

An Analysis of Translation Technique Use by Students in Translating Narrative Text

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Abstract.

This study looked at how to translate narrative content using different translation approaches. In this study, the fundamental theory given by Molina and Albir (2002) was employed. The data for this study came from a narrative book called "The Sheep and the Pig." Students from SMA N 2 Kendal translated the passage. The students' work from Source Language (SL) to Indonesian as Target Language served as the basis for this study (TL). Document analysis is used by researchers to obtain information. The translation approaches proposed by Molina and Albir were utilized to analyze the data (2002). The data was analyzed by comparing the students' translation effort to the source text of the story The Sheep and the Pig. The study's findings highlight two things. To begin, students employ six different strategies when interpreting narrative content. Literal translation is the second technique most commonly utilized by students when translating narrative text. The goal of this study was to determine which translation strategies students employed and which were the most common. This study was characterized as a qualitative descriptive study. The data for this study was gathered through document analysis. According to the findings of this study, all students discovered six approaches on the data based on Molina and Albir's 18 techniques. Literal translation (75.24%), generalization (3.13%), compensation (6.27%), amplification (6.27%), borrowing (2.82%), and established equivalent (2.82%) were the approaches used (6.27 percent). As a result of the findings, it can be concluded that literal translation is the most common strategy utilized by pupils.

Keywords: translation, narrative text.

Introduction

Language has been used by people to communicate for thousands of years. According to Kreidler (1998) language is a system in the form of symbols used to communicate. They use it to express anything such as ideas, feelings, and to discuss a problem with others in language, both spoken and written. In the many languages in the world with various kinds of language differences, it is necessary to have a translation between one language and another so that the language can be understood by people of different languages. As a result, translation is critical for both knowledge and communication.. Nida and Taber (1982) state that the translation is processing the creation of messages, meanings, or ideas to be translated from one language to another (cited in Coliludin, 2005). In addition, Sayogie (2009) defines in both the first and second languages, translation as an attempt to find a similar interpretation of a text. In short, translation's importance is the search for the same meaning in another

language. Meanwhile, translation is a means by which various countries communicate in the same language. Elsadig (2015) states that nowadays advances in knowledge such as research, culture, and technology require intensely.

Translation is needed in language learning, especially in learning English. The ability to translate language must also be possessed by a student. It will be useful for them to understand other languages, especially understanding English. According to Sunardi (2017), translation is an essential skill and capacity in today's multicultural society, where individuals of many languages and cultures communicate in practical ways. Mastery of foreign languages is needed by students both to communicate with other people of different languages and books or writings. Therefore, the researcher chose students as the object of the research study because students were considered capable of translating narrative texts by considering the translation technique which was new for students. In addition, L. Jixing (2013) states The concept of translation not only explains, understands, and defines the fundamental properties of translation, but also specifies its connotation and extension. Students as translators must understand the techniques used in translating a language so they did not change the meaning of language. Besides, that technique is very important in the process of translating by looking at the techniques used by students, researchers can find out the quality of the student's translation. The aim of the research is to know the techniques used by students and the techniques mostly used by students in translating narrative text. The researcher analyzing the data by comparing student's translation work with the source text of the narrative entitled *The Sheep & the Pig*.

Literature Review

Translation, according to Nida and Taber (1969), is a method of recreating the meaning of the source language (SL) in the target language (TL) by employing natural equivalents in terms of meaning and style. In addition, Bell (1991) holds the same viewpoint, emphasizing the importance of style and meaning in the concept of translation. The term "translation" refers to an expression in the target language that was previously stated in the source language, as well as stylistic counterparts and semantic consistency. Larson (1988) goes on to say that translation is a change of form. The term "phrases," "words," "clauses," "paragraphs," and "sentences" are all used to describe phrases, words, clauses, paragraphs, and sentences. This is accomplished by converting the source language's form to the target language's form.

Translation Procedure

Translation techniques, according to Newmark (1988b), are as follows:

1. The process of translating SL words to TL text is known as transference. This covers transliteration as well.
2. Naturalization: The SL word is generally suited to standard pronunciation before being morphologically normalized to TL.
3. Cultural equivalent: substituting a TL for a cultural term in the SL, although these are not accurate.
4. Functional equivalent: necessitates the use of a word that is culturally insensitive.
5. Descriptive equivalent: the meaning of the CBT is explained in various sentences in this technique.

6. Componential analysis: Compares SL with TL, which denotes a near but not exact one-to-one equivalent, by first noting often and then identifying the components that differ in meaning.

7. Synonymy: it is the TL equivalent that comes closest.

Techniques in Translation

The procedures employed by translators to transfer a language from the source language to the target language are known as translation techniques. According to Molina and Albir (2002), translation technique is the result of the translator's judgment, and its legitimacy is determined by the context, audience expectations, and translation aims. The translation technique is critical in translating activities because it allows translators to categorize and classify the approaches they utilize. As a result, the researchers applied the following 18 Molina and Albir translation techniques:

Adaptation

Adaptation is a replacement of the cultural elements of the source language (SL) into the culture of the target language (TL).

For example:

SL: *As white as snow*

TL: *Seputih kapas*

In the example, the word "snow" is translated into "kapas" because Indonesian people are not familiar with snow because there are climate differences where Indonesia does not have winter.

Amplification

Amplification is a technique used to explain information that is not found in SL (Source Language).

For example:

SL: *He likes reading*

TL: *Andi suka membaca*

In the example above there is the sentence "He likes reading" which translates to "Andi suka membaca". The translator translated "He" into the name of a boy named andi. This is intended to clarify information about the word "he".

Borrowing

Borrowing is a technique that takes a word straight from another language. There are 2 types of borrowing; pure borrowing and naturalization borrowing

For example:

SL: *Sandwich*

TL: *Sandwich*

In the pure borrowing example, there is the word sandwich which is still interpreted as a sandwich without any change in the form of writing and pronunciation

SL: *Group*

TL: *Grup*

An example of naturalization borrowing there is the word "Group" which changes to "Grup" it indicates that there are changes and adjustments in the form of writing and sound according to the target language system.

Calque

Calque is a technique that translates a foreign word or phrase.

For example:

SL: *Military Academy*

TL: *Akademi Militer*

In the example above, there is a calque technique that follows the SL structure but the lexical element can still be maintained. In this example, the word "Military academy" which is translated with the TL structure becomes "Akademi militer".

Compensation

Compensation is a technique that describes the information element of SL (Source Language). But the meaning cannot be the same as TL (Target Language).

For example:

SL: *I can get you there, I bet.*

TL: *Akulah orang yang kau cari*

In the example of the compensation technique above, the choice of words seems more poetic.

Description

A description is a technique that replaces an expression with a description.

For example:

SL: *Cow-creamer*

TL: *Poci yang berbentuk sapi untuk tempat susu.*

In the example above, the translator describes the word or term so that the target language readers can better understand, in this example the word "Cow-Creamer" is explained as a teapot in the shape of a cow as a container for milk.

Discursive creation

Discursive creation is a kind of technique which unpredictable out of content because establishes a temporary equivalence.

For example:

SL: *Husband for a year*

TL: *Suami sementara*

In the example above the translator interprets the word "For a year" to be temporary. This is because the translator displays unexpected similarities or is out of context. This technique is usually used to translate book titles or movie titles.

Established equivalent

Establish equivalent is a technique that uses terms or expressions that are commonly recognized (by the language used or dictionary) as the equivalent TL (Target Language).

For example:

SL: *My mouth always watered every time I see pizza*

TL: *Saya selalu ngiler kalau lihat pizza*

This technique is commonly used for words that have formal equivalents in the target language. As in the dictionary or has become an agreement of the language community. For example, the word "Watered" is more suitable to be interpreted as "ngiler" in the target language than "berair".

Generalization

Generalization is a technique that using a general or neutral term.

For example:

SL: *Mansion*

TL: *Rumah*

In the example above, the word mansion, which is more precise, is "a large dwelling house" which is changed to a shorter word into a general form that changes to house or *rumah*.

Linguistic amplification

It is a technique of translation that adds a linguistic element.

For example:

SL: *Shall we?*

TL: *Bisakah kita pergi sekarang?*

In the example above, the word mansion, which is more precise, is "a large dwelling house" which is changed to a shorter word into a general form that changes to house or house.

Linguistics compression

Linguistic compression is a technique that in the source language collects linguistic elements.

For example:

SL: *This puppet will put a smile to their faces*

TL: *Boneka ini akan membuat mereka tersenyum*

In the example above, the sentence "This puppet will put smiley to their faces" which is translated into TL becomes "Boneka ini akan membuat mereka tersenyum" in the sentence is the use of linguistic elements into the TL text.

Literal translation

Literal translation is a technique that translates a word or an expression word for word.

For example:

SL: *Electronic mail*

TL: *Surat elektronik*

In the example above it is said to be literal translation because the source language is directly translated into the target language with a slight adjustment of the language structure.

Modulation

This is to change the point of view to SL (Source Language); it can be lexical or structural.

For example:

SL: *You are going to have a child*

TL: *Kamu akan menjadi seorang ayah*

In the example above the translator changes the reader's point of view from the sentence "You are going to have a child" to "Kamu akan menjadi seorang ayah" because if the sentence is translated with a literal meaning it will produce an unnatural meaning.

Particularization

Particularization is a technique that using of more concrete or precise term.

For example:

SL: *Rice*

TL: *Padi, gabah, nasi*

In the example above the translator translates "Rice" into "Padi, gabah, nasi" because this technique uses concrete or special terms.

Reduction

This technique is to suppress a Source Language (SL) information item in the Target Language (TL)

For example:

SL: *SBY the president of the Republic of Indonesia took a leave to campaign for his party.*

TL: *SBY mengambil cuti agar dapat berkampanye untuk partai*

In the example above it is mentioned in the sentence "President of the Republic of Indonesia" which translates to "SBY" because the translator assumes that Indonesian citizens are considered to already know who SBY is.

Substitution

This technique is a change of linguistics elements for paralinguistic elements (gestures, intonation).

For example:

SL: *Shrugging shoulders (gesture)*

TL: *Saya tidak tahu*

In the example above SL with the word "Shrugging shoulders" to "Saya tidak tahu" where the translator changes the linguistic elements into paralinguistic elements (intentions/signs).

Transposition

Transposition is a technique which the change of grammatical category.

For example:

SL: *Apply to damp skin and rinse off*

TL: *Gunakan pada kulit yang kusam dan bilas*

In the example sentence, there is an adjective "dump" which serves to explain and clarify the meaning of the sentence.

Variation

Variation is a technique that change of linguistics or paralinguistic element that affect the aspect of linguistic variation.

For example:

SL: *For your information*

TL: *Asal kalian tahu.*

The example above is the form of linguistic variation.

Definition of Narrative Text

Hichman (1997) defines narrative text as "stories in human life that are described in a clear and transitory sequence that connect events with real-world experiences, audience insights, and audience insights." As a form of entertainment, narrative literature plays a significant part in social life. A complete generic structure is also present in narrative writing. So, based on the above definition, narrative text is a text written in the form of a fictional story or a past story with the goal of engaging and entertaining the audience.

Types of Narrative Text

A narrative text, according to Mark and Cathy Anderson (2003), is a text that entertains readers by telling a fictional story. They also agree that there are four different sorts of narrative texts:

1. A folktale is considered a work of fiction. It can be a true story that takes place "once upon a time" and includes both non-human and human characters. A fairytale and a fable are included.
2. A myth is a traditional story that portrays a location, the beginning of the world, and people.
3. Legend, a factual story about historical human heroes that may or may not include religious stories.
4. Folklore is a collection of stories about people and animals that have been passed down through generations of folktale and myths.

Method

To collect data, researchers use document analysis to collecting the data. In this case, the researcher uses content analysis by giving assignments to students. The researcher only focuses on the results of the translation of the narrative text which has been translated by all students as translators involved in this study. The competency requirements in this study are students who has received material about narrative text. So, the researcher not pay attention to the translator but the researcher only focus on the results of the translation and start analyzing the text. There are some steps in the following of collecting data:

1. The researcher gave a narrative text entitled "The Sheep & the Pig to" students.
2. Students translate the text into the target language.
3. Students collected the results of the translation to the researcher.
4. The researcher analyzed the data.
5. The researcher classified data into 18 techniques of translation.

Finding and Discussion

The techniques are used by students in translating narrative text

The data below show every single technique used by all students which translated the narrative text with the title "The Sheep and The Pig". The researcher found six techniques on the data by all students based on 18 techniques by Molina and Albir (2002). They are Amplification, Borrowing, Compensation, Established equivalent, Generalization, Literal translation, and Particularization. The data of findings presented below:

Amplification

The first translation technique is amplification. Amplification is a technique used to explain information that is not found in Source Language (SL). Translation technique by making explicit or paraphrasing information that is implicit in SL. This technique is the same as explicit and addition.

Table 4.1. examples of the amplification technique below:

Source Language	Target Language
... the moment the shepherd laid his hands <i>on it</i> pada saat pengembala meletakkan tangannya <i>diatas babi itu</i> .
...and started off to <i>the butcher's</i> in the market place.	... dan menuju ke <i>tukang daging</i> di pasar

We can see this in the table. 1, the example above which italic utterance indicated the use of the amplification technique. In amplification technique when the source language has no equivalent in the target language, the translation of the text must have additional descriptions to provide detailed information. In the data above the translator analyzed the words 'on it' translated into Indonesian is '*diatas babi itu*', the translator explains the word *on it* to be *diatas babi itu* to provide information to make it easier to understand. The words '*the buthcer's*' translated into Indonesian is '*tukang daging*'. The translator explains the meaning of the butcher in the target language and explains the information correctly and in detail.

Borrowing

The second one is borrowing. Borrowing technique is a type of translation that takes words or expressions straight from the source language. There are two kinds of this technique namely pure and naturalization. It can be pure (without any change) at all from the source language to the target language or it can be naturalized by the target language.

Table 4.2. example of the borrowing technique

Source Language	Target Language
When he catches you, he is only after your <i>wool</i> .	Ketika dia menangkapmu, dia hanya menginginkan <i>wolmu</i> .

In table 2. The example above which italic utterance indicated the use of the borrowing technique. In the data above, the words '*your wool*' could be translated into Indonesian as *bulumu*. Meanwhile directly the translator translates it into Indonesian become *wolmu*. the translators used naturalized borrowing. The words *wool* translated into *wol* indicated that there are changes and adjustments in the form of writing according to the target language system.

Compensation

The third one is compensation. Compensation is a technique that describes the information elements of SL (Source Language). But the meaning cannot be the same as TL (Target Language)

Table 4.3. examples of compensation techniques below:

Source Language	Target Language
He very quickly captured the porker which squealed <i>at the top of its voice</i> .	Dia dengan cepat menangkap babi itu yang menjerit <i>sekuat tenaga</i> .
... but <i>in spite</i> of its squeals and struggles to escape.	... tetapi <i>terlepas</i> dari jeritan dan perjuangannya untuk melarikan diri.

The example above which italic utterance indicated the use of the compensation technique. In the data above the translator translated the words ‘*at the top of its voice*’ into Indonesian ‘*sekuat tenaga*’ and the words ‘*in spite*’ translated into Indonesian ‘*terlepas*’. Because the translator looks for a suitable equivalent to translate the words from the source language then applies to the target language.

Established Equivalent

The fourth one is established equivalent. The established equivalent is a technique that used terms of expression that are commonly recognized (by the language used or dictionary) as the equivalent.

Table 4.4. Examples of established equivalent techniques are below:

Source Language	Target Language
The shepherd tucked his prize under his arm and <i>started off</i> to the butcher’s in the market place.	Pengembala menyelipkan hadiahnya dibawah lengan dan <i>menuju</i> ke tukang daging di pasar.
The shepherd often catches and <i>carries off</i> one of us	Pengembala sering menangkap dan <i>membawa</i> salah satu dari kami.

The example above which italic utterance indicated the use of the compensation technique. In the data above the word ‘*started off*’ is begin doing a particular activity or action. It is equivalent to the Indonesian word ‘*menuju*’.

Meanwhile, according to the data, the word ‘*carries off*’ is giving up a certain thing that someone did to take it. It's equivalent to the Indonesian word ‘*membawa*’. The translators prefer to use the word “*membawa*” is a purpose to explain that the words could describe something.

Generalization

The fifth is generalization. Generalization is a technique that using a general or neutral term

Table 4.5. Example of generalization technique below:

Source Language	Target Language
He very quickly captured <i>the porker</i> which squealed at the top of his voice.	Dia dengan cepat menangkap <i>babi</i> itu yang menjerit sekuat tenaga.

The example above which italic utterance indicated the use of the generalization technique. In the data above the translator makes more general terms of words in the target language because the target language does not have a specific equivalent. In the table above, the words '*the porker*' are translated into Indonesian '*babi*'. The translators prefer to translate the words into *babi* because it is a general word that most people know.

Literal Translation

The sixth one is Literal Translation. This translation technique translates a word or an expression word for word without looking at the context. In other words, it's a translation approach that concentrates on form and structure in the target language without any addition or reduction.

Table 4.6. Examples of the literal translation technique are as follows:

Source Language	Target Language
One day a shepherd discovers a fat pig in the meadow.	Pada suatu hari seorang gembala menemukan seekor babi yang gemuk di padang rumput.
You would thought to hear the loud squealing that the pig was being cruelly hurt.	kamu akan berfikir mendengar jeritan keras bahwa babi itu sedang disakiti dengan kejam

The example above indicated the use of the literal translation technique. Based on the sentence '*One day a shepherd discover a fat pig in the meadow*' is translated into '*pada suatu hari seorang gembala menemukan seekor babi yang gemuk di padang rumput*'. This sentence is translated word for word by translator and it could be seen on the data, every single word of the source language translated into the target language. The purpose is to make the readers more easily get the information.

Meanwhile, the sentence '*You would thought to hear the loud squealing that the pig was being cruelly hurt*' is translated into '*kamu akan berfikir mendengar jeritan keras bahwa babi itu sedang disakiti dengan kejam*'. The translator translates it on a word-by-word basis because each word is transferred from the source language to the target language. In this case, the translator uses a word-for-word translation because the translator tries to clarify the results of the translation.

The most dominant technique used by students.

After the researcher analyzed the data, the researcher concludes that there are six techniques used by the student in translating narrative text. In this part, the researcher presents

the percentage of the data and the total frequency of the data. The researcher will serve data collection below:

Translation Technique	F	f%
Literal Translation	720	75.24%
Generalization	30	3.13%
Compensation	60	6.27%
Amplification	60	6.27%
Borrowing	27	2.82%
Established equivalent	60	6.27%
Total	957	100%

Conclusion

According to data analysis, the student employed six different translation procedures when translating the narrative text 'The Sheep and the Pig.' Amplification, borrowing, compensation, established equivalent, and generalization were among them.

Literal Translation was the most common technique utilized by the student in translating the narrative text 'The Sheep and the Pig.' The literal translation style is frequently utilized because the translator believes it will make it easier for the reader to grasp and obtain information.

Meanwhile, the rank of those translation techniques used from the most-used to the rare-used is literal translation (75.24%), generalization (3.13%), compensation (6.27%), amplification (6.27%), borrowing (2.82%), established equivalent (6.27%)

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