

CHAPTER I

INTRODUCTION

1.1 Background of the study

A scientific work published in Indonesia is commonly written in Bahasa Indonesia, even those of specified purpose must at least be accompanied by and not be separated by its version in Bahasa Indonesia (Pemerintah Republik Indonesia 2019). It is a different case for the undergraduate English Department students of Universitas Airlangga. Those of this department have the obligation to write their thesis in English, while the abstract must be bilingual that is English and Bahasa Indonesia. As Tim Penyusun Buku Panduan Penulisan Skripsi dan Artikel Ilmiah Fakultas Ilmu Budaya Universitas Airlangga mentioned (2018), undergraduate students of the English Department of Universitas Airlangga are obligated to translate their English abstract into Bahasa Indonesia.

Translating abstracts poses its own challenges. As a matter of fact, abstract writing requires certain rules such as the maximum 250 lengths imposed by Fakultas Ilmu Budaya of Universitas Airlangga (2018). In addition, an abstract should briefly summarize—not necessarily in this order—the conclusions, method, results, and a run-through of the problem. In relation to English to Indonesian translation, there is a common phenomenon that the Indonesian translated text (TT) is rather longer than the English source text (ST) (Kendenan 2018). However, contrastive to what Kendenan suggested, from the observation of the abstract of the English Department students of Universitas Airlangga from 2019 to 2020, the

translated Indonesian abstracts generate in average a 21-word shorter texts. This phenomenon triggers the researcher to do a study about abstract translation.

Abstract translation attracts many researchers. For example, Sharkas (2013) indicated that the introductory text would help a lot in translating a scientific report, and Napu (2019) analyzed translation problems that students faced in translating academic essays. There is also Pisanski Peterlin (2019) who examines the different perspectives of authors of research articles on how SL and TL treat rhetorical strategies differently in academic translation. Through a series of interviews, she discovers that there were apparent differences in writing style in the SL and TL even within the same academic genre; and the interviewees were aware of these different rhetorical strategies. Considering those studies, this research is aimed at mapping the translation strategies applied by English Department students, especially for those showing significant English ST and TT length differences.

The diversity of length might be closely related to the translation strategies applied within the process. Mujiyanto (2015) suggests that differences in length of translation texts might have been determined by the choice of words and sentences that are bound to the author. He also found the use of different styles in finding the equivalent of words and sentences of ST to the TL might be the cause. The quality of translation is measured usually in the fluency and the transfer of meaning's accuracy, however, this should not have been the normal case because length should also be one of the considerations (Lakew, Di Gangi, and Federico 2019). For example in the case of speech dubbing, Lakew, Di Gangi, and Federico stated that the TT length has to be as close as possible corresponding to the ST. The

aforementioned phenomenon in academic writing is what excites the writer to delve deep into the reasoning behind it.

Academic translation is by definition intuitively means the translation of academic texts (Bhattarai 2017) which is not meant for the general public, rather, it is for specific demographic, i.e., academics. Winichakul (2016) argues for the necessity of academic translation, which Byrne (2006) mentions as a communicative activity, as mediation in intellectual discourse that bridges the gap of intellectuality. Conclusively, academic translation, which is also called pedagogical translation, is the type of translation that dwells on academic texts and has its purpose in exchanging ideas through intellectual communication.

In translating this type of text, one needs to ponder upon the method that will be in use for one's whole process of translation. The terminological translation "method" has actually been used interchangeably with translation "procedure" and even translation "strategy". Molina and Albir (2002) state that researchers have been disagreeing upon the use of terms and that there is no consensus on what to call each one which eventually confuses some scholars. However, despite the fact of the different classifications proposed, the present study uses Munday's (2016) definition of translation "strategy" and translation "method". In spite of the seemingly unnecessary disagreement, Owji (2013) argues that there is an agreement among most theorists that in the midst of encountering a problem in translation, translators will utilize translation strategies to solve the problem. This in turn motivates academics to pour down their knowledge into the development of

translation studies, particularly toward the suggestions of different translation strategies.

Translation methods have been offered by several linguists over the years. For instance, Newmark (1988) coined three different categories of texts; expressive text, informative text, and vocative text, each with its properties. Different studies discover different classifications of texts of translation. Within the same amount of categorization, Dryden (1992) considered translation into metaphrase, that is word by word translation; paraphrase, that is a translation with latitude; and imitation, that is forsaking both words and sense type of translation.

This study particularly dwells within the theory of Vinay and Darbelnet (1995) who suggested two kinds of translation strategies, namely direct translation and oblique translation, because of the simplicity it presents to the kind of data that is analyzed. On one hand, direct translation has three methods, i.e., borrowing, calque, and literal translation. On the other hand, oblique translation possesses four methods within its boundary. These methods are transposition, modulation, equivalence, and adaptation. The latter theory is applied as the formal object of the research, for the two strategies suggested are not broad enough for the corpora to be overlooked from its prominent details and are not constricted enough that the analysis would go down the wrong road.

Previous researchers have studied cases on translation strategy. However, the present study differs in its material object by focusing only on the thesis abstracts produced by the undergraduate English Department students. (Pujiastuti, Ambaratsari, and Zahrida 2014; Sapta, Azwandi, and Arasuli 2020) have done a

virtually similar kind of research under the framework of Suryawinata and Hariyanto's (2003) seven translation strategies. The first conducted the study on translation text from Indonesian into English of the Accounting students of Bengkulu University, and the latter on English into Indonesian of the Fifth-semester student of English Education at Universitas Bengkulu. Pujiastuti found that Transposition was the dominant structural strategy alongside Omission, as the most semantic strategy. Sapta et al, on the other hand, found Literal Translation to be what their subjects tend to use.

Least similar studies in the translation of English into Indonesian, for instance, were conducted, by Tafuy and Banu (2017) with Hasan Ghazala (2004), Vinay & Darbelnet (1995), and Hervey & Higgins' (1992) translation strategies framework. He found that there is an important role of students' language competence in producing a meaningful and understandable translation. On the other hand, Fitria (2018) and Firdausyiah et al. (2021) utilized Molina Albir's (2002) framework on translation techniques to analyze university-level texts. The first found literal translation as the dominant technique used by the subjects, whereas the latter found that Transposition, Reduction, Amplification, Established Equivalence, and Borrowing with Transposition/Shift was the dominant technique researchers used in translating the abstracts.

The writer chose the aforementioned object because there is a presumable difference in the translation process done by the English Department students. Previous studies have not taken into account the relationship with TT length within the research of translation strategy. The researcher focuses on theses published

between the years 2019 and 2020 firstly because it is the most recent one and so would give a more relevant sense of the study. Secondly, the aforementioned publication year is the focus of the present study under the reason of accessibility; The years 2019 and 2020, being the most recent year the writer could have his hand into more theses which would be advantageous to the generalization.

Along these lines, the present study is expected to be able to present a novel result upon the practicality of the translation strategy of translating English thesis abstracts into Indonesian. Hence the foundation of the present study. The English Department students of Universitas Airlangga might have their preferred process of translating the abstract part of a thesis, hence relatively varying length of TT. Although presumably, students might not have thought of which strategy they were going to use to translate their abstract, the writer may still identify what strategies are eventually being used from the result of the translation on account of the chance of them ultimately affecting the precision and readability of the target text.

1.2 Statement of the Problem

The study attempts to answer the following questions regarding its as the main focus of the study is the translation strategy and its methods, thus the research questions are formulated as follows:

1. What translation strategies are found in the Bahasa Indonesia abstract of the English Department's students of Universitas Airlangga?
2. What is the most dominant strategy found in the Bahasa Indonesia abstract of the English Department's students of Universitas Airlangga?

1.3 Objectives of the Study

Within the relation to the previously mentioned statement of problems, the following objectives of the study are constructed:

1. To discover the translation strategies of the Bahasa Indonesia abstracts of English Department students of Universitas Airlangga
2. To determine the most dominant strategy used in translating the Bahasa Indonesia thesis abstracts of the English Department's students of Universitas Airlangga

1.4 Significance of the Study

This study should theoretically be the resource material for future research on translation strategies, especially those of Student's Thesis which has previously received little attention. The writer also hopes to make an impact on the field of translation studies, especially on Descriptive Translation Studies, by indicating the need for further research on academic. In a practical manner, the study would help to determine which translation method is being either overused or underused that the English department might take into account for their translation course. This might suggest the pedagogical focus which might have been undermined by the department. Students would be benefited from this study through the provision of lectures on the efficient method of translation strategies which therefore increase the readability of the translation of abstracts of the forthcoming undergraduate students.

1.5 Definitions of Key Terms

Translation : The operation where a process of substituting a text from a source language into the target language is performed (Catford 1965).

Translation Strategies : Translator's overall orientation in translating a text (Vinay and Darbelnet 1995).

Translation Methods : The specific technique that is utilized by the translator in particular units of the text (Vinay and Darbelnet 1995).

Abstract : An accurate and abbreviated representation of an academic text that is published collectively whose informative nature helps readers to decide to read the whole text (Weil 1970).