

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The development of technology and science requires people to master more than one language in order to understand and get information in foreign languages either written or spoken. Today, the uses of foreign languages in many fields are still important such as in technology, trade, science, education, etc.

Science and education development go through the increase of information and reference. Many books and journals are published in English and other languages and have not been translated yet. Mastering English well means understanding and getting information in written English easily. However, information written in English can not be reached slightly as we read it since it requires a process of transferring English into Indonesian language. Actually, translation here is needed since it is easier to understand information in our language than others.

Translation as profession practiced in international organizations, governments, public companies and translation agencies began only forty years ago. Translation as a profession has to be seen as a collaborative process between translators, revisers, terminologists, often writers and clients where one works towards a general agreement.

Translation has its own excitement, its own interest. A satisfactory translation is always possible, but a good translator is never satisfied with it. It can usually be improved. There is no such thing as a perfect, ideal or 'correct' translation. A translator is always pursuing facts and words (Newmark, 1981). He works on four levels:

1. Translation as a science

It entails the knowledge and verification of the facts and the language that describes them - here, what is wrong, mistakes of truth, can be identified.

2. Translation as a skill

It calls for appropriate language and acceptable usage.

3. Translation as an art

It distinguishes good from undistinguished writing and is the creative, the intuitive, sometimes the inspired, level of translation.

4. Translation as a matter of taste

It is where the argument ceases, preferences are expressed, and the variety of meritorious translation is the reflection individual differences.

Translation as a science can be learned as a subject matter in college. Translation actually can be used by a teacher in measuring and valuing the students' understanding of foreign language. In this case, it is enough doing translation by "decoding a text unit by unit, word by word, phrase by phrase and the construction of a rather banal counterpart in the other language" (Larson and Smalley, *Learning to Translate*, 1976). Furthermore, in *Becoming Bilingual: A Guide to Language Learning* Larson and Smalley said:

Translation is sophisticated, advanced linguistic skill, not something for beginners..... It is valuable for communication if one already knows two languages well. ... Translation not only requires a good knowledge of two languages, but special training and experience. To be able to talk two languages does not mean that one can translate between them effectively and skillfully. Switching from one to the other must be learned. (Widyamartaya, 1994).

A translator, perhaps more than any other practitioner of profession, is continually faced with choices, for instance when he has to translate words denoting quality, the words of the mental world (adjective, adverbs, adjectival, nouns rather than objects or events). This is wide but not universal agreement that the main aim of the translator is to produce as nearly as possible the same effect on his readers as was produced on the readers of the original (Newmark, 1981).

Based on Bright's International Encyclopedia of Linguistic (volume 4), a translator requires the knowledge, skills, and aptitudes on translation activity and should possess a mastery of at least two languages, a wide general knowledge, the techniques of message transfer and language switching.

The English department of Airlangga University as a formal English institution provides the students with a subject of translation. It introduces the elementary knowledge of translation to the students such as theory, techniques, procedures and methods on translation. Translation I and II, given in English Department, are expected to help the students in applying theory of translation in translation activity either from English to Indonesian or from Indonesian to English.

According to Peter Newmark *Approaches to Translation*, Knowing translation theory cannot make a bad translator into a good one. It cannot make a student intelligent or sensitive - two qualities of good translator. In fact, if students are sensitive to language and pursue facts as well as his own language and pursues facts as well as word, he can do without translation theory. However, translation theory can show the students all that is or may be involved in the translation process and to offer principles and guidelines (some of which, like those relating to the translation of institutional terms, are contradictory), after considering which, they can make their choices and decisions.

The sentence *Deborah leads a very easy life* may be translated as 'Deborah membuat hidup sangat mudah'. It may also be translated as 'Deborah hidup bersantai-santai' or 'Hidup Deborah santai-santai' just as a translator uses modulation approach in translating it. The sentence above shows the important role of approaches used by the translator just as he considers many choices and has to make decision. Moreover, knowing technique and procedure or theory applied by the translator in translation activity will influence translation result greatly, since the results are different from one to another.

We often find out that some students of University prefer to give their assignment of translating English text to a translator than doing it by themselves since there are too many difficulties in this activity. Dealing with the phenomenon above, most of them often give their assignment to the students of the English Department of Airlangga University since they are assumed to master English well, or at least, they are assumed to know ways of translating better.

Picken in *The Translator's Handbook (1983)* defines 'Translator' as a person who, with or without receiving payment or other benefit, undertakes the activity of translation. She defines 'translation' as the process of producing a version in particular language from an original in a source language in such a manner that that version corresponds in meaning to the original. The language in which the version is produced is known as the Target language.

The students of the English Department of Airlangga University - some of them are considered as translators- undertake the activity of translation. They get Translation I and II in the English Department but the translation result (of the same text) they have done are not the same. One of the reasons is the approaches they used differ in many parts such as in methods, techniques, procedures or theory application. Those differences and approaches used by students will be described and discussed in this study.

1.2 Statement of the Problem

The problems which are attempted to be described in this study are:

1. What approaches are used by the translators in translating Non-literary English text into Indonesian?
2. What approaches are the most common used by the translators on translation?
- 3. How do those approaches differ from one to another?

1.3 Objective of the Study

The objective of the study based on the statement of the problems are:

1. To find out the approaches used by the translators in translating non-literary texts from English into Indonesian.
2. To know how the translation theory is applied.
3. To find out the most common techniques and procedures taken by the translators in translating non-literary texts.
4. To know how the differences of work of translation use different approaches.

1.4 Significance of the Study

I hope the result of the analysis in this study will be useful for the translators, and the readers, especially for those who are interested in translation studies.

It is also expected that this study will broaden our knowledge in translation and give contribution to further translation-studies.

1.5 Scope and Limitation

In this study, I try to analyze approaches to translation used by the students of the English Department of Airlangga University who have ever translated for others or have professions as translators.

I focus this study on non-literary texts, since it is easier to compare each different translation result of non-literary text than that of literary text. The

hardest task in literary texts which the translators have to reach is catching the pace of the original, and so it will automatically include the individual style of the writer. Therefore, it is difficult to analyze the individual style of the writer in literary work without knowing other knowledge of literature such as poetry, prose, drama, etc. Moreover, metaphors that are usually included in literary work require specific skill on art. Those are the reasons why I prefer to take non-literary texts to literary texts.

1.6 Theoretical Framework

Translation is a process of transferring the meaning of textual material from a source language to target language. The definition of translation by Eugene Nida and Charles R. Taber is cited by Widyamartaya (1989: 11):

Translation consists in reproducing in receptor language the closest natural equivalent of the source language message, first in term of meaning and secondly, in term of style.

Based on Nida and Taber definition above, it is apparent that translation needs some adjustments. Most theorists of translation suggested two significant adjustments that influence the equivalent meaning: Grammatical and Lexical adjustment.

Grammatical Adjustment

As translation is not merely the transfer of words in source language into target language or vice versa. It cannot escape from other linguistic components such as the structure or phrases, position of attributives or modifiers,

morphological structure and categories, clause orders, elliptical construction and restructuring of complex propositions or statements into kernel and all other related or similar elements. These have to be observed if the message to be translated is intended to be acceptable, reasonable and readable.

This is understood to mean that there are cases in the source language that may not be directly translated to the target language because of the grammatical differences in the two languages themselves that may impede understanding. It is for these reasons that adjustment must be made or translation would be dull and uninteresting. A grammatical adjustment becomes a significant point in valuing an equivalent meaning from English into Indonesian.

Some examples given by Rachmadie in *Materi Pokok Translation I* show the grammatical adjustment:

- Bob seemed *angry*, but Peter certainly was.
Bob tampaknya *marah*, tapi Peter benar-benar *marah*.
- I *wish* I were a millionaire
Kalau saja saya seorang millioner
- She *is not* fair
Dia *tidak* jujur
- She *is not* a teacher
Dia *bukan* seorang guru

Peter Newmark argues that grammatical meaning sometimes can be identified at text level or at paragraph level. Furthermore, he said:

- But more commonly, grammatical meaning is identified only as
- a. A sentence, which may a declaration in the form of a rhetorical question, an order, a wish or an exclamation.

- b. A clause consisting of the topic, the previously mentioned information, introduced perhaps by a definite deictic (the, this, that), and the comment (rheme).
- c. A word-group, which comprise Nida's entities, events, abstracts (or qualities) or relation. (Newmark,1981; 26)

Lexical Adjustment

Morphologically, English and Indonesian are also different. The corollary is that the structure of the morphemes of the two languages will differ and eventually this difference would cause problems in word forms and meaning if the lexicons are viewed as they are. That is a translator has to make a lexical adjustment to arrive at a reasonable understanding when he is translating from one language to another.

According to Newmark (1981;26), Lexical meaning starts where grammatical meaning finishes; it is referential precise, and has to considered both outside and within the context. Further, all lexical units have elements of grammar. He stated:

The translator can look at lexical items (words, phrasal, verbs, noun, etc) in three different ways as dictionary items

- a. **having four types of senses**
 - concrete
 - figurative
 - technical
 - colloquial
- b. **Having four degrees of frequency**
 - primary
 - secondary
 - collocational
 - nonce
- c. **core and peripheral. The core meaning includes all the essential sense(Newmark, 1981; 26)**

Both grammatical and lexical adjustments above would bring the analysis to the approaches used by the translators.

In making good and suitable approaches, there are many procedures and many techniques that must be done. One of the techniques of approaches is introduced by Peter Newmark. He suggested a large number of techniques on translation activity (Newmark, 1981). Several of them are:

a. Model translation of Titles

A title is the most important factor in the text, since it implies the content of the whole text. A title is best left untranslated until the rest of the assignment is completed.

b. Deletion

Theoretically, the translator has to account for every portion and aspect of cognitive and pragmatic sense in the source language text. In fact, a translator is justified in pruning or eliminating redundancy in poorly written informational text, in particular jargon, provided it is not used for emphasis.

c. Double Translation

It is a technique where one makes two separate attempts to cover the meaning of a word.

Moreover, Newmark also stated translation procedures on modern political, financial, administrative and social terms (Newmark, 1981). The procedures can be listed as:

1. *Transcription*

This may be described as the basic procedures, it means rendering the sounds an SL into a TL form. Examples:

Indonesian	English
<i>Ahmad</i>	<i>Ahmed</i>
<i>Orang hutan</i>	<i>orangutan</i>

2. *Borrowing*

It is used when the TL has no equivalent for the SL unit

Examples:	English	Indonesian
	<i>Taxi</i>	<i>taksi</i>
	<i>Memo</i>	<i>memo</i>
	<i>Astronaut</i>	<i>astronot</i>

3. *Transposition*

It involves replacing a grammatical structure in the SL with one of different types in the TL in order to achieve the same effect.

Examples: the active sentence '*Perlu diketahui bahwa menulis modul itu*

memakan waktu' translated as a passive sentence '*You should know that module writing takes time*'.

4. *Modulation*

It entails a change in lexical elements, a shift in the point of view.

- Time is *money*
Waktu itu *sangat berharga*
- When I told him I won a prize at a lottery he called me *lucky dog*

- Sewaktu kukatakan padanya bahwa aku menang lotere dia menyebutku *orang yang beruntung*.

5. *Literal translation*

This is one-to-one structural and conceptual correspondence. It can include borrowing and word-for-word translation.

Examples: - *Mary is singing*
 Mary sedang menyanyi
 - *John has come*
 John telah datang

6. *Adaptation*

It involves modifying of the concept, or using a situation analogous to the SL situation though not identical to do.

Example: work - *kerja*
 Work/ works/ worked - *bekerja*
 Worker - *pekerja*

1.7 Method of the Study

In making data analysis, the writer uses the descriptive analysis. The library research is done to get information dealing with the problems, and theories are taken from some books and other printed materials.

The data are collected by using the field research, i.e. by giving the material texts in within English to the translators in order to get translation result in written Indonesian.

1.7.1 Definition of Key Terms

1. **Translation:** The way to transfer textual material from the SL to the TL.
2. **Approaches:** way of dealing with translating activity. It involves techniques, procedures and adjustments.
3. **Non-literary texts:** Texts that contain informative language rather than expressive one, and involve several forms, such as scientific and technical reports, textbooks, polemical writing and institutional-cultural text.
4. **Adjustment:** Changes that happens when the translators transfer the idea from one language to another in order to make it reasonable, understandable and to maintain its original message.
5. **Lexical Adjustment:** a kind of adjustment that specializes in the diction of words and structure.
6. **Grammatical Adjustment:** a kind of adjustment that specializes in grammar.
7. **Translator:** A person who, with or without receiving payment or other benefit, undertakes the activity of translation.

1.7.2 Population and Sample

The research takes place in the English Department Airlangga University Surabaya. The English Department as a formal institution is assumed as a supplier of students who master English and have skill of applied linguistic on English. One of those skills is translation.

As translation is not just a science but rather than a skill, not all students are able to translate an SL to a TL readable and understandable even a student of the English Department. Therefore the population of this study is the students of the English Department of Airlangga University, who undertakes translating activity.

At least, all students as the population of this study are to meet the following criteria:

1. The member of the English Department of Airlangga University either who are studying or who have graduated.
2. Those who undertake translating activity for other people either with payment or not.
3. The students who have taken Translation I and II

The 30 students of the English Department are used as samples. According to Arikunto, samples can be classified into many types, such as random sample, stratified sample, area probability sample, proportional sample and purposive sample. (Arikunto, 1983)

The writer uses purposive sampling. It is done by picking out the subject not based on the strata or an area but it is based on a certain purpose of study.

1.7.3 Techniques of Data Collection

In collecting the data, I try to look for several texts in English that is appropriate to the scope and limitation of this study. I use them as the source text of material translation.

After getting source texts, I select them and choose four texts consisting of 2 natural science texts and 2 social science texts. Each text contains at least two paragraphs and has the same degree of difficulty such as in diction, complexity of sentence, etc. Afterwards, I give them to the translators, to be translated into Indonesian. The result of this translation is then used as the data to be analyzed. In short, the techniques for collecting the data are:

1. Looking for texts as material translation
2. Selecting the texts.
3. Choosing four texts.
4. Giving the chosen texts to the translators

1.7.4 Techniques of Data Analysis

Several procedures are required in analyzing the data. Firstly, I try to recognize all the data and determine the sentences, clauses, word-group and word within the data that will be analyzed.

Secondly, I try to identify the similarities and differences of the data to find some adjustments used by the translators. Thirdly, I classify the data based on grammatical and lexical adjustments. After getting classification, I try to interpret the data to find the techniques and procedures used by the translators. The last, the techniques and procedures taken previously by the translators are compared and classified.

In short, the techniques for analyzing the data are:

- 1. Determining the sentences, clauses, phrases and words.**
- 2. Identifying the similarities and differences of the data**
- 3. Classifying the data based on grammatical and lexical adjustments**
- 4. Interpreting the data**
- 5. Comparing and classifying the result.**

CHAPTER II

GENERAL DESCRIPTION OF THE OBJECT OF THE STUDY