

Translation Strategies Adopted by English Department Students in Coping with Non Equivalence Problems

by
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Translation skill is undoubtedly needed by university students to uncover the problems in understanding textbooks written in English. Despite the need, there are still few students using appropriate strategies to help them comprehend the textbooks. This is due to their lack of understanding in the theories of translation which more or less help them translate the textbooks well. This paper is intended to find out appropriate strategies adopted by English department students in coping with problems with non equivalence. Sixty five English department students have participated in this small survey. The data were collected by asking the students to translate three different genres of texts, from informational text, literary text and news. From the translation process, the students will face problems with non equivalence from each different genre of a text. This small survey revealed the common translation strategies adopted by the English department students in translating informational text, literary text and news. The underlying finding will reveal the typical strategies used to deal with the problems of non equivalence in informational text, literary text and news. At the end of the paper, it is suggested that the students undergo more practice in translation using the seven strategies of translation.

Keywords: *Translation Strategies, English Department Students, Non Equivalence Problems*

Translation skill is one of the skills that are undoubtedly needed to master in higher education. This skill is highly required in higher education due to the reason that students cannot avoid reading textbooks written in English. This skill is stated explicitly in *Peraturan Presiden RI No.8* concerning *KKNI*, 2012, that is having ability to carry out specific tasks such as translating information and using tools on the basis of working procedures. This rule requires all of the undergraduate students to have skill in translating information for all of the subjects. From then on it is clear that this quote suggests the educators to equip students with ability to translate any texts properly.

One of the benefits of having translation skill is ability to transfer knowledge written in English, especially for non English department students. This requirement can be very demanding due to the limited skills in translation. There are a lot of textbooks written in English and it is compulsorily required for non English department students. In order to comprehend the content, the students prefer to buy the translated version. However, the result of the translated version is still far from being satisfactorily. Many translated books are written with insufficient Indonesian translation (Sutopo, 2009; Rengganis, 2006). There are still a lot of improper meanings stated in the translated texts compared with the original one. This condition is getting worse due to the fact that translation skill is not included in the higher education curriculum (Sari, 2011). There are still a lot of students having insufficient skill in translation resulted in the low human resources (Waluyo, 2014). This phenomenon arouses the writer's intention to conduct a study on equipping the students' skill with translation strategies in order to be able to translate a text with different genres confidently.

Some efforts made by the higher education in general and by UB Faculty of Culture Studies, in particular, equip its graduates with ability to translate any text is done by inserting the courses of Introduction to Translation and Oral Interpretation on course curriculum in the Faculty of Culture Studies. These skills equip students with the basic skills of translation that covers the history, nature, goals, strategies, approaches and ways on how to translate effectively. Translating a set of exercises given in this course is to support and refine the theory that has been given (Handbook S-1, Faculty of Humanities, 2012-2013: 52). This course is given in the sixth semester in which the students have passed all of the compulsory courses covering skills such as receptive skills of reading and listening courses (18 credits) as well as subjects such prolific writing and speaking courses (18 credits). By completing these courses, it is assumed that learners would not have difficulties in understanding the foreign language texts.

With this understanding, the formulation of the problems in this study is as follows:

1. What translation strategies are adopted by the English department students in translating the text-based information, literature and news?
2. Do the English department students adopt the same strategy in translating texts having different 'genre'?

In translating, Baker (1992) classifies the theory of translation into six namely: 1) Equivalence at word level, 2) Equivalence above word level, 3) Grammatical equivalence, 4) Textual equivalence (Thematic and Informative), 5) Textual equivalence (Cohesion) and 6) the Pragmatic equivalence. Equivalence at word level is translating theory which focuses on the similarity of meaning at the word level. According to Baker (1992), the word is the smallest element of the language component. Translating at this level includes the search for similarities in the meaning at the morpheme level. Prefixes and suffixes that attach to the base word can create different meanings. Therefore, a translator should have a good knowledge of the source language and the target language.

Translation theory at the word level is closely related to lexical meaning. Lexical meaning is divided into three namely 1) the meaning of a proposition versus expressive meaning, 2) the meaning of presupposition, 3) the meaning of evocation. The meaning of a proposition is the meaning that arises from the relationship between words. For example, the word shirt has a proposition as a piece of clothing worn on the upper part of the body. Expressive meaning is a meaning that cannot be declared explicitly whether it is right or wrong, but rather it is associated with a feeling or feeling the speaker so that its meaning depending on the feelings of the speaker. The second is that the meaning of presupposition. Presupposition meaning is the meaning of estimates that is limited by the meaning of the source language. For example, in the UK, the teeth are brushed, however, in Germany and Italy, the teeth were polished. Thus, the meaning of which depends on the geographic

location of these languages. Evocation meaning exists from the dialects and registers where the language variation is derived.

Equivalence above word level is seen from a word that has collocation with other words. Like for example, the word “bread” has a close relationship with “butter”. Next, the word “law” has a close contact with the word “order”. Unlike the equivalence above word level, grammatical equivalence is a theory of language that focuses on the similarities in grammar. Grammar should be transferred from the source language into the target language. This process is absolutely committed not to change the meaning.

Next is a textual equivalence. It uses the concept of functional grammar in which a sentence is divided into two main segments namely a theme and a rheme as the second segment. Rheme is a description of the theme as the main objective of a discourse. In translating, textual equivalence theory is used to describe the main topic and supporting sentences.

The last is pragmatic equivalence. Pragmatic is the study of language use. The theory of this language cannot miss from the use of coherence and cohesion in a discourse. To understand the meaning of the real person, pragmatic theory should be considered so that the translation can approach perfection.

Upon reviewing of the problems of translation, further Baker (1992) describes the problems of translation such as 1) Culture-Specific Concepts, 2) The source language concept is not lexicalized in the target language, 3) The source-language word is semantically complex, 4) The source and target language Different make distinctions in meaning, 5) The target language lacks a super ordinate, 6) The target language lacks a specific term (hyponym), 7) Differences in physical or interpersonal perspectives, 8) Differences in expressive meaning, 9) Differences in form, 10) Differences in frequency and purpose of Using specific forms, 11) The use of loan words in the source text.

Cultural-specific concept of social culture is a difficult concept translated into the target language. For example the word "upacara siraman" in Javanese culture has no equivalent in the target language. Or more celebration "aqiqoh" also has no equivalent in the target language.

The second is the concept that the source language does not have equivalent in the target language. For example the word "cenil", "sawut" names aside from food does not match the target language. The third is the meaning of the source language is too complex semantics in the target language. For example the word "ndangir" meaning mow grass or plants that grow in the gap bullies gap rice, has a complex meaning in the target language.

Next is the source language and the target language have a different meaning. For example, the phrase "it rains" and "rain-hujan", does not have appropriate equivalence in meaning. Afterward, the problem of the target language lacks a specific term (hyponym). In this case, the target language does not match with the target language. For example, the word "tempat pembuangan akhir" does not have appropriate equivalence in the target language. The next is the differences in physical or interpersonal perspectives. For example, Javanese language has many terms for addressing the word "you" such as *panjenengan*, *koen*, *siro*, *riko*, *sliramu* and so on. The target language (English) has only one word you to call the second person.

To overcome the problem of non-equivalence in translation as described above, Baker (1992) and Nababan (1999) proposes several translation strategies, among others: 1) Translation by more general word (superordinate), 2) Translation by a more neutral / less expressive word, 3) Translation by cultural substitution, 4) Translation using a loan word or loan word plus explanation, 5) Translation by paraphrasing unrelated words, 6) Translation by omission, and 7) Translation by illustration.

Firstly, the translation strategy by translating superordinate is expected to address the problem of non-equivalence for words that are too specific. Secondly, translation by a more neutral / less expressive word is translation strategy that is translating a more neutral word and acceptable equivalent. Next is a translation by cultural substitution, this strategy is used to address the cultural specific terminologies. Furthermore, a translation strategy using a loan word or loan word plus explanation. It is used when the source language has no equivalent word in the target language. Afterward, translation by paraphrasing unrelated words is used when a word in the source language has no exact equivalence in the target language, then the problem can be solved with a translation strategy of making omission. Finally, giving illustration can be adopted when paraphrasing and omitting strategies still could not solve the problem.

METHODS

This study uses a quantitative approach supported by some forms of qualitative data. In collecting the data, the researcher uses content analysis (Ary, 2002), where researchers analyzed the work of translation subjects and investigated the translation strategies adopted by the respondents.

There were 65 respondents participating in this study. The selection of research subjects is using purposive sampling method in which the 65 respondents were from two classes of Introduction to Translation managed by the writer in taking the research data. The two classes are taken from class A (32 respondents) and class B (33 respondents) respectively.

The method of data collection is done in two ways: the first is conducting translation test in which the students were given three short texts consisting of informative texts, literary works and news in English. These three different "genre" of the texts were chosen because they represent the kinds of texts that are commonly taught in the college. Of the three texts,

the respondents must translate the texts into Indonesian and then make a list of difficulties and choose appropriate strategies adopted in solving these problems. Secondly, the researcher gave questionnaires to find out what strategies the respondents used in solving the problems of non equivalence at three different genres of the text types.

The data analysis was performed by analyzing the contents of the translation done by the respondents. After that analyzing the results of a questionnaire to know the translation strategies used by respondents then mapping the types of texts and strategies used in solving the problems of non equivalence.

FINDINGS AND DISCUSSION

On the basis of the analysis, there are two primary findings, namely the translation strategies adopted by the English department student and the explanation whether they adopted the same strategies in coping with the non equivalence in translation.

Translation Strategies Adopted by the English Department Students

As what has been discussed previously, this study focuses on the seven translation strategies by Baker (1992), namely 1) Translation by more general word (superordinate), 2) Translation by a more neutral/less expressive word, 3) Translation by cultural substitution, 4) Translation using a loan word or loan word plus explanation, 5) Translation by paraphrasing unrelated words, 6) Translation by omission, and 7) Translation by illustration. Among the seven strategies, the distribution of the students chosen translation strategies are stated in table 1.

From table 1, it can be seen that most of the students adopted translation by more general word (superordinate) 96 out of 252 or around 38 %. Besides using general words, the second strategy is omitting the non equivalent words 46 out of 252 or 18%. The third most adopted strategy is translation by a more neutral/less expressive word, 32 out of 252 or about 13%. The fourth most adopted strategy is paraphrasing the unrelated words 28 out of 252 or

around 11%. The fifth most adopted strategy is cultural substitution 20 out of 252 or 8 %.

The sixth most strategy is translation using a loan word or loan word plus explanation s17 out of 252 or 7%. Finally, the least adopted strategy is using illustration 13 out of 252 or 5 %.

Solving the problem of non equivalence by translation using more general words is the most preferable translation strategy adopted by the students due to the reason that it is more difficult for the translator to translate using the more specific choice of word, for example, in translating the phrase “juara bertahan”. Most of the respondents translate it by “defendable winner”, whereas there is more appropriate phrase describing the non equivalence such as “the title holder”, which is really uncommon.

Translation Strategies	Genre of the Texts							
	Informative		Literary		News		Total	Total
	Raw scores	%	Raw scores	%	Raw scores	%	Raw scores	%
Translation by more general word (superordinate)	40	52	17	19	39	45	96	38
Translation by a more neutral/less expressive word	6	9	16	18	10	12	32	13
Translation by cultural substitution	1	1	15	17	4	5	20	8
Translation using a loan word or loan word plus explanation	8	10	3	3	6	7	17	7
Translation by paraphrasing unrelated words	8	10	14	16	6	7	28	11
Translation by omission	13	17	15	17	18	21	46	18
Translation by illustration	1	1	9	10	3	3	13	5
Total	77	100	89	100	86	100	252	100

Table 1. Distribution of the Translation Strategies Adopted by English Department Students

Translation Strategies Used in Informational Texts

On the basis of the data collected, most of the students adopted more general words (52%) to solve the problem of non equivalence in informational text. It was followed by omitting the non equivalent words (17%), using loan words with explanation (10%) and

paraphrasing the difficult words (10%). Translation using more general words is preferable due to the reason that it is easier strategy compared with the others.

Translation Strategies Used in Literary Texts

The same as informational text, the students mostly adopted more general words in translating non equivalence in literary text. For example, in translating the phrase “keras kepala”, they prefer to use “naughty” instead of “stubborn”. The word “naughty” is more general than the word “stubborn” although in terms of accuracy, the word “stubborn” is more accurate than “naughty”.

Translation Strategies Used in News

Similar to both informational and literary texts, in news, most of the students (45%) adopted more general words to solve the problem of non equivalence. They think that translation using more general words is easier to understand compared with the others like omission which is becoming risky to change the original meaning of the source language.

In general, most of the respondents prefer to translate using more general words instead of omission, using loan words with explanation, paraphrasing, using more neutral or less expressive meaning, cultural substitution and illustration.

CONCLUSIONS AND SUGGESTIONS

On the basis of the previous findings, it can be concluded that translation using more general words is the most preferable translation strategy adopted by the students in solving the problems of non equivalence. One of the benefits of applying this strategy is that it is easier to translate without changing the meaning too much. In coping with different genres of the text, using more general expression is still becoming the choice. No matter whether it is informational texts, literary texts or news, translation using more general words is still easier and more practical compared with the others.

Due to that reason, it is suggested that English teachers could give a model or drill more translation strategies to make the students use to solve the problems of non equivalence easily.

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