

TRANSLATION TECHNIQUES UTILIZED BY THE EFL STUDENTS IN TRANSLATING SHORT NARRATIVE TEXT

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Abstract: Translation takes a significant role in obtaining certain information from a foreign language. Besides, translation is not an easy thing to be done due to each translator will face some problems in translating a text. The problems can be dealt with the culture and language components for instance grammar and vocabulary in translating the source text into the target language. The use of translation techniques is one of the solutions to all of the challenges described above. The objective of this study is to find out the techniques utilized by EFL Students in translating short narrative text from English into Indonesia. The research utilized descriptive qualitative method using a content analysis approach. The data was then gathered by having students translate a narrative text from the book "tales to grow," which was developed from Hans Christian Andersen's stories. The result of this data analysis shows that the translation of narrative text entitled "Ugly Duckling" from English into Bahasa Indonesia carried out by the EFL Students utilizes nine translation techniques. They are translation, discursive creation, generalization, modulation, linguistic compression, adaptation, borrowing, established equivalence, and amplification.

Keywords: Translation techniques, narrative text

INTRODUCTION

English is a universal language which requires to be mastered in order to communicate and to look for a job. By mastering English language will also open an access for each individual to obtain a job in many fields that each individual wants to be in the future. The jobs are being a teacher, a writer, a content creator, a businessman/businesswoman, a tour guide, and even professional translators in the future. Professional translators are the most popular choice among the jobs mentioned above for individuals looking to make quick money. Besides attaining a good salary, the professionals' translators also comprehend about certain techniques used in translating the text, and they also will absorb much information about cultures from the translation text that they have read. Therefore, as professional translators are required to be able to transfer the meaning from the source language into the target language so that it will give a satisfying translation text for the readers.

Dealing with translation, there are various definitions according to some experts about translation. Jing Hao (in Nida, 2001:1) analyzes translation in terms of form and meaning, focusing on three criteria, according to him. First, there is faithful equivalency in content; second, there is expressive clarity of form; and third, there is an attractive elegance to a text that makes it enjoyable to read. In addition, Bell (1991) adds that the source text's form and meaning must be maintained, whereas Jing Hao (Nida, 2001:1) emphasizes on how the target readers react to the translation text. In other words, the translator does not only focus on the meaning in the source language when translating the content, but also on how the readers feel joyful and like reading it. Another definition given by Nida and Taber (1982:14) is that translation entails recreating the closest natural equivalent of the source language message in the receptor language, first in terms of meaning and then in terms of style. Newmark (1988: 5) on the other hand, defines translation as "the rendering of the meaning of a book into another language in the manner in which the author

intended the text." As a result, it emphasizes the original language's intended meaning. Translators must convey the message or meaning from the source language to the target language in this scenario. The translator's responsibility now is to transmit the writer's intention to the target language's audience.

However, in transferring the meaning of the text translators deal with some problems such as cultures, vocabularies and grammar used in the target language (TL). The solution to overcome this problem is by utilizing the translation techniques due to each problem require different techniques. For instance the word 'killing two birds in one stone' in English is a proverb which means doing two activities at the same time. On the other hand, this proverb is not equivalence if it is put in literal translation due to the intended meaning will not transfer well in the target language. Thus it will work if the sentence is translated by using the adaptation technique.

Regarding the techniques utilized in the translation is very essential, thus there are several techniques to achieve the equivalence in translated work in translation process. Reviewing the problems above, the writer here utilizes translation techniques as proposed by Molina and Albir (2002) in which they clearly stated that translation techniques, strategies and method are importantly different class. They define the techniques in translation as the procedure to analyze and classify the source language (SL) in producing the equivalent of the target language (TL). Moreover, they further add that strategies and techniques have different positions in solving the problems in which strategies are part of the process while techniques influence the result.

The translation strategies are classified as novel theories in the field of translation. Molina and Albir (2002:509) define translation strategies as "methods for examining and categorizing equivalence translation." The core five features employed in translation are as follows. This is how it is stated: 1.They have an impact on the translation's outcome. 2) They are classified based on their similarity to the original. 3. They have an impact on text micro units. 4).They are discursive and contextual by nature. 5. It serves a purpose. In addition, Molina and Albir (2002:509) provide eighteen translation strategies. Adaptation translation,

amplification, Borrowing, calque, compensation, description, discursive, established equivalent, generalization translation, linguistic, amplification, linguistic compression literal, modulation, Particularization translation, reduction, substitution, transposition, variation translation are the terms used.

In translating the literary works such as novel and short stories are not an easy thing to be done due to there are several terms which must be translated properly based on the context given on the source language (SL). Those problems may give an impact on non equivalence literary works which ask for particular techniques and strategies of translation to deal with. The writer here selects one of the literary works which is narrative story entitled 'Ugly Duckling' as a source of data. It was chosen because it is one of the texts that students in Unika Santo Paulus Ruteng's Fifth Year English Department frequently read. In addition, the students require to be familiar with various short stories particularly narrative text due to they will be a teacher one day and need to know how to translate each terminology properly based on the techniques utilized in translation.

Several studies dealing with translation approaches in narrative text have been undertaken by various researchers in line with translation techniques. The previous studies come from Ika and Rusdi (2020) who analyzed the translation techniques used by the English Department Students of Universitas Negeri Padang in Translating a Narrative Text. It was discovered that the Third Year Students of the English Department of Universitas Negeri Padang used nine approaches to translate the narrative text "Snow White" from English to bahasa Indonesia. Furthermore, Wahyono and Yuliasri (2019) published another study titled "Students Translation Techniques and Grammatical Errors in Translating Narrative Text." There were 3012 data of translation procedures and 429 grammatical faults detected as a consequence of this investigation. The similar study conducted by Muhammad and Syafei (2017) entitled "An Analysis of Methods of Translation Used by the Third Year Students of English Department of Universitas Negeri Padang in Translating Short Narrative Text from English to Bahasa Indonesia. The research found that the third year of English

department students used communicative method as a method which was utilized to translate short stories "Pinocchio". In addition, the translation techniques which were found there Establish Equivalence (92,4%).reduction (3,32%) .adaption (2,52%) .addition (0,65%). Generalization (0,04%) .transposition (0,11%). description (0,11%) .ommission (0,34%). Compared to the writer's study which is "The Analysis of Translation Techniques Utilized by the Fifth Year English Department Students of Unika Santu Paulus Ruteng in Translating Short Narrative Text", there are differences in terms of the short stories used in the study in which the researcher utilized "The Ugly Duckling" as the source of data. Then, the subject is different with other studies in which the subject is Fifth Year of English Department Students of Unika Santu Paulus Ruteng. Beside the differences, there are several similarities in this research too. They are the translation techniques used in this study as proposed by Molina and Albir (2002). Then, the short story which is used in previous and present study is narrative text too.

Based on the explanation above, the writer is curious in the techniques used by Unika Santu Paulus Ruteng's Fifth Year English Department Students in translating short narrative text from English to Indonesia. For the purpose, the writer has decided to choose a short narrative "Ugly Duckling" as the Source of Text to be translated into Target language (Indonesia).

METHOD

The research utilized descriptive qualitative method using a content analysis approach. The information was gathered by having students translate a one-page narrative piece from English to Indonesia. The source of data was the English narrative text entitled "The Ugly Duckling". It was taken from stories to grow which had been adapted from Hans Christian Andersen. The story was chosen because it was one of the works that the students of Unika Santo Paulus Ruteng's Fifth Year English Department frequently read. The participants were fifth year English Department students of Unika Santu Paulus Ruteng who took translation as an elective course.

In order to collect students' translation work, the researcher collected the students work about twenty three students. The first thing that researcher did was the students were given the English short story entitled "Ugly Duckling". Furthermore, after giving the translation text, the students were asked to read it carefully and demanded to translate it into Indonesia. Having collected all the translation result, the researchers started to analyze their translation works using translation techniques suggested by Molina and Albir (2002). Then, the students' translation works were categorized based on the translation techniques.

The analysis of the translation techniques was administered by utilizing a translation techniques suggested by Molina and Albir (2002). They are written as follows; adaptation, borrowing, amplification, calque, compensation, description, discursive creation, established equivalent, generalization, literal translation, modulation, particularization, reduction, variation, substitution, and transposition.

RESULT

Table 1 shows the different sorts of translation techniques used by the students as a result of this research. The following is an example:

Table 1. Types of translation techniques utilized by the students

No	Translation Techniques	Frequency	
		Number	Percentage
1.	Literal Translation	315	38.84%
2.	Discursive Creation	100	12.33%
3.	Generalization	50	6.16%
4.	Modulation	8	0.98%
5.	Linguistic Compression	11	1.35%
6.	Adaptation	32	3.94%
7.	Borrowing	50	6.16%
8.	Established Equivalence	245	30.20%
9.	Amplification	70	8.63%
Total		811	100%

According to the findings of the data analysis, the fifth-year students of Unika Santo Paulus Ruteng's English Department used nine different translation procedures to translate the short narrative text "Ugly Duckling" from English to bahasa Indonesia. They are written as follows; literal translation, discursive creation, generalization, modulation, linguistic compression,, adaptation, borrowing, established equivalence and amplification. Among these nine translation techniques, literal translation is the most frequently utilized in this translation in which it gives 38.84%. Because of their fidelity in ST, students typically utilize literal translation in their translation. Furthermore, the data analysis was translated into eighteen translated texts authored by fifth-year students at Unika santu Paulus Ruteng's English Department. In analyzing the data, the source text (ST) is divided into phases, words, and sentences. Furthermore, the target text (TT) is analyzed based on the order of the sentences in the source text. The following is the example of Datum 1 by analyzing two translation

techniques in translation the source text (English Text) into the Target Text (Indonesian Text).

Datum 1

ST: Once upon a time, a mother duck sat on her eggs.

TT: *Pada jaman dahulu seekor ibu bebek mengerami telur-telurnya.*

The translation techniques utilized in translating the source text in Datum 1 are established equivalent and discursive creation. The ST phrase "sat on her eggs" literally means "*duduk diatas telur*" in the TT. On the other hand, the student doesn't use it as literal meaning due to it doesn't resemble the meaning that exists in the ST phrase "sat on her eggs". The student selects to use the phrase "*mengerami telur-telurnya*" as its equivalent in the TT. Thus, the phrase "*mengerami telur-telurnya*" has been the established equivalent of "sat on her eggs".

In addition, for the second technique used in datum 1, the ST phrase "once upon a time" will be translated literally "*pada suatu ketika*" in the TT. However, the student doesn't translate it as literal meaning too because it doesn't represent the meaning in the TT. For this translation in TT, the students prefer to utilize the phrase "*pada jaman dahulu*" in the TT. Therefore, the phrase "*pada jaman dahulu*" in the TT belongs to discursive creation.

Another example of utilizing more than one translation techniques in translating the ST can be seen in Datum 2.

Datum 2

ST: Several days later, she got her wish.

TT: *Beberapa hari kemudian, harapannya terpenuhi.*

In Datum 2, there are two techniques for translating the ST. They are literal translation and modulation. First, the use of ST in words "several days later" is literally translated into the TT "*beberapa hari kemudian*" and it belongs to literal translation due to meanings are drawn the meaning listed in the dictionary. While, the sentence "she got her wish" in the ST will be translated literally "*dia mendapatkan harapannya*" in the TT. Yet, the student changes

her/his point of view as seen not from the lexical side but in the grammar side here. It becomes *"harapannya terpenuhi"* in the TT.

Another example of applying two translation techniques in translating one sentence can be shown in Datum 3.

Datum 3

ST: "Peep, peep" the little ducklings cried. "Quack, quack" their mother greeted in return.

TS: *Peep, peep" si bebek kecil menangis " and kwek kwek" ibu mereka membalas regekan anaknya tersebut.*

In Datum 3, two translation procedures are used to translate the ST. Literal translation is the first method. The equivalents used in the TT likewise match the structure of the TT, therefore most of the components of the ST in Datum 3 were translated verbatim. Nonetheless, linguistic compression is one of the words in TT. This technique is applied in translating the ST to the sentence "their mother greeted in return". Instead of translating it literally into TT *"ibu mereka menyapa mereka kembali"*, it is uncommonly used in TL. Thus, by translating it using linguistic compression, it is expected that it will reduce the linguistic elements of TL. Thus, the translation in TT will be *"ibu mereka membalas regekan anaknya tersebut"*.

The example in Datum 4 still illustrates two procedures being used simultaneously in translating the sentence in the ST, in addition to using two techniques in translating one sentence.

Datum 4

ST: "The huge grey duckling splashed and paddled about just as nicely as the other ducklings did".

TT: *"Bebek yang jelek tersebut berenang dengan gembira seperti yang lainnya"*.

In Datum 4, two translation procedures are used to translate the ST. Reduction and discursive creation are the approaches used. The student doesn't translate it literally into TT *"bebek abu yang"*

besar". Yet, the student translates it using reduction technique with the phrase "*bebek yang jelek tersebut*" into the TT. Secondly, for the discursive creation technique, the student translates the ST to the phrase "*about just as nicely*" becomes "*dengan gembira*" in the TT. So, this technique tends to translate a phrase or a sentence according to different point of view.

Then, in Datum 5, you can see another example of combining two translation techniques to translate the ST text.

Datum 5

ST: Even his own sisters and brothers were very unkind.

TT: *bahkan sang saudara dari bebek jelek tersebut juga tidak ramah.*

The translation technique used in the ST in Datum 5 is linguistic Amplification and Literal translation. First, from the phrase in ST "*his own sisters and brothers*" literally means "*saudari dan saudaranya*" in TT. However, the student doesn't apply the literally meaning. The student translates the phrase "*saudara dari bebek jelek tersebut*" in the TT. From the target text the researchers can see that there is additional word "*bebek jelek*" in the TT. The purpose of the additional element is to make it clear the meaning of the phrase "*bebek jelek*" refers to "*sang saudara dari bebek jelek tersebut*".

Second, another technique used in translating the ST in Datum 5 is literal translation. It can be found from the word in ST "*unkind*" is translated literally into the TT due to the meaning is taken from the meaning in the dictionary. So, the word in ST "*unkind*" is translated in TT "*tidak ramah*".

Having seen two translation techniques utilized in Datum 5, another example of using two translation techniques in translating the ST sentence can be seen in Datum 6 below.

Datum 6

ST: The little poor duckling was very unhappy

TT: *Si bebek jelek tersebut merasa tidak senang.*

Two translation techniques applied in this ST in Datum 6 are adaptation translation and discursive creation. First, for the adaptation translation is applied by the ST to the phrase "the poor duckling". Here the student translates it into TT "*si bebek jelek tersebut*". Actually, the phrase "poor duckling" in literal meaning will be translated in TT "*itik miskin*". However, it is not equivalent with the cultural element which talks about custom, habit and behavior. So, the phrase "poor duckling" here in ST can be translated in TT as "*itik malang*".

The second technique used is discursive creation due to the ST sentence in Datum 6 doesn't apply literal meaning in TT however the student translates it according to his or her point of you. Then, the ST "the little poor duckling was very happy" is translated into TT "*si bebek jelek tersebut merasa tidak senang*".

After showing the two translation techniques in Datum 6, another example of applying three translation techniques can be seen in Datum 7 below.

Datum7

ST: While the ugly duckling was swimming in the pond, he saw three large white swans swimming toward him.

TT: *Ketika itik buruk rupa sedang mandi di dalam kolam, Dia melihat tiga buah angsa putih besar berenang menuju dia*

There are three translation techniques used in this ST in Datum 7. They are established equivalent, borrowing, and adaptation. First, the technique is applied to provide the equivalent of "ugly duckling" in TT, the student utilized "*itik buruk rupa*" as its equivalent. "ugly duckling" is commonly known in most of Indonesian fairy tales that mention about the story of ugly duckling. It means that "the ugly duckling: has been the established equivalent of "*snow white*" in the TT.

Second, borrowing is the translation technique used in Datum 7. This method is used to determine the ST equivalent of the word "pond." The TL has its own definition for the equivalent of the ST

word “pond” which is “*danau*” as its equivalent. Therefore it belongs to borrowing.

Third, The translation technique applied in Datum 7 is adaptation. It is utilized when the student writes “*sedang mandi*” as the equivalent of the ST verb phrase “was swimming”. Literally, the verb phrase “was swimming” means “*sedang berenang*” in the TL. On the other hand, based on the context, the student translates its meaning by translating “*sedang mandi*” which literally means “*was taking a bath*”.

DISCUSSION

The technique which frequently utilized is literal translation. It occurs 315 times and represents 38.84%. Then it is followed by established equivalence technique which appears 245 times and the percentage is 30.20%. The third dominant frequency is from discursive creation which occurs 100 times and the percentage is 12.33%. Furthermore, the fourth frequency is amplification which happens 70 times and the percentage is 8.63%. Then, there are two techniques which appear 50 times and the percentage is 6.16%. After that, it is followed by the lowest techniques which are modulation and linguistic compression occurred 8 and 11 times. They represented 0.98% and 1.35%. Thus, those percentages would be 100% in total. It is harmoniously with Muhammad and Syafei (2018) where her finding indicated that after analyzing and interpreting 225 sentences, the most commonly translation technique utilized in translating the source text was the literal translation in which it got 149 out of 225 sentences used in this technique.

The result is identical with the research found, in which literal translation is the most utilized technique in translating the source text. Moreover, the result of this study also supports the previous

studies done by the researcher Wahyono and Yuliasri (2019). Her result revealed that the narrative text "Pinochio" used nine techniques in translating the Source text. It is the same with the Ika and Rudi (2020) who analyzed the translation techniques in a short narrative text "Snow White". Their result of their research was there were nine techniques in used in translating the Source Text. They are literal translation, established equivalent, discursive creation, amplification, generalization, adaptation, borrowing, modulation, and linguistic compression. Then, the most dominant one used from those techniques above was literal translation techniques which indicated that they didn't have many experiences in translation field. Besides, they kept controlled by the style and the structure of the source text which made them not having courage to show their own style in translation.

From the findings above, it can be concluded that the most dominantly translation technique used was also literal translation technique in which literal translation occupied the first place and followed by established equivalence technique as the second place.

CONCLUSION

The finding on this analysis of the translation techniques utilized by the fifth year English department students of Unika Santu Paulus Ruteng in translating short narrative text entitled 'Ugly Duckling' from English into bahasa Indonesia concluded that there are nine translation techniques utilized in students' translation. They are literal translation, discursive creation, generalization, modulation, linguistic, compression, adaptation, borrowing, established equivalence, and amplification. Furthermore, it is discovered that two translation approaches are used to translate numerous sentences, words, and phrases, whereas three translation strategies are used to translate several sentences. The students who frequently utilized literal translation technique showed that they have less experience in being

translators and they tend to be affected by the style and the source of text. Furthermore, it is suggested that future scholars conduct additional research on translation processes by enlisting the help of qualified translators.

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