

**Translation Techniques Analysis:  
Indonesian Folklore “Aryo Menak and His Wife”  
Based on Student’s Work**

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**Abstract.**

This study aims to determine (1) the techniques that mostly used in translating the Indonesian folklore “Aryo Menak and His Wife” from English to Indonesian; (2) the students’ difficulties in translating the Indonesian folklore “Aryo Menak and His Wife” from English to Indonesian. Five students from the English Department were respondents. There are five English students were selected as the participants. The number of male teachers are four and one female students. All the participants are certified English students in university in Majalengka that studying the translation subject in the sixth semester. The research method used is qualitative narrative because this study aims to accurately describe the perceptions of students who are used as respondents. An open questionnaire is a data collection technique in this study. The data were analyzed based on the low interest in translating the text that occurred in Indonesia, especially in the process of learning English to build their vocabulary. Based on this study, there are three translation’s techniques that can be analyzed by a researcher from the folklore that translated by students There are free translation, literal translation and word-for-word translation. And also, the research is revealed about the students’ difficulties in translating the folklore. It said that the most difficulties that experienced by students were lack of vocabulary and the unfamiliar words.

**Keywords:** translating, folklore, students’ difficulties, translations’ techniques

**Introduction**

To be able to communicate, transfer information, messages and meanings to a wider reach all over the world, using English, the international language is the most appropriate way. In it, there is an intertwined interaction. It is carried out by two units, they are sender or the one who wants to send the message from Source Language (SL) to someone else, and the other is receiver or the one who will receive the message in Target Language (TL) form. Which later, there are changes that occur when transferring languages. Usually these changes occur in the process of transferring the language from English to Indonesian and vice versa. The critical point that can affect the changes is culture and grammatical structure, for example there are several language systems in English but there is not in Indonesia. English and Indonesian languages have different cultures which influence the language used. So, it requires the translation process to make both languages coordinated.

What is translation? It is the process of switch between one language to another language. Horse (2015:2), is "the outcome of a linguistic-textual process in which text in one language is re-contextualized in another". According to Catford (p. 20) that translation means replacing a textual material in one language (SL) by equivalent textual material in other language (TL). From the definition above, it means that the process is not only about how the language is replaced but equality of meaning must also be considered. The process of translation, however, is not that plain and easy. The translator must also be capable of transmitting a certain value from Source Language (SL) to Target Language (TL). Therefore, every words in the translation process need to be transmitted carefully. So, a result of translation must have a correspondence relationship with the source text whether it is equal or not. Someone must consider the various things between the source language and the target language, so he or she must find the appropriate equivalent in the target language and have the same meaning in the source language. She or he has to find the equivalent in the target language, but the incorrect, unacceptable or unreadable translation may subsequently be caused by another challenges faced by the translator in the translation process. That is why a translator frequently finds some difficulties at every step of the translation process that can be regarded into: (1) difficulties in the analysis and understanding of the source language, (2) difficulties in the process of transferring and in finding target language equivalents, and (3) difficulties in restructuring the transferred material to get the best result of translation (Soemarno, p. 1). In learner level, especially for students, their obstacles in translating the text lies in the selection of diction, and defines unfamiliar vocabulary. They are still confused about how to represent English sentences into Indonesian and vice versa.

However, the differences in grammar from SL to TL typically occurs in the difficulties faced by a students in translation process. Therefore, modifications and adaptations are required. Mostly, the differences in grammar will affect the meaning of the information to be presented. For example, the differentiation in the structure of grammar from English to Indonesian. Difficulty in choosing the right words, clauses, phrases into a sentence is a problem that is often experienced. Lack of knowledge about vocabulary and consider that translation activity is boring makes it difficult for them to find strategies in translating a text. So that, this research offer the theory of Newmark to help the process of translation going so well and the result will be the best solution. Based on the explanation above, this reserach will focus in students' area only.

### **Research Questions:**

1. What techniques are mostly used in translating the Indonesian folklore "Aryo Menak and His Wife" from English to Indonesian?
2. What are students' difficulties in translating the Indonesian folklore "Aryo Menak and His Wife" from English to Indonesian?

### **Purposes of the Study**

1. To describe the techniques are mostly used in translating the Indonesian folklore "Aryo Menak and His Wife" from English to Indonesian.
2. To find students' difficulties in translating the Indonesian folklore "Aryo Menak and His Wife" from English to Indonesian?

### **Significance of the Study**

This research is hoped that it will be useful for the students and other researchers, the statements are below :

a) Theoretically

This study is to assist the students to use translation methods that are suitable to be applied in translation activity in the text, book, journal, article, etc. Especially, in learning English context.

b) Practically

This study is significant to provide students in using translation methods during translating the product such as in a text, book, journal, article, etc. Especially in English learning context.

### **Literature Review**

In this chapter, the research is focused on the definition of translation, the function of translation, process of translation, the procedure of translation, the translation methods, translator, folklore, the previous relevant research, and novelty.

#### **Translation**

By explaining the idea, several experts point out their thoughts on translation. The principle is used to direct the conduct of this research. As like as Translation, according to Horse (2015:2), is "the outcome of a linguistic-textual process in which text in one language is re-contextualized in another". When we intend to transform the words to different languages, for example. It is more concerned to the source language (SL), which means how the sender deliver the message in the source language into the other language as target language (TL) without changing the meaning even the language changes. So, there will be the equivalence from the source language to target language. Translation was divided into three categories by Jacobson and Williams (2013): intra-lingual, inter-lingual, and inter-semiotic translations. Intra-lingual translation is the use of other signals from the same language to interpret verbal signs. For example, translating a word into another language, which may need paraphrasing or rewording. The interpretation of a verbal sign using another language, such as translating a word from one language to another, is known as inter-lingual translation. Inter-semiotic translation, on the other hand, is an interpretation that emphasizes the original text (spoken and written) while adding non-verbal signs. like the adaptation of a film into a novel.

In the other hand, (Catford, 1965, p. 20) stated the other definition of translation. That is "Translation may be denned as follows: the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)". Same with Newmark, both of them are expected an equality of meaning in the changes that occur between the source language and the target language. It's not only about the meaning, but with the process of its translation, the readers will easy to catch the meaning of translation product. They will not misundestranding if the message can be delivered accurately.

There is similar with what (Larson, 1984, p. 3) mentioned in her book with title “Meaning-Based Translation: A Guide to Cross-Language Equivalence” that “In translation, the form of the source language is replaced by the form of the receptor (target) language”. She also said that “When translating a text, the translator’s goal is an idiomatic which makes every effort to communicate the meaning of the source language text into naturalness forms of the target language”. In addition, (Crystal, 1987) states that translation is the neutral term used for all tasks where the meaning of expression in one language (source language) is turned into the meaning of (target language), whether the medium is spoken, written, or signed. Based on all experts in define translation, it can be conclude that translation is the process of change from one language as Source Language (SL) to the other language as Target Language (TL) whether in spoken or written form with considering the text’s equality.

### **Function of Translation**

Other than to transfer information, knowing more about the function of translation is not a mistake. According to (Nord, 1997) stated there are function of translation that elaborated with Bühler (1934) and Jakobson (1960) and consists of four basic functions with an open list of sub-functions each as follows:

1. Referential Function. Reference to the objects and phenomena of the world; sub-functions: informative, metalinguistic, metatextual, directive, didactic etc.
2. Expressive Function: expression of the sender’s (subjective) attitude or feelings towards the things and phenomena of the world; sub-functions: evaluative, emotive, ironical etc.
3. Appellative Function: appeal directed at the receiver’s sensitivity, previous experience or disposition to act; sub-functions: illustrative, persuasive, imperative, pedagogical, advertising etc.
4. Phatic Function: establishing / maintaining / ending (social) contact between sender and receiver; sub-functions: small talk, taking leave, introductory “peg” for text opening etc.

Basically, these functions may be called normative or at least transcultural, to place it more carefully, while the verbal or nonverbal markers used to define them are determined by particular cultural values, customs, preferences, etc.

### **The Process of Translation**

The process of translation is series of activities which is done by a translator at the time she or he transfer the message from the source language into the target language (Nababan p. 6). In doing the translation process, a translator must be wary, since an error at one step will lead to confusion at another step. In other words, a translator must understand that there is a difference between the source language and the target language. (Newmark, p. 19) offers four types process of translation, as follows:

1. The SL text level, the level of language, where we begin and which we continually (but not continuously) go back to. This is the level of the source language's literary transformation into the target language, the level of translation must be omitted, but it also serves as a paraphrase relation and synonyms' paper-down.
2. The referential level, the level of objects and events, real or imaginary, which we progressively have to visualise and build up, and which is an essential part, first of the comprehension, then of the reproduction process.
3. The cohesive level, which is more general, and grammatical, which traces the train of thought, the feeling tone (positive or negative) and the various presuppositions of the SL

text. This level encompasses both comprehension and reproduction: it presents an overall picture, to which we may have to adjust the language level.

4. The level of naturalness, of common language appropriate to the writer or the speaker in a certain situation. Natural based on the interaction between the author and the readership and the subject or circumstance. In one context, what is natural in another may be unnatural, but everybody has a natural, 'neutral language where spoken and informal written language correlate more or less.

It's not easy to translate. It takes a serious effort, so somebody already like he or she can not translate any texts. This task should be performed routinely by the translator. That's what we called the process of translation.

### **Translation Techniques**

In this context this research also focuses on the goal of the translation process, which is to make a translation product is accurate. There are some processes that the translator has to go through in translating the text to make the translation align with the actual. It can be the technique, the method or the strategy to make translation product is perfectly synced. It comes from (Malino and Albir, 2002) in their book "Translation Techniques Revisited: A Dynamic and Functionalist Approach". There are eighteen translation techniques.

1. Adaptation. To replace a Source Text (ST) cultural element with one from the target culture, e.g., to change baseball, for *fútbol* in a translation into Spanish.
2. Amplification. To introduce details that are not formulated in the ST: information, explicative paraphrasing, e.g., when translating from Arabic (to Spanish ) to add the Muslim month of fasting to the noun Ramadan.
3. Borrowing. To take a word or expression straight from another language. It can be pure (without any change), e.g., to use the English word lobby in a Spanish text, or it can be naturalized (to fit the spelling rules in the TL), e.g., *gol, fútbol, líder, mitin*.
4. Calque. Literal translation of a foreign word or phrase; it can be lexical or structural, e.g., the English translation Normal School for the *French École normale*.
5. Compensation. To introduce a ST element of information or stylistic effect in another place in the TT because it cannot be reflected in the same place as in the ST.
6. Description. To replace a term or expression with a description of its form or/and function, e.g., to translate the *Italian panettone* as traditional Italian cake eaten on New Year's Eve.
7. Discursive creation. To establish a temporary equivalence that is totally unpredictable out of context, e.g., the Spanish translation of the film Rumble fish as *La ley de la calle*.
8. Established equivalent. To use a term or expression recognized (by dictionaries or language in use) as an equivalent in the TL, e.g., to translate the English expression They are as like as two peas as *Se parecen como dos gotas de agua* in Spanish.
9. Generalization. To use a more general or neutral term, e.g., to translate the French *guichet, fenêtre or devanture*, as window in English.
10. Linguistic amplification. To add linguistic elements. This is often used in consecutive interpreting and dubbing, e.g., to translate the English expression "No way" into Spanish as *De ninguna de las maneras* instead of using an expression with the same number of words, *En absoluto*. It is in opposition to linguistic compression.
11. Linguistic compression. To synthesize linguistic elements in the TT. This is often used in simultaneous interpreting and in sub-titling, e.g., to translate the English question Yes, so

- what? With *¿Y?*, in Spanish, instead of using a phrase with the same number of words, *¿Sí, y qué?*. It is in opposition to linguistic amplification.
12. Literal translation. To translate a word or an expression word for word, e.g., They are as like as two peas as *Se parecen como dos guisante*, or, She is reading as *Ella está leyendo*. It does not mean translating one word for another. The translation of the English word ink as *encre* in French is not a literal translation but an established equivalent.
  13. Modulation. To change the point of view, focus or cognitive category in relation to the ST; it can be lexical or structural, e.g., to translate as you are going to have a child, instead of, you are going to be a father.
  14. Particularization. To use a more precise or concrete term, e.g., to translate window in English as *guichet* in French. This is an opposition to generalization.
  15. Reduction. To suppress a ST information item in the TT, e.g., the month of fasting in opposition to Ramadan when translating into Arabic.
  16. Substitution (linguistic, paralinguistic). To change linguistic elements for paralinguistic elements (intonation, gestures) or vice versa, e.g., to translate the Arab gesture of putting your hand on your heart as *Thank you*. It is used above all in interpreting.
  17. Transposition. To change a grammatical category, e.g., He will soon be back translated into Spanish as *No tardará en venir*, changing the adverb soon for the verb tardar, instead of keeping the adverb and writing: *Estará de vuelta pronto*.
  18. Variation. To change linguistic or paralinguistic elements (intonation, gestures) that affect aspects of linguistic variation: changes of textual tone, style, social dialect, geographical dialect, etc., e.g., to introduce or change dialectal indicators for characters when translating for the theater, changes in tone when adapting novels for children, etc.

### Translator

The translator is the most critical aspect of translation, since it becomes the receiver of the source text into the target text that has the purpose of educating another community based on the deal (of information provided in the source text in a situation under target culture conditions, and the translator has its own hypotheses about the requirements, desires, prior knowledge of the target language (obviously different from those for SL receivers). Based on (Mustika, 2013) in her thesis, she stated about the principles of translator as follows:

1. The translator must capable to know completely the content and intention of the author whom he/she is translating.
2. The translator should have enough knowledge of the language from which he/she is translating (the source language) and an equivalent knowledge of the language into which he/she is translating (the target language).
3. The translator should avoid the tendency to translate word to word, for to do so is to destroy the meaning of the original and to ruin the beauty of the expression.
4. The translator should employ the forms of speech in common usage.
5. Through his choice and order of words the translator should be able to produce a total overall effect with an appropriate tone.

In addition, Machali (2000: p:11) states that a good translator has two requirements. She or he should have an intellectual requirement and practical demand as a translator. The intellectual requirement is broken down into five variables: 1). Good English provenance skills; 2). Good target language ability; 3). Knowledge of the problem that will be translated; 4). Use of her/his understanding; and 5). Translating skills. Based on her explanation, the

good translator must be capable in some skills in English context. Knowing the problem that might be occur while translating before it happened is important too as a good translator, so she or he will know how to overcome it.

### **Folklore**

Folklore is the product of a special form of verbal art. None of the humanities can do without folklore, be it ethnography, sociology, linguistics, or the history of literature. This social nature of folklore define that folklore is the important part in literary works. None of the humanities can do without folklore, be it ethnography, sociology, linguistics, or the history of literature. Danandjaja (2007) stated that the words folk and lore derive from folklore. It is a group of people with identifiable physical, social and cultural characteristics so that it can be identified from other categories. Folk means society. In the meantime, lore refers to a folk tradition, namely culture.

Talk about the culture, every country have its culture in literary context. Especially, there is lot of Indonesian folklore are developed based on the culture here. Indonesian folklore entitled 'Aryo Menak and His Wife' has choosen to be the analytic object in this research. The text is in the English version. This section explains the theories adopted to analyze your data and interpret your findings. Provide the main theories underline your study. Written as much as 10-20% of the length of the article

### **Method**

#### **Research Design**

The descriptive qualitative approach was employed by the researcher to make it easier for him to identify the information. To support this, Creswell says in Sugiyono (2014: 228) that qualitative research is a method for investigating and comprehending the meaning that people or groups identify to a social or human problem. Descriptive qualitative method is used in this study since the research has a purpose to describe and analyze the translation methods used in the Indonesian folklore "Aryo Menak and His Wife" . This study focuses on the analyzing translation method used in Indonesian folklore entitled 'Aryo Menak and His Wife' done by students.

#### **Research Participants**

The participants of this research were English Students. There are seven English students were selected as the participants. The number of male teachers are five and the number of female teachers are two. All the participants are certified English students in university in Majalengka that studying the translation subject in the six semester.

#### **Data Collection Procedures**

The following steps are the steps the researcher used in collecting the data:

1. Reading the text in English version and Indonesian version intensively and carefully in order to comprehend the novel thoroughly.
2. Identifying the data. The data were identified the techniques of translation used in the novel.
3. Classifying the data. The data were classified in 18 techniques.
4. Analyzing the data. The data were analyzed based on the translation technique.
5. Conclusion of the research.

## Data Analysis

The following table is the instrument that used to analyze the translation techniques used in the folklore “Aryo Menak and His Wife”.

*Table 1: Instrument columns*

No.	Method	English	Indonesia

There are four columns. From the left side, there is number of the data. The second column is the techniques used in translating the sentence. Then, the next side contains the English version of the text. Where the last column is for Indonesian version of the text. Afterwards, the researcher will see the dominant translation techniques used in delivering the materials.

## Sampling

Sampling was conducted to select several individuals who volunteered to be the sample in this study. In this study, the researcher used purposive sampling to obtain the sample. According to Arikunto (2010:183), the purposive sampling is to select samples by taking subjects that are not based on the level or region, but are taken on the basis of the specific purpose. With this sampling technique, the researcher can choose the sample that representative for this study.

## Data Collections

To collect the data, the researcher used a questionnaire and interviews which were appropriate for the purposes of this paper.

### 1. Questionnaire

According to Arikunto (2010: 194), the questionnaire consists of a number of written questions that are used to obtain information from the respondents about the personal report or things they know. This is because the format helps the respondent to answer further questions in a reasonable time. This quisionnare will send through g-form. The questionnaire was given to five English students. The students were each given 1 day to answer all the questions in the questionnaire.

### 2. Interview

The researcher conducted interviews with the students in order to identify the barriers that the students encountered during the translation process. The interview was utilized to get further detail from the students. With this interview, the researcher knew about the difficulties that might be experienced by students while translating the text named “Aryo Menak and his Wife“



## Finding and Discussion

This chapter contains a description of the research findings as well as a discussion. The discovery reveals the technique utilized by the students in translating. The discussion then offers the researcher's ideas for interpreting the findings.

*Table 2: Technique utilized by the students in translating*

No.	Techniques	English	Indonesian
1	LT	Dikisahkan pada jaman Aryo Menak hidup	In the days when Aryo Menak lived
2	LT	Pulau Madura masih sangat subur	The island of Madura was still covered with thick forests
3	LT	Aryo Menak adalah pemuda yang sangat gemar mengembara di tengah hutan	Aryo Menak was then a young man who was fond of roaming through the woods
4	FT	Pada suatu bulan purnama, ketika dia beristirahat dibawah pohon di dekat sebuah danau, dilihatnya cahaya sangat terang berpendar di pinggir danau itu	One night when the moon was shining brightly and he was as usual wandering through the woods, he approached a certain lake
5	FT	Saat Ia hendak tidur, mencari tempat istirahat perhatiannya tiba-tiba tertarik oleh suara keras dan suara percikan	On want of sleep, he was looking for a resting-place when his attention was suddenly attracted by a loud noise and the sound of splashing
6	WFW	“Apakah itu bidadari?” ia meduga-duga.	“Can it be fairies?” he wondered
7	WFW	"Mereka memang peri!" dia berbisik pada dirinya sendiri	“They indeed fairies!”
8	WFW	saat dia melihat gadis-gadis itu dan pakaian mereka yang berserakan di mana-mana.	as he looked at the girls and at their clothes scattered all around.
9	LT	Dia diam-diam mendekati tempat pakaian yang tergeletak dan menarik salah satu syalnya.	He stealthily approached the place where the clothes were lying and pulled one of the shawls away.
10	L	“Mungkin Tuhan mentakdirkan kamu untuk tinggal disini. Hiduplah bersamaku. Aku janji, aku akan menjadi suami yang baik,”	“The Gods might have intended you to stay here on earth. Come with me and live in my house. I’ll make you a good husband, I promise,”

As a result above, after doing the interview and exam, the researcher began to evaluate the data. Three of the five students applied just free translation in the translation process, while the other two applied two to three techniques in the translation process, including free translation, word for word translation, and literal translation. As a result, the researcher discovered that the majority of students adopted the techniques since they were simple to interpret and comprehend. As a result, they were able to create the statement without having to consider the rules of the source language's culture.

Then, the result from interview in order to answer what are the obstacles that experienced by students in translation's process are done. All of five students are the respondents. In this paper, the researcher named S1 for the first student, S2 for second students, S3 for the third students, S4 for the fourth students, and last S5 for the last students.

The result from S1, said “kesulitan saya yaitu dalam menerjemahkan kata-kata yang asing dan belum pernah saya temui sebelumnya dan juga saya suka lupa bahasa Indonesia nya apa padahal kata nya simple”. The first student said, that it’s hard to translate the unfamiliar words and also he actually forgot the words in Indonesian even in a simple word. Then, from S2 said “aku gak bisa memilih kata yang tepat, setelah lihat kamus aku bingung mana kata yang harus dipilih untuk di terjemahkan”. The second student said that her difficulties are to find about the certain dictions of the word in translating process. So that, she needs to look up the dictionary but still feel confused which words to be chosen as the translation’s result.

For the third students (S3), it said that “kesulitannya adalah sulit memilih mana kata yang harus didahulukan soalnya kadang harus terbalik dan aku belum terlatih, tapi akhirnya bisa juga meskipun banyak yang engga sesuai kayaknya”. It said that he is so hard to find the words that must be put in the first word in a sentence because translating from English to Indonesian is not about how to translate word for word but also arranging the words to make a good sentence. But, he said he still can through it even though there are found an irregular sentences. Then, from the S4, he said “aku banyak lupa kata-katanya dan juga suka susah soalnya kosa kata aku masih sedikit”. It’s a little bit similar with the previous students that the difficulties are finding the right diction or words to be translated and he said the he oftenly forgot about the words so that it took so many times for him to translate the text. Last, from the S5, he said that “susahnya menyusun katanya soalnya aku kurang mampu dalam menyusun kata apalagi tentang grammar, aku gak bisa. Jadi aku hanya menerjemahkan kata per kata aja”. He said that he wasn’t confidence about the grammar and in arranging the sentences. That’s why he just translating the words per words.

In conclusion, the students’ difficulties in translating the text are mostly the lack of vocabulary and also lack of grammar. Students mostly confused about finding the certain words to be translated and forgot the words easily. It means that students need to be more practice in translating the text whatever kind of texts or other form such as movies of novels.

## Conclusion

Based on the result, a conclusion can be drawn that literal translation is dominated techniques applied by the students in translating the text, because it consisted of lexical meaning which again translated individually, out of the context. The other techniques are applied too such as word for word translation and free translation. It known that those techniques can be used more easily and simple in translating the text from English to Indonesian.

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