

Translation Technique of Primary School Teacher Education

Department Graduate Students' Abstracts Final Project

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ABSTRACT

This research is conducted in order to find out what type and the most dominant of translation techniques that used in primary school teacher education department graduate students' abstracts final project. This research was applied descriptive qualitative method. The subjects of this research were the final project abstract of students in primary school teacher education department. The data of this research was collected by identifying and classifying. The results of the research shows that, there are three types of translation technique used in their abstract. They are literal translation, calque, and borrowing. The translation techniques are categorized into three categories, they are Literal Translation (52 occurrences or 49,52 %), Borrowing (39 occurrences or 37,14 %), and Calque (14 occurrences or 13,33 %). The first most dominant type of translation technique is Literal Translation. It is for about 52 literal translation and the percentage is 49,52%.

Keywords; *translation techniques, students' abstract final project*

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INTRODUCTION

Translation is a crucial role in communication. Translation could be a medium to transfer the knowledge or information. It data a bridge that connects the individuals from the various languages and cultures. By exploitation translation, folks will learn and perceive every others languages and cultures. Translation isn't just at dynamic words, however additionally transferring of cultural equivalence with the culture of the initial language and therefore the recipient of that language furthermore as potential. The higher translation should be accepted by all folks in logic and supported

fact; so, the message that contained within the linguistic communication (SL) will satisfy the target language (TL) reader with the data among.

Nida and Taber (1982) state that translating consists of reproducing within the receptor language the highest natural equivalent of the linguistic communication message, 1st in terms of that means and second in terms of favor (p.12). Meanwhile, as expressed by Newmark (1988), translation is rendering the that means of a text into another language within the approach that the author supposed the text (p.5). By language,

the interpretation seems because the important scope to beat the language border, that makes the method of communication becomes better.

As some way to communicate, translation contains a operate because the way to share information, stories, experiences and most of all data. Translation could be a medium that may help the people get the information or data. Nowadays, there are unit many various writing with English because the source language that has been translated into the target language in different countries, as well as Republic of Indonesia. Its translations are varied both non-academic writing (literature) and academic writing like education, science, medicine, history, technology, legal, politics, arts, religion, business & economic science, biography, and life, etc.

One of the contents in academic writing (thesis, treatise, scientific paper, paper, report, journal, and article) is an abstract. Such articles in journals invariably begin with associate abstract. it's a short outline of a research article, thesis, review and it's often used to facilitate the reader quickly ascertain the paper's purpose. associate abstract could act as a complete entity rather than a full paper. The typical length of abstract ranges from a hundred to five hundred words, however rarely more than a page. The aim of the abstract is to

provide a general view of the thesis, paper, to the readers. However, those whose educational background isn't the english department, it'd be a problem toward the authors' article.

An abstract is a brief outline of the most important points in an exceedingly scientific paper. Day (1998) states that an abstract could be a mini version of the paper. Abstract modify the writer/translator to stay current with the huge volume of scientific literature (p.29). It's a brief outline of a research article, thesis, review, conference proceeding or any in-depth analysis of a specific subject and is commonly used to help the readers quickly get the paper's purpose. An abstract always seems at the start of a manuscript or typescript.

Basically, translating an abstract both from English into Indonesian and Indonesian into English, the translator ought to be good at either structure or the technique of translating. It's wide believed that translating from the source language into the target language is incredibly difficult for those whose background isn't from the English department. Few of them, need to or not, used as a means of translating as they find difficulties translate them. It would be realized that they are doing not have the knowledge of a way to translate from Indonesian into English or vice versa.

Sometimes, translational abstract outcomes are faraway from being expected. Translating each English texts into Indonesian and Indonesian into English requires good skills in translation. These skills are required to exchange data and knowledge contained within the texts. relating to the interpretation, there area unit several aspects ought to be understood, it might be linguistics system used for both and cultural knowledge of two languages. The translator is demanded to go looking languages for the words that equivalent in each linguistics systems (Nababan, 1999:30). In translating the abstracts, there's a process of transferring information from source language (SL) into target language (TL). the process should produce information equivalent text, so the readers will understand and verify whether they need to read the document entirely.

The translators may use a variety of translation technique that differs in importance with the contextual factors of both the source language (SL) and also the target language (TL). There are eighteen translation techniques that are expressed by Molina and Albir's (2002: 509-511), they are: (1) Adaptation, (2) Amplification (Addition), (3) Borrowin, (4) Calque, (5) Compensation, (6) Description, (7) Discursive Creation, (8) Established Equivalence, (9) Generalization, (10) Linguistic Amplification, (11) Linguistic

Compression, (12) Literal Translation, (13) Modulation, (14) Particularization, (15) Reduction, (16) Substitution, (17) Transposition , (18) Variation.

This analysis is focused on analyzing final project abstracts of primary school teacher education department postgraduate students' by using a translation technique proposed by Molina and Albir (2002). Therefore, the problems of analysis can be stated as what types of translation techniques are used in translating English into Indonesian of abstracts final project and how to analyze them to find the most dominant technique. Thus, based on the analysis problems, the purpose of this research are formulated to identify the types of translation techniques and to find out the most dominant type of the translation techniques used in translating final project abstract in primary school teacher education department graduate students'.

RESEARCH METHOD

This research applies a qualitative design which presents the data research in the form of qualitative description. According to Marshall and Rossman (1999), qualitative data analysis is a search for general statements about relationships between categories of data (p.111). So, here the researcher will use qualitative method to analyze the data. Then, the data will explain descriptively. Descriptive analysis is used to

get the purpose of this research. According to Koentjoroningrat (1985), a descriptive analysis is an analysis which aims at describing existing conditions through the activity of collecting the data (p.29). Therefore, the analysis is used to know the translation technique that used in students's abstract final project of primary school teacher education department postgraduate.

The researcher decided the research design of this research is a descriptive research. This research was analyzing written data from primary school teacher education Students' Final Project Abstract. Their abstract came from Bahasa Indonesia as the original version and translated in English. The scope of the data source was limited for 3 abstract that collected from different final projects graduate of 2015 & 2019.

The first step that the researcher do in collecting the data is looking for the primary school teacher education graduate students' final project abstract. Then, after the researcher collected the data, the next step is they analyzed the data. Here, the researcher made categories of the translation. The data that have been collected by the researcher was written data. The researcher has three steps in analyzing the data:

- Collecting the data that is collected from primary school teacher education graduate students' final project abstract.

- Making worksheet to analyze the data (as the instrument)

Table 3.1 Data Analysis table

N o (1)	Source Text (Bahasa Indonesia) (2)	Target Text (English) (3)	Translatio n Techniqu e (4)

The researcher will classify what kinds of translations strategies based on the data taken from the worksheet then summarize it. From the worksheet will be known what translation strategies are frequently used by the participants.

- Identifying the types and function of Conversation Gambit.

In this step, the researcher identifies the utterances written by the participants into its classification based on the table above. The table is needed to make the data easier to analyze. After making table, the utterances containing statements are taken out from the abstract. Then, the utterance containing the statements in the abstract is counted based on its classification. After that, the data are percentage in every cate

FINDINGS AND DISCUSSION

1. Findings

In this point, the researcher describes the types of translation technique and the

most dominant type of translation technique found in the abstracts of primary school teacher education department graduate students' (2015 & 2018) both English and Indonesian abstract translation. This research used Molina and Albir's (2002) theory about the translation techniques. There are 18 translation techniques which are defined by Molina and Albir's (2002: 509-511), they are (1) Adaptation, (2) Amplification (Addition), (3) Borrowing, (4) Calque (5) Compensation, (6) Description, (7) Discursive Creation, (8) Established Equivalence, (9) Generalization (10) Linguistic Amplification, (11) Linguistic Compression, (12) Literal Translation, (13) Modulation, (14) Particularization, (15) Reduction, (16) Substitution, (17) Transposition and (18) Variation.

There are three abstracts of primary school teacher education department graduate students' (2015 & 2018). The result is described by counting the categories/types in each abstract and its percentage of numbers. The researcher shows the frequency of translation technique and the percentage of translation technique used. The first step, the researcher identifies the translation technique. Then they are classified into the category of translation technique. Next, the researcher counts the type translation technique to get the frequency of translation technique. Finally, the researcher counts the frequency of

translation technique by using the chosen formula to get the percentage of them. The researcher makes the percentage of translation technique type that occurs in the abstracts. To get the percentage of translation technique, the researcher uses the following formula as stated above.

Table 1. The Percentage of Translation Technique

N O.	CATEG ORIES	FREQU ENCY	PERCE NTAGE
1.	Literal Translati on	52	49,52 %
2.	Borrowin g	39	37,14%
3.	Calque	14	13,33%
Total		105	100 %

From the table above, it can be seen that the translation techniques are categorized into three categories, they are Literal Translation (52 occurrences or 49,52 %), Borrowing (39 occurrences or 37,14 %), and Calque (14 occurrences or 13,33 %). The first most dominant type of translation technique is Literal Translation. It is for about 52 literal translation and the percentage is 49,52%.

Discussion

The analysis and the description of translation techniques used as follows:

1. Literal Translation

Literal translation is a most basic and generic type of translation. It is about exchanging meaning from source and target language, followed by its

grammatical structure correctly. For the example:

ST : Metode dalam penelitian ini menggunakan Kualitatif dengan pendekatan interpretatif.

TT : The method in this study uses Qualitative with an interpretive approach.

The sample is using literal translation technique which exchange meaning directly from source text in Bahasa Indonesia to English. It doesn't differentiate the meaning also the structure. Information given still can be understood and no more changing or adding expression. Structure given also meets good pattern as terms of abstract as kind of report text. Translator has done the translation best and the target text is acceptable and easily understood. In this analysis, the researcher found 52 of literal translation, it is about 49, 52%.

2. *Borrowing*

Borrowing technique is the application of borrowing word from source text to target text. Some words cannot be translated which has no similirity or no same definition in target language. For the example:

ST : Terdapat hubungan yang

signifikan antara perencanaan dengan pelaksanaan pembelajaran dan pelaksanaan dan penilaian.

TT : There is a significant correlation between lesson plan and learning process. So that the corellation of learning process and the assessment is correlated significantly.

Word signifikan in Bahasa Indonesia translated well as significant in English. It conducted by using borrowing technique that literal translation. Although signifikan is an original word in Bahasa Indonesia, it came from English word significant which in this term done a "back translation" by the translator. In this analysis, the researcher found 39 of borrowing, it is about 37, 14%.

3. *Calque*

This technique is related to the literal translation which translate foreign word by word or phrase by phrase. Calque often found in translating term of place name or something can be translated as well in a group or linked utterance that cannot be separated as well. For the example:

ST : penilaian pada pembelajaran

tematik di SD kelas tinggi.

TT : The assessment of thematic learning in upper grades of Elementary School.

Calque here found as abbreviation or short form. SD or Sekolah Dasar translated as elementary school with Calque technique. Based from literal translation, SD here grouped as calque translation because of its unity. We all know that SD is a place to get the basic knowldege, it leads to unnecessay translation when adding place since the word Elementary School is clearly explain what is translated. In this analysis, the researcher found 14 of calque, it is about 13,33 %.

CONCLUSION AND IMPLICATION

Those all of 3 abstracts of graduate of Primary School Teacher Education Department year 2015 & 2018 were done analyzed in scope of Translation technique used in the target text. The researcher took those abstract originally in *Bahasa Indonesia* and translated by the writer of those abstract to English version. The researcher analyzed those abstract according to Molina and Albir's classification which proposed 18 translation technique. In this study, 3 of 18 techniques was found. The researcher found 52 of literal translation or 49,52%, 39 of borrowing or 37,14% and 14 of calque or

13,33%. Literal translation was the most used translation technique. The others are borrowing and calque.

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