can be reached and the meaning can be transferred clearly.

## **Theoretical Review**

### **Definition of Translation**

There are some definitions of translation delivered by some experts. The definition such as followings ; translating means to translate, translation means the result of translating, and translator means a person who translate a text from source language (SL) to target language (TL) (Hoed, 2006:23).

Other expert is Catford in Suryawinata and Hariyanto, 2003:11. He says that translation is the replacement of textual material in one language by equivalent textual material in another language. He adds the explanation that textual material is not always in written but also in oral form.

Another opinion is from Savory (*ibid*: 12), translation is made possible by an equivalent of thought that lies behind its different verbal expression. From his statement, it is stated that the equivalent is an idea. He does not explain about the process. Further, Pinhuck (*ibid*: 13) also has opinion about translation. According to him, translation is a process of finding a TL equivalent for an SL utterance.

In the definition, Nida and Taber (1982:12) state clearly about the process. Their statement is *translating consists of reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style*. From this statement, they state that translating is not only replace source language into target language, but also concern in meaning and language style.

Translation is a complicated process. In this case, a translator has a big responsibility for transferring message from source language to target language. The form of target language may be different from the form of source language. However, target language has a way and style to express the same message as in source language.

Meanwhile, Larson (1984:22) states clearly that translation is a complicated process. However, a translator who is concerned with transferring the meaning will find that the receptor language has a way into which the desired meaning can be expressed, even though it may be very different from the source language form.

Back to Nida and Taber (1982:12) also has opinion that *translating consists of reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style*. From this statement, it is known that a translator as a message receptor in the source language and when in the process of translation, he/she is a message sender in the target language.

These Bible translators also say that the best translation does not like a translation, because translating must aim primarily at reproducing the message. But to reproduce the message, one must make a good grammatical and lexical adjustment. For example, the phrase 'Good Friday' in Christian term cannot be translated into 'Hari Jumat yang baik' in Indonesia. Translator has to catch the real message of this phrase. A meaningful equivalent is 'Jumat Agung', a day of Christ's crucifixion.

Newmark (in Suryawinata & Haryanto, 2003:15) also has an opinion about translation. It is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language. He gives a limitation that translation involves written message and/or statement. It is to differentiate between translation and interpretation.

Other one is Bell (1991:5) states that translation is the expression in another language (or target language) of what has been expressed in another, source language, preserving semantic and stylistic equivalences.

The next expert is Bassnett (1991:13) “.....that the translation involves the transfer of meaning contained in one set of language signs into another set of dictionary and grammar, the process involves a whole set of extra linguistic criteria also”.

Back to Catford in Rachmadie (1988:12) states that “Translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)”.

The last expert is Brislin (1976:1) states "Translation is the general term referring to the transfer of thought and ideas from one language to another whether the languages are written form or oral form".

Definition of translation are come from journal or website such as ; “Translation is the process to transfer written or spoken source language (SL) texts to equivalent written or spoken target language (TL) texts” (<http://www.thelanguagetranslation.com/translation-process-strategy-and-methods/html/5> February, 2014/04.00 pm).

Foster (1958:1) in Mahmoud Ordudari <http://translationjournal.net/journal/43-theory.html>/volume 12 No 1 Januari 2008/ 5 february, 2014/03.00 pm state that “translation as the act of transferring through which the content of a text is transferred from the source language into the target language”.

“Translation is to be understood as the process whereby a message expressed in a specific source language is linguistically transformed in order to be understood by readers of the target language”(Frederic Houbert in <http://accurapid.com//translationjournal/5-theory.html>/volume 2 nomor 3 Juli 1998/5 February, 2014/04.00 pm).

Salawu, Ph.D dalam <http://www-accurapid.com//translationjournal//36-yoruba.html>/volume 10 nomor 2 April 2006/6 February, 2014/02.00 pm states “translation should be seen as an attempt to guess the mind of an author correctly”.

“A good translation should play the same role in the target language as the original did in the source language” (Mahmoud Ordudari in <http://translationjournal.net/journal/43-theory.html>/volume 12 nomor 1 Januari 2008/7 February, 2014/03.00 pm).

Salawu Adewuni, Ph.D in <http://www-accurapid.com//translationjournal//36-yoruba.html>/volume 10 nomor 2 April 2006/8 February, 2014/02.00 pm states that “a perfect translation whereby the translated version may be equivalent to the original text”.

In conclusion, translation is the effort to delivered message from source language to target language. The effort involves consideration of grammatical, meaning, and language style.

### **Definition of Translation Process**

According to *The Advanced Learner's Dictionary of Current English*, process is a “series of operations deliberately undertaken”. It means that series of actions is conducted deliberately. Including translations, it also formed by a process. Accordingly, process of translation is a series of actions in transferring the message from source language into target language.

Translation as a process involves three stages: (1) analysis, (2) transfer, (3) restructuring (Nida and Taber 1982:33).

it can be explained as follows :

1. Analysis, in which the surface structure is analyzed in terms of the grammatical relationships and the meaning of the words and combinations of words.
2. Transfer, in which the analyzed material is transferred in the mind of the translator from language A to language B.
3. Restructuring, in which the transferred material is restructured in order to make the final message fully acceptable in the receptor language.

### **Definition of Translation Technique**

The categories used to analyze translations allow us to study the way translation works. These categories are related to text, context and process. Textual categories describe mechanisms of coherence, cohesion and thematic progression. Contextual categories introduce all the extra-textual elements related to the context of source text and translation production. Process categories are designed to answer two basic questions. Which option has the translator chosen to carry out the translation project, i.e., which *method* has been chosen? How has the translator solved the problems that have emerged during the translation process, i.e., which *strategies* have been chosen? However, research (or teaching) requirements may make it important to consider textual micro-units as well, that is to say, how the result of the translation functions in relation to the corresponding unit in the source text. To do this we need *translation techniques*.

Textual and contextual categories were not sufficient to identify, classify and name the options chosen by the translators for each unit studied. We needed the category of *translation techniques* that allowed us to describe the actual steps taken by the translators in each textual micro-unit and obtain clear data about the general methodological option chosen. However, there is some disagreement amongst translation scholars about translation techniques. This disagreement is not only terminological but also conceptual. There is even a lack of consensus as to what name to give to call the categories, different labels are used (procedures,

techniques, strategies) and sometimes they are confused with other concepts. Furthermore, different classifications have been proposed and the terms often overlap.

The term of translation technique may have various names. It means that many translation experts have their own different name to call a same concept about translation technique. For example, Newmark (1988) mentions translation technique as translation procedure and Baker (1992) mentions translation technique as translation strategy. The difference of giving those terms may be logical because between procedure, technique, and strategy are in tight correlation.

Whatever the names, translation technique and translation strategy are two different concepts, although they have correlation. Translation strategy is done by a translator as a way to solve a problem which may appear in the translating process. While translation technique is a realization from translation strategy which is known from the translating product. This argument is supported by Molina and Albir (2002) opinion that :

*“Strategies open the way to finding a suitable solution for a translation unit. The solution will be materialized by using a particular technique. Therefore, strategies and techniques occupy different places in problem solving: strategies are part of the process, techniques affect the result”.*

According to Machali (2000:77), there are two main elements of technique. 1) technique is a practical thing, 2) technique is used toward specific task (in this case translating task). Based on the practical character of technique, technique related to translating practice and translating problem solving than with a certain translating procedure.

Molina dan Albir (2002) states that *“Translation techniques ... to describe the actual steps taken by the translators in each textual micro-unit and obtain clear data about the general methodological option chosen”*. Newmark (1988) has an opinion that *“...translation procedures are used for sentences and the smaller units of language”*. From both opinions, there is a similarity between *“translation techniques”* which is mentioned by Molina dan Albir with *“translation procedures”* by Newmark that both are in micro unit of a text. The term *“procedures”* is also used by Pozo Y Postigo in Molina dan Albir (2002). He states that *“Procedures include the use of simple technique and skills, as well as expert use of strategies.”*.

The writer uses “technique” to refer a step is done by a translator to solve the translating problem in terms of micro unit text. Molina dan Albir (2002) also formulated a technique as a procedure to analyze and classify translation equivalence. They also mentioned five basic characters of translation technique. They are :

- a. *They affect the result of the translation*
- b. *They are classified by comparison with the original*
- c. *They affect micro units of text*
- d. *They are by nature discursive and contextual*
- e. *They are functional*

Finally, technique as an explanation of what are done by a translator in facing the translating problem in a translating process which the validity is depend on the whole text context are translated and the aim of its translating. Some of experts who explain about translation technique are :

**Benny Hoed (2006) offers 9 translation techniques. They are :**

### **1. Transposition**

Translator change the structure of sentence to get an exact translation.

Bsu : *He was unconscious when he arrived at the hospital*

Bsa : Setibanya di rumah sakit, ia sudah dalam keadaan tidak sadar.

### **2. Modulation**

Translator gave an equivalence which semantically point of view's meaning differ, but in the real context give the sam message.

Bsu : *The laws of Germany govern this Agreement.*

Bsa : Perjanjian ini diatur oleh hukum Jerman

### **3. Descriptive Translation**

It is done if a source language has no equivalence in the target language. A concept will be translated with an essay form which contain of meaning.

Bsu : *licensed software*

Bsa : perangkat lunak yang dilisensikan

### **4. Addition**

In order a concept is easier to understand (example a strange name of a food or drink in target language), usually a translator add a special word as an explanation.

Bsu : *He bought a brandy yesterday*

Bsa : Dia membeli sebotol minuman brandy kemarin

### **5. Note**

In translating a text, a translator makes a note to make clearer the meaning. If there is no note. It may predictable that the reader don't understand the meaning.

Bsu : *All the software in your phone.*



Bsa : Semua perangkat lunak dalam telepon seluler\* Anda.

\*This is a licency text means the software inside the celular, not in a usual celular.

## **6. Fonology Translation**

When a translator can't find the exact equivalence of target language, he/she decide to make a new word which is taken by the word sound of the source language to be match with the sound system and spelling of target language.

Bsu : *cryptographic software*

Bsa : perangkat lunak kriptografis

## **7. Legal Translation**

There are legal technical terms, names, etc in target language, so the translator may use them as equivalence.

Bsu : *New Zealand*

Bsa : Selandia Baru

## **8. No Equivalence Translation**

If a translator can't find the translation concept of target language, he/she may copy from the source language. This technique is usually followed by note.

Bsu : *He celebrated Halloween Day*

Bsa : Dia merayakan Hari Halloween

## **9. Cultural Equivalence**

In this technique, a translator give proper cultural equivalence in the target language.

Bsu : *'A' level exam*

Bsa : Ujian SPMB

## **Research Methodology**

### **Types of Research**

This research is conducted by applying descriptive qualitative method. The characteristic of this method provided the result of the research in the form of detail sentence description, complete and deep explanation of the process of why and how did something happen (Sutopo, 2006:135-139). The use of descriptive qualitative method in this research is aimed at describing translation techniques which are applied by English Department Students in translating Indonesia text into English.

## Data Source

Researcher is a subject in this research. The data sources are Indonesia text and its translation which translated by fifth semester English Study Program. Target language (English) then analyzed by researcher to find out and identify the problematics of translation techniques in translating Indonesia text to English.

## Techniques of Data Collections

The research based on information in recording, either it is picture, voice, or text, usually called document analysis or content analysis (Arikunto, 2009:244). In addition, Creswell (2003:185-188) stated that there were four basic procedures in collecting the data, they were observations, interviews, collecting documents, and audio and visual material.

In this research, documents are collected by comparing source and target language to look for the translation technique types. The steps are :

1. The researcher find the data by comparing source and target language.
2. To simplify in comparing source and target language in this research, the researcher draw table as below:

Line	SL	TL	Problem Types and Examples	Translation Technique Applied	Accuracy of Transfer Types
1					
2					
3					

Each student will be given a code in their translation to compare with other students and researcher will analyse the data.

## Data Analysis Technique

Techniques of analyzing data in this research consist of 3 components, they are (1) reducing the data, (2) explaining the data, and (3) taking a conclusion (Miles and Huberman in Sutopo, 2006:113-116).

Reducing data is a process of selecting, focusing, simplifying and abstracting the data. Explaining the data is a process of organizing information and arranging the complete narration, therefore, it enabled to draw a conclusion. Taking a conclusion is a process of drawing conclusion from the data.

The researcher will use some steps to analyze the data, they are:

1. The researcher identified the data by comparing source and target language to determine the translation techniques applied by students.
2. The researcher classified each data by grouping them in each type of translating technique
3. The researcher explain each data about what the problematics of translation techniques and types of translation techniques which are applied by students
4. The researcher draw a conclusion of the analysis result.

## **Result and Discussion**

In this chapter, the researcher explains and discusses the result of the data analysis. The data which used by the researcher were translation techniques. The aim of the research was to identify the problematic of translation technique in translating Indonesia text into English.

This research was conducted at English Study Program, PGRI University of Yogyakarta with subjects were English students. The object was translation technique applied by the students in translating Indonesia text into English. The samples of this research were 8 students by using random sampling technique.

Students were asked to translate two paragraphs of Indonesia text into English with appropriate translation technique. The ability to choose the correct translation technique is an indispensable skill; therefore it is essential for translation students to be aware of why a particular technique is used. Preliminary observations discovered that students tend to use wrong translation techniques when translating from Indonesia text into English.

## **Result**

In this part, the researcher focuses on how translation techniques were implemented by students and the problematic in translating Indonesia text into English. The data were taken from Indonesia text which translated into English. The researcher founds the data both problematic in translation and translation technique. The complete data is presented in this table below:

**Table 1: Classification of the data**

No	Respondent Initials	Translation Problem Types	Translation Technique Applied	Degree of accuracy transfer level
1	DA	Diction No equivalence translation Tenses	Word per word	Level 3 (Adequate)
2	MN	Diction Relative Clause Tenses	Word per word	Level 2 (Inadequate)
3	NH	Diction Tenses Article	Word per word	Level 4 (Almost completely successful)
4	YP	Diction Tenses Adverb No Equivalence Translation	Word per word	Level 2 (Inadequate)
5	MS	Diction Adverb Tenses	Word per word	Level 3 (Adequate)
6	YA	Diction	Word per	Level 3

		Tenses No Equivalence Translation	word	(Adequate)
7	RL	Diction Tenses	Word per word	Level 2 (Inadequate)
8	FA	Diction Tenses	Word per word	Level 2 (Inadequate)

## **Conclusion**

After analyzing the student's translation, the researcher found the data that all respondents had similar problems in translating Indonesia text into English. The problems were diction, tenses, no equivalence translation; others had problems of adverb, article, and relative clause. None of respondents applied other translation technique. They only applied word per word translation technique. The accuracy of transfer level was adequate level. Only one respondent had almost completely successful transfer level. Other respondents had adequate accuracy transfer level. By choosing the untrue translation technique had an impact to accuracy transfer level.

## **Implication**

The implication of this research that students of English Department should understand the using of translation technique in their translation. By applying the right translation technique, the accuracy transfer level will be reached.

## **Suggestion**

### a. For Students

It is better for student's of English Department try to enrich the vocabularies, enrich the diction knowledge, study and apply the tenses, study and apply the translation technique in order to reach the accuracy transfer level.

### b. For Academicians

It is better for academicians, especially those in translation linguistics sphere to deepen their research and study about translating technique in order to enrich their competence and to contribute to the translation fields.

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