CHAPTER I

INTRODUCTION

1.1. Background of the Report

In this fast-growing world, where English is everywhere, the need of English translation is still touching each corner of the land. Ethnologue (2019) reported that regardless the status of the speakers whether they were native or not, English was a language with the largest number of speakers. However, the fact that English is widely used does not mean that the role of translators is decreasing especially in Indonesia. Indonesia has a high demand of English translations. The reason behind this high demand is the low English skills of most of Indonesians. As reported by English First, one of English academies in Indonesia (2019) Indonesians' English proficiency was in the 61 of 100 countries. It cuts down the chances for Indonesians to gain their knowledge as English reading skill enables Indonesians to update their knowledge and include strong references to support their papers.

To overcome this circumstance, translation can give a huge contribution by providing English texts that are written in Indonesian language, so Indonesians' reading resources will be rich. It is an effort that can give many advantages such as allowing people to have a better reading atmosphere, giving an open access information fully in Bahasa, helping people in publishing paper works internationally, and easing people to converse documents for certain

requirements in a proper English. As a result, the reasons such as time-consuming, unwillingness to write in English, and a low confidence in doing self-translation could be removed by the presence of translators.

Translating is not an act of converting words from one language to another language. It is not as simple as opening two dictionaries up and gathering all the words and phrases that look like having the same meanings. Conveying messages, communicating the ideas that the writers write, and removing ambiguities are several parts of translation work. Beside having a good understanding of both language grammar, translators have to understand the context and be the voice of the writer. While source text writers have a chance to produce something they are concerned, write expressions they want, involve their experiences as well as their research, and process messages and values using their style in certain rules, the translators on the other hand, have to be able to enter the writers' thought and purposes, function as cultural mediators (Shirinzadeh and Mahadi, 2015), as well as understand the essence of the writer's work to connect cultures, bridge their gaps, and maintain a healthy communication (Bhasha Bharati, 2018). Through translations, millions of people from different cultures and different parts of the world can interact with the writers' imagination.

Although the existence of translation machine is growing rapidly, the role of translators cannot be ignore pointed out that there was no satisfactory translation machine due to the complex structures of languages and the weakness of translation machine that could not distinguish its complexity. This idea showed

that translation machine functioned as supportive tools, and not the main resource for translating.

The other challenge that is extremely crucial is the accuracy. Translators use many different translation techniques to bring the meaning of the original text in the most appropriate and acceptable form in the target text (Aresta, Nababan, & Djatmika, 2018). Besides, Larson (1984) also stated that translators should convey meanings from the source text as much as possible, use normal language form, maintain the dynamics of the original text, and express it in a natural form.

Although it is not always possible to map the meaning from the original text to the target language perfectly, translators have a responsibility to form their sentence into a clear well-constructed sentence (Frischknecht, 2015). In other words, translation products should be well written. However, it sometimes can be a tough section for the translators, especially for the novice ones to translate when they find the original text having several writing issues in the source language.

In MainKata Translation, a translation agency where the writer did her internship, the writer found some challenges regarding her translation works. The writer got some translation projects that had some writing issues in the original text. The writer had to translate scientific papers from Bahasa Indonesia to English and found that there were some errors and writing issues in the source language, Bahasa Indonesia, written by the authors. Considering this circumstance, the writer was interested in writing a final report about what procedure she used as a novice translator to overcome the problem of translating text that contained some writing issues in the source language, and reflect on mistakes she made

during translating scientific papers. During the internship, the writer worked on scientific papers from many different fields, so the writer specialized her final report on the scientific papers she worked on.

1.2. Statement of the Problem

There are two problems in this report as follows:

1. What procedures were used by the writer as a novice translator to translate incorrect sentences in scientific papers in MainKata Translation ?

2. What mistakes did the writer make in translating scientific papers in MainKata Translation ?

1.3. Purpose of the Report

1. To discover what procedures were used by the writer as a novice translator to translate incorrect sentences in scientific papers in MainKata Translation.

2. To discover what mistakes were made by the writer in translating scientific papers in MainKata Translation.

1.4. Significance of the Report

1.4.1. For the writer

1. The writer can learn how to translate academic papers that contain special terms.

2. The writer can gradually learn how to improve her writing quality through translation.

3. The writer can learn at least a little bit of translation work atmosphere.

4. The writer can also learn how to work with the deadline.

5. The writer also got many lessons from the feedbacks given.

6. Last but not least, by doing an internship as a translator, the writer can learn brand new knowledge about subjects that the writer have never engaged with.

1.4.2. For the alma mater

1. To introduce English diploma Universitas Airlangga to Main Kata Translation.

2. To help English diploma of universitas Airlangga to collaborate with MainKata Translation.

3. To be a reflection for English diploma as it was the first time universitas Airlangga student did the internship in MainKata Translation.

4. To be an evaluation as well as to expand the collaboration of English diploma especially in Business Communication major with a new company.

1.4.3. For the company / institution

1. To give more chance for MainKata Translation to assist interns.

2. To give more chance for MainKata Translation to train a future employee.

1.4.4. For other interns

1. The other interns can learn mistakes done by the writer in translating scientific papers.

2. The other interns can get a brand new knowledge about what procedure can be used in translating text that contains some writing issues in the source language, especially for the novice ones.

3.   The other interns can also learn how to overcome some problems through the obstacles that the writer encountered during her internship.

1.5. Review of Related Literature

1.5.1. Translation Procedures

In the translation field, a literal translation will not always work in solving problems, the translators instead will apply certain translation procedures to overcome their problems (Auji, 2013). Different scholars and different theorists will define translation procedures, classify the types of procedures, and apply those procedures in different ways. Consequently, it causes the existence of various procedures.

1.   Translation procedure according to Chesterman

Chesterman, as cited in Auji, (2013) introduced a procedure that refers to the act of changing something. He emphasised this procedure in the area of local strategy. "local strategies refer to specific activities in relation to the translator's problem-solving and decision-making." (Jaaskelainen as cited in Ordudari, 2007). The performance of changing something described by Chesterman are divided into 3 categories such as syntactic, semantic, and pragmatic changes.

a.   Syntactic procedure (changing the grammatical structure of the target text) is divided into several types :

i.   Literal translation, forming a target text closely with the source text, yet not pay attention to the source language structure.

ii.   Loan translation, borrowing a single term and using the source text structure that is foreign to the target readers.

iii.   Unit shift, changing morpheme, word, phrase, clause, sentence and paragraph.

iv.   Paraphrase structure change: This procedure refers to changes which take place in the internal structure of the noun phrase or verb phrase.

v.   Clause structure change, changes that affect clauses or phrases i.g. active to passive, finite to infinite, or the rearrangement of the clause constituents.

vi.   Sentence structure change, changes in sentence structure and the relationship between clauses.

vii.   Cohesion change, this procedure deals with pronouns, ellipsis, substitution or repetition to get a fluent and comprehensible sentence.

viii. Level shift, changes in phonological, morphological, syntactical and lexical levels.

ix.   Scheme change, the procedure that refers to parallelism, alliteration, rhythm, collocations, and rhyming in poetry.

b.   Semantic procedure, this category is still classified into several categories as follows:

i.   Synonymy, selecting the closest synonym.

ii.   Antonymy, this procedure is applied when translators use the opposite meaning combined with negation. Hyponymy, using one of the words from a big group i.g. rose is a hyponym of flowers.

iii.   Converses, pairs of opposites that have similar semantic relationships, i.g. send-receive, take-give.

iv.   Trope change, using terms or phrases for comparing two things that are unrelated with the aim of revealing their similarities.

v.   Abstraction change, making an abstract form to be concrete ones.

vi.   Distribution change, This is a kind of procedure in which the same semantic component is distributed over more items (expansion) or fewer ones.

vii.   Emphasis change, This procedure increases, decreases or changes the emphasis of thematic focus of the translated text.

viii.   Paraphrase procedure, making a liberal approximate translation of the entire meanings of the source text

c.   Pragmatic procedure, classified as follows:

i.   Cultural filtering, it is a target culture - oriented translation procedure that described as the concrete realization, at the level of language.

ii.   Explicitness change, it refers to a procedure that adding or deleting some information from the source language.

iii.   Information change, this procedure is similar with the previous one, yet it is not implicit in the source-language text.

iv.   Interpersonal change: it is used to affect the whole style of the text to give more or less information and technical impacts.

v.   Speech act, this procedure focuses on changing the nature of the

source text speech, such as from direct speech to indirect speech, and from reporting to a command.

vi.   Visibility change, This is a procedure that increases the "presence" of either the author of the source text or its translator (e.g. footnotes that are added by the translator).

vii.   Coherence change, this procedure is quite similar with cohesion change. The difference is that cohesion change deals with micro- structure level such as a sentence or a paragraph. Coherence change, on the other hand, changes a higher textual level such as combining different paragraphs which are different with the source text.

viii.   Partial translation, it refers to the act of translating a part of a text.

ix.   Trans-editing, changing the organization of the source text information, wording, and so on.

2.   Translation Procedure According to Vinay & Darbelnet

Vinay & Darbelnet, as cited in Auji, (2013) stated that there were 2 procedures that could be used in translation namely direct/literal translation and oblique translation. The idea of direct/literal translation is quite similar between one scholar to another as discussed in the previous section. Beside direct/literal translation, Vinay & Darbelnet also offered another procedure called the oblique translation. Oblique translation is classified into several subcategories as follows.

a.   Borrowing, using the term from the source text in the target text.

b.   Calque, borrowed expressions that are translated to the target language.

c.   Transposition, substituting one-word class with another with no changes in

the meaning of the message.

d.   Modulation, it means changing the point of view e.g. changing part of speech.

e.   Equivalence, this refers to rendering two situations by different stylistic and structural methods.

f.   Adaptation, situational equivalence in terms of cultures differences.

3.   Translation Procedure According to Baker - Baker as cited in Auji, (2013) introduced eight translation procedures

a.   Translation by a more general word.

b.   Translation by a more neutral/ less expressive word.

c.   Translation by cultural substitution (switching culture items from the source language with culture items from the target language for the readers).

d.   Translation using a loan word or loan word plus explanation.

e.   Translation by paraphrasing using a related word.

f.   Translation by paraphrasing using unrelated words.

g.   Translation by omission.

h.   Translation by illustration.

From those elements, the writer can summarize as follows. First, translators should recognize the problems they find during translating. Second, they break down the problems. Third, they try to search and find the solution, then, after finding the preliminary solution, the translators start to apply it. If the solutions do not work, the translators will move on and return to that problem later.

1.5.2. Scientific Paper

Scientific papers are the results of research done by scientists or a review of other researchers' works. Vanderbilt University (2018) published an article that discussed the characteristics of a scientific paper. The following are those characteristics.

1.   It normally does not talk about general interest.

2.   It normally published in certain platforms that function as the place for publishing this kind of works.

3.   The writing quality and the accuracy of the analysis have been identified by experts.

4.   The content is stable.

5.   It is supposed to fulfill particular standardized methods.

6.   One of the aims of this written works is to be a reference in the future.

7.   It has to be supported by citations.

8.   It has a general outlines/flow as explained as follows :

    a.   Title

    b.   Author (s)

    c.   Abstract

    d.   Introduction

    e.   Methods

    f.   Results

    g.   Discussion

    h.   References/Literature cited

9.   It has a standardized style of writing.

1.5.3. Writing issues found in the most scientific papers in Indonesia

An article on translatescientificpaper.com (2018) listed several mistakes that are commonly made by scientific papers authors in Indonesia. Here are those mistakes.

1.   Beating around the bush

2.   Too many repetitions

3.   Including unnecessary sentences

Using wrong dictions.

1.5.4. Writing Errors

Burt, Dulay, and Krashen as cited in Indihadi (2012) pointed out that errors in language performance were classified into four taxonomy namely linguistic category, surface procedure, comparative analysis; and communicative effect.

Linguistic category: errors in the level of phonology, morphology and syntax, semantics and words, discourse, as well as the correlation between elements of language and another element I.E phrases and clauses or morpheme and morpheme.

1.   Surface procedure: differentiated into:

a.   Omission: eliminating an element of a phrase or sentence

b.   Addition: adding unnecessary element/s into a phrase or a sentence

c.   Misformation : forming a phrase or a sentence regardless the structure of the language

    d.   Misordering: arranging a phrase or a sentence without considering the structure/standard of aphrase/sentence.

2.   Comparative analysis, differentiated into:

    a.   Interlingual errors

    b.   Intralingual errors

    c.   Ambiguous errors

    d.   Unique errors

3.   Communicative effect: including:

    a.   Local errors: removing one or more element of a sentence construction

    b.   Global errors: a sentence that is difficult to understand.

1.5.5. Errors In Translation

Pym as cited in Wongranu (2017) classified translation errors into two types that were binary and non-binary errors. Binary errors refer to the language competency in translation. The translation result might be incorrect in terms of the language. In contrast, non-binary errors relate to translation competency. It implies that the translated text does not suit the target language and readers, but it can still be improved. In addition to this classification, Pojprasat as cited in Wongranu (2017) identified translation errors into syntactic errors, semantic errors, and cultural errors. Syntactic errors refer to the grammatical structure of a sentence. Semantic errors deal with mistranslation words, collocations, or idioms. While cultural errors are the errors that appears due to cultural differences.

1.6. Method of The Report

1.6.1. Location and Participant

The writer conducted a case study on MainKata Translation, a translation agency located in Sidoarjo, East Java. The participant of this case study was the writer herself who did an internship in MainKata Translation for two months starting from January until March 2020. The writer worked as a remote-working translator. She received translation projects, comunicated everything related to the projects as well as received feedbacks through text messages. The writer translated scientific papers from Bahasa to English in three working days for each paper.

1.6.2. Data Collection

In carrying the data collection, the writer used artifacts as the instruments. Those artifacts were all of translation projects done by the writer. They consisted of eight scientific papers in Bahasa Indonesia, i.e., three papers in the field of medical, 2 economy papers, one paper in the field of law, social science, and pharmacy that have been translated into English. The other artifacts were two of her translation projects that have been revised by her supervisor.

1.6.3. Data Analysis

The writer started her analysis by analysing the original scientific papers that have not been translated yet. All of those papers were in Bahasa Indonesia. The writer analysed each paper sentence by sentence and classified the sentences that contained errors as she focused her case study on incorrect sentences found in

those papers. After collecting the sentences that contain erorrs, the writer then compiled and separated them into a file. Next, the writer classified those sentences based on the types of the errors into a table. The writer also included her translation results of those sentences in that table. The next step was assessing the procedures used in translating those sentences through the theories that the writer got in the literature review. Finally, the writer decided what procedures she applied based on the theories and other sources.

To get the answer of the second statement of problem, the writer classified mistakes she made in translating those scientific papers based on the revision given by the supervisor and using the other supportive theories from other sources to classify the types of the mistakes. Then, the writer classified those mistakes to particular categories. Afterwards, the writer provided the correct version of those mistakes.

1.7.   Framework of The Report

Problems :

1. What procedures were used by the writer as a novice translator in translating sentence errors in scientific papers in MainKata Translation.

2. What mistakes did the writer make in translating scientific papers in

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Data collection :

1. Eight translation products.

2. Two revised translation products.

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Process :

1. Identifying the procedures for translating sentence errors in scientific papers

2. Doing a literature study about errors and mistake classification

3. Identifying translator's mistakes in translating scientific papers.

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Output :

1. The list and the samples of procedures use by the writer in

translating scientific papers.

2. The list, types and the samples of the mistakes made by the writer