

Techniques Used by English Department Students of Universitas Negeri Padang in Translating Report Text

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ABSTRACT

The need of information about the global issue requires people read some sources from other language than their mother tongue or first language. However, transferring the text into equivalent meaning is not easy. Certain techniques should be comprehended in translating texts which contain various terms in different area of knowledge. This study is a descriptive study which aim is to find out the translation techniques used by English department students in Universitas Negeri Padang in translating Report texts from English to Indonesian. The data were translation tests on Report texts done by English department students. The data was collected by using Translog application. The translation data were classified into general classification paragraph and description paragraph. From the analysis it is found that there were six translation techniques that were frequently used in translating Report text. They are literal translation, borrowing, transposition, amplification, Calque, and established equivalent.

Keywords: Translation, Report text

1. INTRODUCTION

Translation is a process transferring meaning from one language into another language. In line with the peoples' need to the information from different area, the role of translation in reproducing information to the readers' mother tongue is crucial. Translation helps people to gain information from different language. It is also a bridge to understand the knowledge from the text. For example, people need information related to the global issue about health. However, it becomes difficult since they have limitation in understanding the language besides their mother tongue. They need to translate the text from English to their mother tongue or vice versa. With the translation of the information into their mother tongue, the information is easier to be accessed.

In transferring the meaning of a text into a good and equivalent translated text is not an easy work. Some difficulties may occur. For students, they may have limited linguistic knowledge. They find difficulties to find equivalent meaning of the words or terms from different field of knowledge. Schwarz, Stiegelbauer, and Husar [1] stated several problems specific to the source text. The first is language problems which cover terminological, lexical, and stylistically problems, often resulting in the interference of the SL to the TL [2]. The second is cultural problems that are caused the differences between two different cultures. The third is textual problems. It is due to the understanding of the source text. The last is pragmatic problems. Schwarz, Stiegelbauer, and Husar [1] also added the difficulties in translation their source text. They are the

knowledge of the two languages, the meaning of the words, perceptions, the time and the context in which the text was written, and interpretation according to the writer's personality and experience.

The essence of the translation is the product of the conversion, which includes the transition of the source language to the target language. In order to achieve equivalent target text, the characteristics of the source and target language are crucial to take into account. Some factors should be considered especially different meaning of terms from different field of study. For that reason, the translation techniques should be used in order to find equivalent target language. An appropriate techniques used in translating text will determine the quality of the translation.

Since the techniques of translation is crucial, there are many scholars have research about it in different text and linguistic aspects. They are the techniques of translation in translating modality [2]; a novel [3]–[5]; culture specific items (CSI) [4]; informative text for Indonesian EFL learners [6]; verbal forms [7]; cultural words [8], [9]; children story [10], [11]; directive speech act [12], [13]; Solo calendar of event [14]; instruction of beauty product [15]; songs [16]; expressive utterance in movie script [17]; movie subtitle [18]–[20]; nouns representing the participants in movie subtitle [21]; and legal document [21].

Moreover, in different types of genre, the study of techniques of translation were also done by Rahesa & Rosa [22] who analysed the translation techniques used by the students in translating a narrative text. They found that there are eight translation techniques used by the students in the students' translated texts. Literal translation was

found as the most frequent technique used by the students since they kept the style of the original text into the target text. The other seven techniques used by the students were established equivalent, discursive creation, modulation, generalization, linguistic compression, amplification, adaptation, and borrowing.

Experts of translation have classified the types and techniques in translation. One of them and whose theory was used in this study is Molina and Albir [23]. They proposed a definition of techniques of translation which is based on two premises: 1) the need to distinguish between method, strategy, and techniques; 2) the need for an analysis and functional concept of translation techniques. Albir in Molina and Albir (2002) stated that translation method, strategies, and techniques are essentially different categories. The techniques are: 1) Adaptation; 2) Amplification; 3) Borrowing; 4) Calque; 5) Compensation; 6) Description; 7) Discursive creation; 8) Established equivalent; 9) Generalization; 10) Linguistics amplification; 11) Linguistics compression; 12) Literal translation; 13) Modulation; 14) Particularization; 15) Reduction; 16) Substitution (Linguistic, paralinguistic); 17) Transposition; and 18) Variation. In translating the different terms from different study, and achieving an equivalent translation into the target language, the students need to use translation techniques. Using the correct technique of translation will determine the result of the translation in the target language.

Different to the previous study, this study presents the analysis of the translation techniques in translating report text from English to Indonesia. By investigating the techniques used in translating report text, later English department students will find the easiest way to translate Report texts. It will also help the students in solving the problems faced in translating report text. This research is expected to give useful information and review of students' familiarity in using certain techniques in translating report texts. It can give valued information or knowledge as a reference for the institution to review and recognize the material of translation course.

2. METHODS

The type of the research is qualitative research, since it sights deep discussion about the techniques used in translating Report texts. The participants in this research were the English Department students in Universitas Negeri Padang. The material in this research was the report text translated by English Department students of Universitas Negeri Padang. The source of the data was the Report text taken from an article by Yang (2020) who discussed the characteristics of Covid19 disease. The data were collected using a keylogging tool (Translog) that recorded the process of translation. The researchers took five students as the sample of this research. The translated texts were analyzed sentence by sentence to find out which techniques the students used most frequently in translating the text. The data were analyzed using content analysis technique employing the theory of translation technique introduced by Molina and Albir [23].

3. RESULT AND DISCUSSION

The text provided is report text which contains scientific terms entitled Covid19. The text consists of one paragraph of general classification and two paragraphs of description. The general classification paragraph consists of four sentences. They give introductory explanation of Covid19. The next two paragraphs are the description of covid19, and the diagnosis of Covid19. From the three paragraphs, the use of various kinds of translation techniques can be seen in the target language. The use of translation technique can be seen in the following sentences.

The first translation technique can be in Datum 1

Datum 1:

ST: Corona virus disease 2019 (COVID-19) first emerged in late 2019 and has spread to more than 200 countries.

TT: *Penyakit virus corona 2019 (COVID-19) pertama kali muncul pada akhir tahun 2019 dan telah menyebar ke lebih dari 200 negara.*

Literal translation technique is used in Datum 1. The words in the ST are literally translated into the TT and the meaning of the words in ST does not need new terminology in TT and has been listed in the dictionary.

The other technique used in Datum 1 is pure borrowing. The word "virus" is translated using the same terminology and the meaning of "virus" in TT is well understood.

Another use of literal translation can be seen in the following sentences.

Datum2

ST: Compared with general pneumonia, these symptoms are not specific.

TT: *Dibandingkan dengan pneumonia pada umumnya, gejala ini tidak spesifik*

Datum 3

ST: This is the first pandemic sparked by a coronavirus.

TT: *Ini adalah pandemi pertama yang dipicu oleh virus corona*

In Datum 2 and 3, the sentences were literally translated into TT. The words are translated word by word and follow the forms of the sentences in ST. In addition established equivalent technique was also found in Datum 2. The word "specific" is translated into "spesifik" rather than "khusus" in TT. The word "spesifik" is equivalent and understood in Indoensian.

Another use of translation technique in translating the ST is in Datum 4.

Datum 4

ST: The number of new cases within 24 hours was more than 100,000.

TT: *Dalam 24 jam, kasus baru berjumlah melebihi 100.000 kasus.*

The translation technique used in Datum 4 is transposition. It is also called shift. The word "new case" is literally means "kasus baru". The shifted form of the words is the

position of the noun and the determiner. The other example of words that use transposition techniques are “comprehensive approach” which means “pendekatan komprehensif”, and “renal transplantation” which means “cangkok ginjal”. The sentence can be seen in Datum 5.

Datum 5

ST: Renal transplantation recipients infected with SARS-CoV-2 had more proportion of moderate and severe disease.

TT: *Penerima cangkok ginjal yang terinfeksi SARS-CoV-2 memiliki proporsi penyakit sedang dan berat yang lebih banyak.*

The word “renal transplantation” is translated by using transposition technique. The word means “cangkok ginjal” in TT.

Additional use of translation technique is in Datum 6.

Datum 6

ST: The patients of SARS CoV-2 infection had neurologic manifestations, such as myalgia, dizziness, anosmia and ageusia.

TT: *Pasien infeksi SARS CoV-2 memiliki manifestasi neurologis, seperti mialgia, pusing, anosmia dan ageusia.*

The translation technique used in Datum 6 is calque. This technique literally transfers the words or phrases from the source language in lexical and structural. The main characteristic is the structural intervention of the source language toward the target language. The word “neurologic manifestation” is found to be equivalent to “manifestasi neurologis” in TT. However this technique is not suitable to translate this word.

Some other sentences are translated using two translation techniques. The example is in Datum 7.

Datum 7

ST: WHO described the epidemic as a pandemic, suggesting that the speed and scale of transmission was not what we would expect.

TT: *WHO menjelaskan epidemi sebagai pandemi, yang menunjukkan bahwa kecepatan dan skala penularannya tidak seperti yang kita bayangkan. I*

Literal translation and Borrowing are the two translation techniques used in Datum 7. First, ST is literally translated into TT since the meaning is derived from the dictionary. The formation of the words in TT follows the formation in ST.

The second technique is borrowing. The abbreviation “WHO” belongs to pure borrowing because it has its equivalent meaning in TT as “organisasi kesehatan dunia”. Then the words “epidemic” and “pandemic” in ST. The TL has its own equivalent vocabulary for this word, those are “wabah” and “penyakit”, and however these words are often used in media of telecommunication. As the result, these words become familiar and well understood by people recently.

Another example of using more than one translation techniques in one sentence is in Datum 7.

Datum 7

ST: Some had digestive symptoms, such as diarrhea.

TT: *Beberapa orang mengalami gejala pencernaan, seperti diare.*

The first technique used by the student is amplification. It means adding a word to the TT that is not provided in the ST in order to make it well understood by the readers. The word “orang” in TT is not equivalent in the ST. Its equivalent is not provided in the ST. This technique is suitable to use since it helps the readers to understand the text.

The second translation technique is naturalized borrowing. The word “diarrhea” has its equivalent meaning in TT as “diare”.

Based on the result of the data analysis, it was found that six translations techniques are needed by English Department students in translation Report text entitled Covid19. These findings are presented in Table 1 below.

Table 1. The Number of Translation Techniques used by the English Department Students in Translating Report text

No.	Translation techniques	Total Number	Percentage
1.	Literal Translation	97	28.18%
2.	Borrowing	89	25.88%
3.	Transposition	35	10.18%
4.	Amplification	10	2.91%
5.	Calque	5	1.46%
6	Established equivalent	108	31.40%
	Total	344	100%

From the data analysis in Table 1, the six translation techniques used by the students are literal translation, borrowing (pure and naturalized borrowing), transposition, amplification, calque, and established equivalent. Among these six translation techniques, established equivalent (31.40%) is the most frequently used by the students. It shows that in the translation process, the students tried to find the equivalent meaning of the source text into the target text. Literal translation (28.18%) is the second translation technique that frequently used by the students. It shows that the students still follow the literal rule of the ST. It is also caused by the students’ limitation on the translation techniques. Literal translation is used since it does not change the form of the sentences.

4. CONCLUSION

Based on the findings of the study on the translation techniques used by English department students in translating report text entitles Covid19 from English into Indonesia, it is concluded that the six translation techniques by Molina and Albir are used on the translation test are Literal Translation, Borrowing, Transposition, Amplification, Calque, and Established equivalent. Even

though there were sentences in the test translated by one or two translation techniques, the six techniques are the students used more frequently. These translation techniques are used based on the topic of the text. Each sentence is translated using one and two translation techniques. Although no all the sentences in the translation test are translated using the correct technique, it can be seen that the students have implemented the translation techniques in translating report text.

This study took report text as the test materials to find out what techniques used in translating technical and scientific terms, so it is suggested that other study discuss about other terms in certain kind of texts. It is also suggested to find out the technique of translation from Indonesian into English in the form Report text to see students' capability in reproducing the equivalent text in English.

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