

Equivalent Translation Process Used By Multilingual Students In Islamic Boarding School

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Abstract— Translation is the process to translate the language into another language. The goal of translation is to get main message in target text from the source text. The aim of this study was to analyze the types of equivalences in translation process used by multilingual students in Islamic Boarding School. There were 15 students in this study who translated the text, from Indonesia to English and Arabic. The data were collected from students' translation result of text in twelfth grade students. The data was analyzed based on the types of Nida (1964) equivalence (formal equivalence and dynamic equivalence). The results of this study were most of students translated by mixing dynamic equivalence and formal equivalence in a text. However, in translating Indonesian into Arabic the translator had to focus on the every word, most of the students translated literally.

Keywords— *Translation Process; equivalence; Multilingual students; Islamic Boarding School*

I. INTRODUCTION

Language is a communication tool that is used to interact with others and to deliver the ideas, it can be written and spoken. Every country has own languages because of the case, the translation is needed in communication. Human has the capacity to communicate and transfer meaningful messages by means of the use of language highly ordered, organized and structured system of meaningful symbols and signs, which is highly complex in its form and structure. However, when individual communicates to others who does not know the language, the process of communication or the transmission of meaningful message will be impeded.

English and Arabic are international language that are used in international organization. Mastering both languages is important thing because both of the languages are needed in Indonesia. English has important role in Indonesia academic, it is as foreign language and included the main factor that effects many academics in Indonesia in understanding about various knowledge and technology. There are four skills in English namely Listening, Speaking, Reading and Writing.

Beside that Arabic also has important role in Indonesia, stated that Arabic is the important thing to be done by people of Indonesia and not only be limited in the usage of the language in religion[2]. Arabic also has four skills mahārah al-istimā' (Listening), Mahārah al-kalām (Speaking), mahārah al-

qirā'ah (Reading) and mahārah al-kitabah (Writing). To understand four skills, some theorists argued that someone's linguistics ability is only determined by the level of mastering syntactic and morphology. However, this is refused by some others theorist and stated that someone's linguistic ability is influenced by someone's vocabulary mastering [6].

Translation is the ability to comprehend the text and reconstruct the main message of the source text in target text. Munday states that translation is the process of translation between two different written languages involves the translator changing an original written text (the ST) in the original language (the SL) into a written text (the TT) in a different language (the TL) [3]. Venuti states that since no two languages are identical, either in the meaning given to corresponding symbols or in the ways in which such symbols are arranged in phrases and sentences, it stands to reason that there can be no absolute correspondence between language [5]. Besides, Banwell also states that a good translation should be accurate, clear and natural so it does sound foreign [1]. Another point worth of noting is Nida states that the translating consists in 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 [4]. But this relatively simple statement requires careful evaluation of several seemingly contradictory. Furthermore, According to Nida [4] and Bell pointed out that translation process could be divided into three stages, namely 1) analyzing, 2) synthesizing and 3) revising. Translator determine what the author wants to say and decode sign of the source language to discover what the sign mean as parts of a message. Next, translator have to restructure the stylistically and semantically equivalent expression in target language in a way that is most appropriate for the target audience. Finally translators verify the draft in order that a proposed equivalence perfectly translates the full meaning of the original text. There are many theorists who discuss and debate about the concept of equivalence, for instance Nida (1964) maintains there are two basic types of equivalence (1) *formal equivalence* and (2) *dynamic equivalence*.

Nida's formal and dynamic equivalence translation

words. This translation has the tendency to under translate. It doesn't go to the detailed.

The third translation is rendered by Syarif

English : West java has many tour object. One of them is beach pangandaran. This is nice beach and it is located at pangandaran district, pananjung village. It has ever been crowned by Asia Rooms as the best beach in west java. Certainly, it's being a pride for Indonesia. Especially, as traveller charming.

Arabic : شاطئ غرب جاوا له العديد من الأماكن السياحية. واحدة من هذه الأماكن هي شاطئ بانجانج. هذا الشاطئ الجمال يقع في منطقة بانجانج، مقاطعة جاوا الغربية. لقد تم تاجر هذا الشاطئ من قبل آسيا رومز كأفضل شاطئ في جاوا الغربية. بالتأكيد، هذا الشاطئ هو مصدر فخر لاندونيسيا. بشكل خاص، هذا الشاطئ جذاب للسياح.

In English translation, it was shown that the translator use both type of equivalence in the first paragraph. First, the translator involves the translator's idea to develop the paragraph in target text like "this is nice beach". Then, he second, the translator also faithful to the form and culture of source text. So it was found that in this paragraph dynamic equivalence and the formal equivalence were involved. Then in Arabic, the translator also used dynamic equivalence, the translator tried to conclude the main message of the paragraph.

The forth translation is from Ayu Marhamah

English : The place Pangandaran beach in the village Pananjung, ciamis, west java. This beach ever to crown Asia Rooms as the best beach. It makes Indonesia be proud with the beach.

Arabic : يوجد في جاوا الغربية شاطئ بانجانج الجمال في قرية بانجانج، مقاطعة سياميس. هذا الشاطئ هو أفضل شاطئ في جاوا الغربية. هذا الشاطئ هو مصدر فخر لاندونيسيا.

In rendering English, It is obvious that their renderings go to Dynamic equivalence. The readability is improved in this translation. The thought of the translator is involved in this rendering It is smooth, direct and easy to read. It also tends to the TL culture. However, in Arabic the translator tries to translate by concluding the text only take the main message of the source text but it still be faithful on the culture of the source text. It is hort dynamic equivalence but also in constructing into target text formal equivalence.

The fifth translation is rendered by Marina

English : West java has many education objects, the first is pangandaran beach. The beach is located in Pangandaran regency in the Pananjung village. Pangandaran Village beach, ciamis ever gave a name by Asia Rooms to best beach in the Province west java. Surely, this beach be proud by Indonesia the first to interesting visitors.

Arabic : يوجد في جاوا الغربية شاطئ بانجانج الجمال في قرية بانجانج، مقاطعة سياميس. هذا الشاطئ هو أفضل شاطئ في جاوا الغربية. هذا الشاطئ هو مصدر فخر لاندونيسيا.

Based on the findings in rendering English and Arabic, the translator focuses on the original culture and form of source text in target text. The translator does not involve her idea in target text. In one hand, she also makes ungrammatical and incorrect form target text it is difficult to understand the text for instance: "salah satu" is rendered "the first".

The sixth is Nursalimah

English : West java has more place a tour. That is be located in Ciamis and that is a beach of Pangandaran and the beach place in pangandaran in pvillage pananjung. once determine by Asia Rooms so that one proud of Indonesia.

Arabic : يوجد في جاوا الغربية شاطئ بانجانج الجمال في قرية بانجانج، مقاطعة سياميس. هذا الشاطئ هو أفضل شاطئ في جاوا الغربية. هذا الشاطئ هو مصدر فخر لاندونيسيا.

Her translation is not that much direct and simple. For the reader, it is complex to read and It is loyal to the form and ST author. The translator does not add her own ideas and thoughts into the translation It is also remained the form and content of the original and so close to the ST, it is almost formal equivalence . There are non equivalence word in target text for instance in Arabic "عظيم" means "sangat besar".

The seventh translation was done by Nurfadhila

English : In west java, there is beautiful beach that is the beach of pangandaran, the beach of pangandaran is best beach in province west java.

Arabic : يوجد في جاوا الغربية شاطئ بانجانج الجمال في قرية بانجانج، مقاطعة سياميس. هذا الشاطئ هو أفضل شاطئ في جاوا الغربية. هذا الشاطئ هو مصدر فخر لاندونيسيا.

In the result of students' translation between English and Arabic, the translator translated English and Arabic in target text by adding translator's idea. She tries to change the form but not the culture of source text in order it is easy to read and understand the text. This text tries to have naturalness and be close to the source – language message, it is dynamic equivalence.

IV. CONCLUSION

All things considered in translating the text from Indonesia into English and Arabic it seems that readability of the translation especially in a text is more important than preserving the original wording in order to gain the main meaning of the original text. This study tried to find the translators' way in equivalence translation process to the multilingualism with respect to Nida's approaches namely Formal Equivalence and Dynamic equivalence.

As a result, the translator translated Indonesian into English by using dynamic equivalence and formal equivalence. Translators translated the text by mixing the types in a paragraph, the translators followed the culture and the form of the original text but sometimes they also translated by concluding the sentence to take the essence of the paragraph. Surprisingly, in translating Indonesian into Arabic the translator translated literally, there also omission and deletion in target text. It's necessary to know that in translated Arabic the students used formal equivalence.

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