

Designing a Model of Translating Culture-Bound Texts in Translation Classroom: Strategies and Procedures

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Abstract— This study attempts to identify strategies and procedures of translating culture-bound texts in translation classroom. The study is conducted in the English department, College of Foreign Languages (STIBA) Saraswati Denpasar in Bali, particularly in the translation class that is offered with four credits divided into English-Indonesian translation and vice versa with two credits each. The result of the identification is expected to be used as a model of translation practice and be useful for the students to enhance their knowledge. Related to the culture where this study is conducted, the terms showing Balinese culture, tradition and rituals like *menyama braya* (brotherhood), *ngayah* (mutual help), *ngaben* (cremation ceremony), *setra* (cemetery) and *metatah* (tooth filing) challenge the students to apply appropriate strategies and to order the steps in finding out the correct expression and meaning of the cultural terms. Thus, the study results in the mapping of strategies reflecting the techniques that can be utilized by the English department students to translate culture-bound texts. Meanwhile, procedures refer to the appropriate approaches that are possibly applied in transferring the meaning of the cultural terms found in the texts.

Keywords— culture-bound texts, translation classroom, strategies, procedures

I. INTRODUCTION

It is an irrefutable fact that translation activity involves the transfer of specific concept and meaning related to a certain culture. In Indonesian context, the translation of texts that are rich of cultural terms containing the information on the diversity of many regions, islands, and ethnic groups in Indonesia is frequently done in different areas, either in the context of academic publication or in the significant part of literary works. For academic publication, the texts containing cultural terms can be usually found in the articles of social sciences that present the discussion on local wisdom, customary community as well as cultural values. The cultural terms may also be used in the interdisciplinary study texts that explore the interrelationship between natural and social sciences. For example, an academic paper that discusses agriculture may include the use of cultural concept i.e. *subak* found in the irrigation system of a customary community in

Bali. The other terms containing very specific concept can also be found in many texts like *ngayah* and *nguopin* as the words used to describe communal activities showing mutual help in Bali, the terms *metatah* and *mepandes* to represent the activities that are usually explained as tooth filling ceremony. Besides, there are still a lot of cultural terms that may be used in various papers concerning the diversity of Indonesian cultures from different islands throughout the archipelago.

It is interesting to discuss the procedures and strategies applied by the English department students who study translation in formal classes and situation. When translating culture-bound texts, for instance, the students must face difficulties in expressing the concepts behind the cultural terms. In translation studies, the importance of paying careful attention to the investigation on the translation of culture-bound text is related to the discussion concerning the relationship between language and culture. Thus, this study tries to map the potential strategies to be applied in translating cultural terms that actually link cultural concepts expressed in certain languages. The discussion is based on the categories made by several linguists as summarized by Karnedi (2013). The list of translation strategies, is then made in accordance with Newmark (1988), Molina and Albir (2002), and Vinay and Dalbarnet (in Venuti, 2000). The applied strategies may include the transference of the terms' concept and meaning that may be expressed in the forms of borrowing, calque, adaptation, amplification, description, reduction particularization and so forth to meet the accuracy, naturalness and readability.

In relation to the practice and training in translation class of the English department students in Indonesia, the translation of culture-bound texts may challenge the students in translation classroom. To further discuss the phenomena that usually occur and find out ways to cope with the difficulties, this review is conducted to contribute to the sharing of strategies that the English department students can apply and the procedures that the lectures can implement when teaching the translation of culture-bound texts. Based on the mapping of theories and review of related literature, a preliminary study may be conducted in the English

department, College of Foreign Languages (STIBA) Saraswati Denpasar in Bali, particularly in the translation class. The course in this college is offered with four credits. It is divided into English-Indonesian translation and vice versa with two credits each. It is hoped that the result of the identification can be of use to help the students and lecturers in STIBA Saraswati Denpasar to do translation tasks guided by the lecturers in a better arrangement. This is also beneficial for the students to enhance their knowledge and improve their ability in translating.

Specifically, this paper is a theoretical review on strategies of translation and procedures that may be undertaken in the process of finding the most appropriate translation version. The writing of this paper is part of a preliminary study that is aimed at designing the model of translating culture-bound text in translation class through the exploration on its application to the English department of STIBA Saraswati Denpasar in Bali. Related to the culture where this study is conducted, the terms showing Balinese culture, tradition and rituals like *menyama braya* (brotherhood), *ngayah* (mutual help), *ngaben* (cremation ceremony), *setra* (cemetery) and *metatah* (tooth filing) challenge the students to apply appropriate strategies and to order the steps in finding out the meaning of the cultural terms. The study results in the mapping of strategies and procedures that deal with the translation of texts containing many cultural terms. To reveal translation strategies and the procedures to find the most appropriate equivalents by the English students, theories on translation studies and several papers discussing the translation of culture-bound texts are reviewed to contribute to the design of translation practice. The presentation is separated in different sections with the summary at the end of the paper showing how the research will be undertaken.

II. TRANSLATION STRATEGIES

In this study, strategies reflect the techniques utilized by the English department students to translate culture-bound texts. The discussion on translation strategies may cover the exploration on how texts are translated from the source language (SL) to the target language (TL). The theory applied in such an investigation includes procedures of translation and methods of translation by combining the idea, classification and definition supported with examples. As summarized by Karnedi (2013) based on Newmark (1988), Molina and Albir (2002), and Vinay and Dalbernet (in Venuti, 2001), translation strategies may include several types including borrowing, calque, adaptation, amplification, compensation, description, discursive creation, established equivalent, generalization, modulation, particularization, reduction, transposition. Borrowing and calque are literal translation that usually involves the adoption of source language linguistic features into the target language. Borrowing is simply defined as the lexicons borrowed from another language. Calque is frequently applied in translating phrase since it is actually a foreign word or phrase that is translated in accordance with the structure of the target language.

The other techniques that may be chosen by a translator in translating cultural term are adaptation, amplification, compensation, description, discursive creation,

established equivalent, generalization and modulation. All of these terms are taken from Molina and Albir (2002). Adaptation shows the replacement of source language cultural values with one from the target culture. Amplification presents the introduction of detailed information that is found in the source language text. Compensation is done through the introduction of the source text element of information. It may be called as stylistic effect in another place of the target language since it cannot be shown in the same place as in the source language text. Description means to replace a term or expression. The replacement is done by means of description of its form or/and function. Discursive creation refers to the establishment of a temporary equivalence. It usually occurs through unpredictable result.

Meanwhile, established equivalent is the technique that is applied through the utilization of a term or expression recognized as the equivalent in the target language text. It is done based on dictionaries or language in use. Generalization as a technique of translation is realized through the use a more general or neutral term. Modulation is the change of point of view, focus or cognitive category in relation to the source language text. Particularization is done by proposing the use of a more concrete term. Reduction is to suppress the information contained in the source language text as reflected in the result of the translation and transposition is the change of a grammatical category (Molina and Albir, 2002).

Several procedures are suitably utilized in the translation of cultural terms and culture-bound texts like borrowing, calque, adaptation, amplification, description and particularization. The concept of borrowing and calque has been clear in relation to the adoption of source language term into the target language. In borrowing, the foreign terms may be directly borrowed without any modification while calque is the special kind of borrowing that is realized in accordance the target language structure. The other strategies like adaptation, amplification, description, reduction and particularization have the tendency of presenting target language values. Such techniques have the specific features of adding or reducing the information, make the result of translation more general or specific in meaning and giving explanation to the cultural terms. For example, amplification as a technique of translation is usually applied by means of adding supporting information to make the translation more comprehensible. Taken from Karnedi (2013), the term *ramadhan* in the Indonesian language (bahasa Indonesia), which is translated into *ramadan*, *the muslim month of fasting* (English), and *panettone* (Italian) becomes *the traditional Italian cake eaten on New Year's Eve* (English). Description as a translation technique is similar in concept with amplification. Generalization is a strategy that is used to give more general sense in translation. Compared to particularization, the two strategies –generalization and particularization have their own oppositeness. The example of generalization is the translation of *mansion* becomes *rumah* in the Indonesian language (Handayani, 2009). Meanwhile, particularization is the translation technique that is applied through more concrete dictions, for example, the translation of *window* in English

becomes *guichet, fenetre, devanture* in French. For reduction, as it is named, this technique tries to present the information briefly. As the opposing pair of amplification, reduction transfers the meaning of *the muslim month of fasting to ramadan* in Indonesian language (Karnedi, 2013:4).

In several previous studies, many techniques are possibly applied in translating cultural terms. Based on his research on the effect of cultural distance in translating culture-bound texts, Rafieyan (2016) stated that both sociolinguistic and sociocultural features of the source language could be ideally transferred to the target language. This may occur when the translator's cultural background knowledge has a high overlap with the source language culture. Rafieyan's research involved the participants that were divided into two groups, i.e German undergraduate students of English translation perceived culturally close to the target language society and South Korean undergraduate students of English translation perceived culturally distant from target language society. In this research, the target society was Britons. News excerpts from The British Broadcasting Corporation (BBC) as culture-bound texts were the data source utilized as the instruments of the translation quality assessment. It was found that there was significant positive effect of national cultural distance on the quality of translation of culture-bound texts. It sheds light on the significance of providing the explanation on the cultural features of the source language society. It is important to be brought into every translation course.

In the case of Indonesian-English translation involving the culture-bound texts, Nurnani et al (2018) conducted a research on translation studies with the texts containing words, phrases, and clauses that were classified as the culture-bound texts. The data were taken from Surakarta Arts Institute collection of research abstracts in 1990-1991. A descriptive qualitative research with an embedded-case study was applied involving document analysis in finding the techniques used in the translation. The examples of translation strategies found in Nurnani's research (2018) were generalization and description. Generalization can be seen from the translation of "empu" becomes "grand master." Here, the term "empu" has very specific meaning related to his existence that, in fact, does not fully equal to "grand master." The sense of "grand master" in meaning is more general than that of "empu." Another example is the translation of the term "garap" becomes "garap (the treatment or working of music)." In this case, the term "garap" is translated with additional information as the description of the term "garap." The description for the term is added to explain the borrowed term "garap" with "the treatment or working of music."

Meanwhile, Sudana et al (2014) who investigated the translation of cultural terms found in the novel "Negeri Lima Menara" found that cultural terms can be classified into several categories namely ecology, materials, organization, tradition, activities and concepts, body movements and habits. Sudana et al also obtained the results that literal translation, descriptive equivalent, transference, generic word, calque, additional explanation, couplet (generic term and descriptive equivalent) were used by the translator. The examples of strategies applied

to transfer the meaning from Indonesian to English in Sudana's research are literal translation, transference and descriptive equivalent. The three examples are presented here to show that the translation of cultural terms may be translated literally, by means of literal translation, pure borrowing, which is called as transference in Newmark's translation procedures and the potency of giving additional information in the translation work. Literal translation takes place in the translation of "*shalat subuh berjamaah*" into "communal prayer." Addition of information may be possibly applied in the translation of cultural terms like in the translation of "*bunyi talempong segera membahana*" becomes "the sounds of traditional Minang music would soon thunder," (descriptive equivalent) and transference may occur in the translation of "*dua orang mbok berkebaya*," into "two mbok wearing Javanese *kebaya*."

III. METHOD

This is a qualitative study that adopts inductive data analysis after collecting the data. It is applied through several procedures namely observation of data, close investigation on the structure of the data, proposing the assumption, and verification. The research design includes three activities from data collection, data analysis and finding presentation. First, to collect the data, observation and interview are chosen to meet the objectives of the study that is (1) preparing the strategies that may be used in translating culture-bound texts and (2) collecting several data from the prepared teaching materials. In this study, the teaching materials are two papers with different language used as a means of communicating the information concerning Balinese life and culture. Second, the inductive data analysis is applied in accordance with Bochenski in Djajasudarma (1993). The teaching materials are the texts involving cultural terms in English used as a means of communication. The information containing a culture-bound text is used as the example of authentic text. The papers are taken from a sociological perspective of "Social Integration of Hindu-Moslem in Bali" that discusses the significant role of living in harmony and peace in Bali. Third, in presenting the finding, the formal and informal methods are used. The formal method is represented by a figure showing the model that will be implemented while the informal method is applied through the explanation to describe and give detailed report on the classification of both translation strategies and procedures.

IV. MANAGING TRANSLATION CLASSROOM

A. Procedures

Procedures in this study are meant to describe the appropriate approaches that are possibly applied in transferring the meaning of the cultural terms found in the texts. Procedures in the translation class are significantly needed to make the teaching and learning programs run more smoothly. Jayantini et al (2015) conducted a research on the management of translation practice that referred to the model and aspects shared by Gerding-Salas (2000). The design was considered a global approach that was inspired by some linguists who were

interested in translation studies like Delisle, Newmark, Nida, Nord, Kussmaul. In translation class, the participants have to be able to understand the texts from the textual perspective like referential, cohesion, and naturalness. The comprehension must also be supported by the ability to rewording that means the express the core information. This phase shows the application of suitable methods, techniques and procedures as mentioned by Newmark. To name some of them, functional equivalent, transposition, modulation, compensation, reduction and amplification are based on the terms proposed by Newmark (1988). After that, the important aspect here is to share the assessment to show the strength and weakness that can also be called as the earnings and losses. In this way, self-correction capacity is demonstrated.

The procedures include reading, observing, listing, understanding, are proposed in this review. First, reading the assigned texts thoroughly. This activity is intended to make the participants in translation classroom perfectly comprehend the texts so that the texts are not understood from word to word. The message in the whole sentence containing cultural terms must be comprehended. The second activity is observation that must be done by the students prior to the translation activity. By doing this activity, the students in translation class can gain the complete information concerning the content of the texts. Listing the cultural terms is the next activity that is beneficial for the students to investigate detailed information and the uniqueness of the terms. By doing so, the students are expected to be able to choose the appropriate equivalents and then to propose the translation version for the cultural terms.

B. The Application of Strategies and Procedures

Figure 1 shows that the knowledge on translation strategies and the arrangement of procedures are the features that involve in designing a model of translating culture-bound text in translation class.

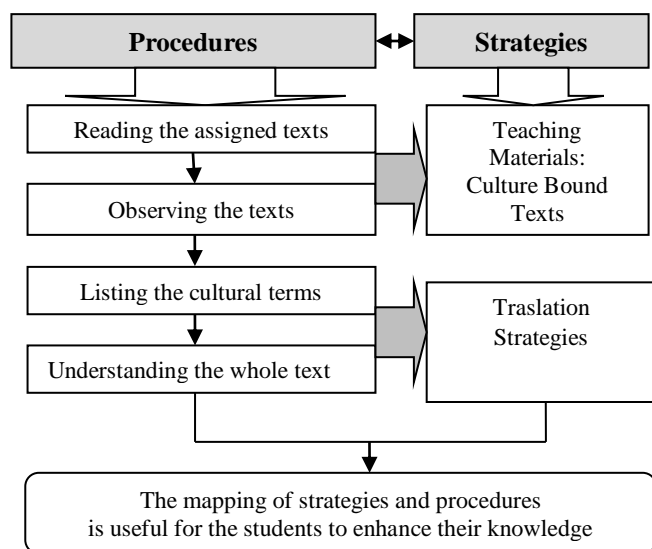


Figure 1 Model of Translating Culture-Bound Texts in the Translation Classroom

The procedures listed in the model (figure 1) are the ordered steps that the students in translation class can apply. The steps in the figure 1 will be applied in the English department, College of Foreign Languages (STIBA) Saraswati Denpasar. All of the activities in the procedures will help the students to select the most suitable translation strategy. The appropriate strategy is applied to maintain the meaning, concept and features of the cultural terms. This means that the culture-bound texts must be carefully translated to meet the accuracy, naturalness and readability.

Based on the strategies and procedures posed in figure 1, a preliminary study will be conducted. As mentioned in the previous section, figure 1 is the design of the model of translating culture-bound text in translation classroom. The procedures are related to the steps in doing translation task that in this study are implemented through several activities, namely reading, observing, listing the cultural terms and then understanding the whole text. The first two activities are connected to the teaching materials. These are, in fact, the assigned texts that become the materials of exercises. The texts are chosen by considering the cultural values found in the text as well as the use of several cultural terms. Meanwhile, the other two activities are the representation of how the translation strategies are utilized. The two activities here are listing the cultural terms and understanding the whole text. When listing the cultural terms, the students may think of the best translation version in the target language. The combination of strategies and procedures that are connected to each other in figure 1 is expected to bring new atmosphere in translation classroom and assist the students to experience more comprehensible and organized steps in translating culture-bound texts.

The application of the procedures will be observed in accordance with the following arrangements:

1. Fifty students from two classes of third semester students in STIBA Saraswati Denpasar will be involved. After the translation activity, they will be asked to share the difficulties that they may face. The results of the students' translation are discussed and compared with the English versions of a culture-bound text used as the example of authentic text.
2. Two discussions are made. First, discussion is on the possibilities of translation strategies. The articles on the translation of culture bound texts are shared. The class is divided into small groups to discuss the translation strategies to enhance their perspective on the translation of culture-bound texts. Second, the discussion is on the procedures that the students can apply when translating the texts that consist of many cultural terms.
3. The teaching materials are purposively chosen in the form of authentic text. The students will be asked to translate the Indonesian text entitled "Integrasi Sosial Komunitas Muslim Bali." The papers are taken from a sociological perspective of "Social Integration of Hindu-Moslem in Bali" (Arjawa, 2018) that discusses

the significant role of living in harmony and peace in Bali island.

The presentation of results here includes the use of the terms “SL” and “TL.” The abbreviations “SL” and “TL” are used for Source Language and Target Language respectively. The example of the sentences containing literal translation showing borrowing and additional information that will be used as the assigned text in this design is presented below:

SL: (Example of Translation Task (1))

Tulisan ini bertujuan untuk menjelaskan peran menyamabraya sebagai sistem kultural dan praktiknya dalam interaksi sosial yang integratif antara komunitas Hindu dan Muslim Bugis di Bali serta kontinuitas sistem budaya tersebut dalam menghadapi berbagai tantangan.

TL: (Suggested Translation (1))

This paper aims to explain the role of *menyama-braya* (**brotherhood**) as a cultural system and its practice in the integrative social interaction between Hindu community and Bugis Moslem community in Bali as well as the continuity of this cultural system in facing various challenges.

The discussion on the strategies of translation is significantly needed to help the students of English department who take the translation course to apply one of the strategies in their work. From the knowledge on the strategies, the students can get a better understanding concerning the steps that the students can take when doing translation task. This is a step that must be taken prior the decision making on the appropriate translation version, particularly the translation of the cultural terms. Therefore, in this study, the model of translation classroom management is designed to specifically help the students in translating culture-bound texts. The application of procedures may be successful by taking into account the inclusion of sharing translation strategies in the discussion of translation class in order to enhance the students’ knowledge on making accurate, natural and readable.

V. CONCLUDING REMARK

This review presents the identification of strategies and procedures of translating culture-bound texts in translation classroom. Such texts usually contain the cultural terms showing certain culture like tradition and rituals. The design of the model is planned to be applied in College of Foreign Languages (STIBA) Saraswati Denpasar in Bali, particularly in the translation class that is offered with four credits. The

courses are divided into English-Indonesian translation and vice versa with two credits each. It is hoped that after the application of the strategies and procedures, the students can have a better perspective and technical tricks to finish their translation task. Then, they are able to translate several culture-bound texts that are rich of cultural terms, for example *menyama braya* (brotherhood), *ngayah* (mutual help), *ngaben* (cremation ceremony), *setra* (cemetery) and *metatah* (tooth filing). The study results in the mapping of strategies reflecting the techniques that can be utilized by the English department students to translate culture-bound texts. Procedures refer to the appropriate approaches that are possibly applied in transferring the meaning of the cultural terms found in the texts.

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