



# Comparison of Individual and Team-Based Project in Translating Anger Expression

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**Abstract.** Anger is one of expressive acts that reflect the emotions. Anger sometimes involve cultural aspect which may cause problems in the translation. This study concerns with the comparison of translation techniques applied by students translator in translating *Fight Club* a novel written by Chuck Palahniuk. This research attempts to compare the translation techniques used to translate anger expression from the novel from English to Indonesian by individual and case method collaboratively. This study used translation assignment to collect data and document analysis in data analysis. The results shows that individually, the translators mostly applied various techniques that tend to target language, such as, adaptation, neutralization, established equivalence, and reduction. Translations made by team are better than individual translation as they have more consideration. These findings also indicate that expressive language that showing emotion of characters in the novel dominantly translated by using domestication ideology to anticipate cultural problems.

**Keywords:** translating expressive utterance · anger · translation technique · cultural aspects

## 1 Introduction

Emotion of a character in literary is expressed through the expressive utterances made in various situation. Expressive utterance is one of the ways to build the character in literary work. This utterance has attracted many researchers in several aspects, such as, in audiovisual translation [1], translation speech in movie [2, 3]. These analyses are supported by the multimodality in the movie or audio-visual media.

Anger is one of expressive utterances that show emotion of the character [4, 5]. Moreover, the translator must consider the cultural differences between the target language and the source language [6] in expressing anger. It is not impossible that anger as one of expressive utterances will involve action, belief, or other information that may not acceptable in the target culture. Therefore, translator should have ability to select appropriate and acceptable translation in the target language culture [7–9]. Censorship can be done by reducing or removing parts that are considered harmful [10].

To native speakers of English, anger is a kind of self-evident and nearly universal in nature [11]. However, each culture may have certain taboo words that sometimes are

used in the expression of anger. They also said several types of language use in which the expression: refers to something that is culturally taboo or stigmatized, should not be taken literally, and can be used to express strong emotions and attitudes. It is clear from the explanation above that swearing refers to something forbidden to say even in expressing anger. Because this is considered bad language, some people choose not to use it. Swearing can be used to express powerful emotions. Swearing reflects the speaker's anger towards someone or something, [12]". Therefore, students must be careful when translating anger expression, as they may be considered impolite if translated literally into the target language.

In the translation, several researchers have discovered what professional translators do when translating anger expression [13] by using corpus. Another research focus translation techniques by professional translator on swearing words [14, 15]. She found that some of these swearing words were deleted by the translator.

When translating text from the source language to the target language, culture becomes an external problem in linguistics. As stated by Nord (2005), cultural problems are generally seen from the way the translator expresses the ideas that exist in the culture or the translated text. Difficulties can be in the form of different text genres or cultural activities from the source language to the target language. Beside, Mathieu (2003) said cultural issues are related to differences in cultural backgrounds between countries, such as values and ideological views.

Anger is one of expressive acts that reflect the emotions [16]. Anger sometimes involves cultural aspect which may cause problems in the translation. This study concerns with the comparison of translation techniques applied by students translator in translating *Fight Club* a novel written by Chuck Palahniuk.

This research attempts to compare the translation techniques used to translate anger expression from the novel from English to Indonesian by individual and team-based project.

## 2 Method

This study used translation assignment to collect data and document analysis in data analysis. Firstly, authentic anger expressions were collected from the novel entitled *Fight Club* written by Chuck Palahniuk as source language. This novel was chosen since this novel provided many anger expressions, even in form of swearing. Then, 10 anger expressions were then provided to the students to be translated into Indonesia. In selecting source language, the data were analysed by using the theory of Searle [17] and [18].

The translations made by the students were collected. Then, the techniques implemented were identified. Then, the students were asked to work collaboratively by using case method how to translate the anger expressions from the sample given into Indonesia. The results of their discussion were then collected and the techniques used by the students are identified. Techniques use individually and group were compared.

### 3 Result and Discussion

Based The result shows that individually, the translators mostly applied various techniques that tend to target language, such as, literal translation, adaptation, discursive creation, reduction, borrowing, established equivalent, amplification, description, linguistic compression, modulation, and substitution.

From the table above, there are 556 swear words translated by English Department students. From the 556 data, there are 11 techniques used by students when translating swear words in Fight Club novel. Techniques will be analysed from higher frequency to lowest frequency:

The literal translation technique means copying an expression word for a word which structure already complies with the rules of the target language. According to an analysis of translation techniques, literal translation is the most commonly used technique by students with a percentage 66% or 367 from total data. The example is as follows.

- (1) SL: Tyler says, "Use a little imagination. Remember all that pioneer shit they taught you in Boy Scouts. Remember your high school chemistry."

TL1: Tyler berkata, "Gunakan sedikit imajinasi. Ingat semua omong kosong perintis yang mereka ajarkan padamu di Pramuka. Ingat kimia sekolah menengahmu."

TL2: Tyler mengatakan, "Gunakan sedikit imajinasimu. Ingatlah semua omong kosong tentang teknik pioneering, teknik yang memanfaatkan tongkat dan tali untuk membuat sesuatu, yang mereka ajarkan di Pramuka. Ingatlah pelajaran kimia SMA mu."

GA: Tyler mengatakan, "Gunakan sedikit imajinasimu. Ingatlah semua omong kosong tentang teknik pioneering, teknik yang memanfaatkan tongkat dan tali untuk membuat sesuatu, yang mereka ajarkan di Pramuka. Ingatlah pelajaran kimia SMA mu."

Example (1) the character, Tyler showed anger by comparing to scouts activity. This expression is translated by using some reduction in TL1, but in TL2, it is translated completely individually. Meanwhile, we see in group (Group A/GA), they agreed to use the result from TL2. In this case, the "... shit" consistently translated into *omong kosong*. However, another group even reduced this word into:

GB: Tyler berkata, 'Gunakan sedikit imajinasi. Ingat semua yang perintis ajarkan di Pramuka. Ingat masa SMA mu'

In group B, they tend to reduced it. It seems to be build the spirit or motivation without translating the words shit (reduced). The expression is neutral.

From another example, againm it showed Tyler anger.

- (2) SL: Tyler said, "and get your ass into the fucking car."

TL1: Tyler berkata, "dan masukkan pantatmu ke dalam mobil sialan itu."

TL1 shows individual translation. The translator did not use the meaning from dictionary in translating “fucking car.” They mostly use mobil sialan both individually and in group.

This technique is used to replace the cultural elements of the source language with the same cultural element in the culture of the target language. This adaptation technique is the second most common technique used by students when translating swear words with a percentage of 20.7% or 115 of the total data. The use of adaptation techniques is shown below:

- (3) SL: I told him, yeah, what the hell. And he gave me free drinks for the rest of the flight.

TL1: Aku meberitahunya, ya, memang kacau. Dan dia memberiku minum gratis sepanjang penerbangan.

As we can see from the another example above, when the student found the proper words for “what the hell” to “*memang kacau*”, the student clearly avoid the restricted improper language, in order to respect their cultural background. In the Source language the word “what the hell” often use for expressing anger or disappointment towards people, in the target language the word “*memang kacau*” also use for expressing anger or disappointment toward others. In TL, the word “what the hell” also has so many meanings to express something such as “*apa-apaan*”, “*bodoh amat*” etc. Therefore, it is clear that the student uses the adaptation technique in order to deliver the meaning based on their cultural understanding.

Reduction is used with partial removal because it is not thought to cause meaning distortion. The example are as follows.

- (4) SL: I told him, yeah, what the hell. And he gave me free drinks for the rest of the flight.

TL: Aku memberitahukannya. Dan dia memberi minum di sisa perjalanan.

This second example is the same as the example in the adaptation technique, but in this example, students remove the translation of the word “*what the hell*” to nothing. The reduction technique is usually done when the SL is too long to be translated, but in TL in only means one word or less. From the example above, students eliminate all the swear words, it makes the translation of the sentence more polite, and does not mean to insult the opponent.

The established equivalent is a technique for using familiar/recognized terms or expressions in the target language dictionary as equivalents in the source-language text. The examples are as follow:

- (5) SL: “You fucking suck-ass piece of shit,” Marla says.

TL: “Kau, keparat sialan,” kata Marla.

The student uses the expression that is similar to the SL, the technique of Established Equivalent is the technique that uses familiar or similar terms. The word “fucking suck-ass piece of shit” if we translated it into the correct TL would be “*bajingan penjilat brengsek*”. The student translated the SL to “keparat sialan” which the word “*keparat sialan*” has similar terms to “*bajingan penjilat brengsek*”. Therefore the student clearly did this translation with a better choice of words, using the Equivalent technique.

Amplification is the technique to introduce details that are not framed in the source text. This technique is different from the reduction technique because the words, phrases, or information are not acquired in the source language. The use of amplification techniques by student is shown below:

(6) SL: "You stupid fuck. Beat the crap out of me, but you can't kill me."

TL: "Kau keparat bodoh. Kau bisa mengalahkanku dan lari begitu saja, tapi kau tidak bisa membunuhku."

In the example above, the student clearly uses the amplification technique to add the details for the SL to the TL. The details are not framed such as “... *dan lari begitu saja*” which is a phrase that does not appear in the SL, but it adds more details to the readers. The correct translation would be “*pukuli aku sampai babak belur*”, the error happened when the student implies the meaning of “Beat the crap out of me” to “*kau bisa mengalahkanku*”.

(7) SL: “We said, ‘Bring me the steaming testicles of his esteemed honor, Seattle Police Commissioner Whoever.’”

TL: “*Kita bilang, ‘Bawakan aku kehormatannya yang setinggi langit itu, komisioner polisi Seattle, siapalah.’*”

In this example, the student adds more to the TL, the student wrote “...*yang setinggi langit itu*” which in the SL is not stated. Also, the student does not translate the swearing word “testicle” to the TL but removes it. In the amplification technique, it’s okay to remove as long as the translation portrays the unframed details. The correct translation for the SL would be “*Bawakan aku testikel hangat milik yang mulia terhormat*”, From this correct translation it is clear that all the elements contained in the source language, such as the word “testicle” are translated one by one, and have the same meaning as the source language.

Description is a translation technique in which a term or expression is replaced with a description of its form and function.

(8) SL: And after the introductions and the guided meditation, the seven doors of the palace, the white healing ball of light, after we open our chakras, when it comes time to hug, I'll grab the little bitch.

TL: *Dan setelah pengenalan dan meditasi yang dibimbing, tujuh pintu istana, bola cahaya penyembuh, setelah kami membuka kekuatan kami, ketika datang saatnya untuk berpelukan, aku akan memegang anjing betina kecil itu.*

From the example above, students seem to translate the swear words according to their basic understanding, the word "bitch" can be interpreted into the word "*pelacur/jalang*" but another meaning can be "*anjing betina*". Students use the description technique to translate the swearing, the description technique is a translation technique that interprets a term or expression into a description, the description would be in a form or function.

The translation technique used about SL involves changing the point of view, focus, or cognitive category. For the example:

(9) SL: "You fucking suck-ass piece of shit," Marla says.

TL: "*Dasar orang tak berguna,*" kata Marla.

In the example above, the translation technique can be categorized out in the modulation technique. The modulation technique uses the translator's point of view in translating the words, the modulation technique looks at the way the student uses point of view. In the quote above, the student interprets the word "You fucking suck-ass piece of shit," to "*Dasar orang tak berguna,*", in which the swear word is changed to the very short. S.L has three swear words (fucking, suck-ass, piece of shit) and T.L only has one (tak berguna).

This technique is accomplished by altering the linguistic and paralinguistic elements (intonation or gesture). The use of substitution techniques by student is shown below:

10. SL: Tyler says, "So, tell the banquet manager. Get me fired. I'm not married to this chickenshit job."

TL: *Tyler berkata, "Jadi, beri tahu manajer perjamuan. Buat aku dipecat. Aku tidak menikah (berkomintmen) dengan pekerjaan omong kosong ini."*

In this example, the translation looks like the student use the literal technique, but for some reason, the student adds parenthetically in the middle of the TL "*Aku tidak menikah (berkomintmen) dengan pekerjaan omong kosong ini.*" Which makes the translation could be decided as either literal translation or substitution. Substitution is the technique of altering the linguistic and paralinguistic such as gesture or intonation. The student in TL adds parenthetically which can be concluded in intonation or gesture type. However when the student translates the SL, the translation is not always correct, the correct one would be "*aku tidak butuh pekerjaan sialan ini*", the student's TL is far from what the correct translation does.

The data explained that students admitted that it was the most difficult to understand the meaning of anger expression in the source language before they translated swear words.

The first point to address is the cultural problems in translation [19, 20]. Based on the interview to the students, it is believed that various cultural issues influence their translation results. When translating anger involving swear words, they belief that swearing is still taboo in Indonesia. As a result, students must understand and investigate the cultures gap between SL and TL. To solve the cultural problems, students used

several techniques such as literal translation, adaptation, reduction, discursive creation, amplification, linguistic compression, and modulation, even deletion.

Students in interviews recognize semantic problems that frequently occur in translation test results when translating swear words. They stated that they were having difficulty choosing the appropriate words or that there were ambiguous words. Previous studies, such as those conducted by Mathieu (2003), Ghazali (2008), and Akan, Karim, and Chowdhury (2019) found semantic problems when translating from the source language to the target language. This semantic problem makes it difficult for translators to understand the ambiguous meaning of source language swear words. As a translator, the students must improve their understanding of ambiguous words in both languages. In addition, students used literal translation, adaptation, reduction, discursive creation, borrowing, and description techniques [18] to solve the semantic problem.

The deletions or reduction were done due to a cultural difference between the source and target languages, which causes the meaning of swear words to be omitted or added when translated into the target language. From the explanation above, it can be concluded that professional translators mostly remove swear words when translating it.

## 4 Conclusion

Based on analysis and finding above, the use collaborative activity give more chance to discuss the problems in the translations process. The case method provides opportunity for the students to solve the problems of cultural differences to consider a better technique to anticipate rejection from the society. This what the purposes of this study to build students critical thinking over the case and problem in translation activity. This discussion made by team is better than individual translation as they have more consideration. These findings also indicate that anger expression lead to characters.

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