TRANSLATION TECHNIQUES USED BY STUDENTS IN TRANSLATING ENGLISH NEWS ITEMS

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Abstract
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Due to the different aspects of the source language and the target language, there are some techniques involved in the translation process in order to achieve the equivalence of the translated works. This study is aimed at analyzing the translation techniques as proposed by Molina and Albir (2002) used by the sixth semester students of the English Department in translating news item texts from English into Indonesian. It also measures the translation quality related to the aspect of accuracy, clarity, and naturalness. And the last, it implies the students' problems in translation. The findings indicate that, after analyzing and interpreting 225 sentences, literal translation is dominantly used as a technique in translating the source text with the highest used technique in which 149 of 225 sentences applied the technique. In relation to the translation quality, 155 sentences were found as accurate, 172 sentences were clear and 164 sentences were natural with the scoring rate of 2.1, 2.3, and 2.25 points in average. The questionnaire and interview result revealed that incommunicative or incorrect translation happened due to students' unawareness about the context and the lack of the adequate knowledge about it. Some students also had less understanding about translation techniques.

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INTRODUCTION

Nowadays in the globalization era, science and technology has grown rapidly in any area of life. The need of communication for people all over the world is unavoidable. Language as a mean of communication plays an important role in human's life. It impacts on the necessity of translation caused by the difference of language human use to communicate. The notion of translation itself has some different definition as it is defined by different experts. Nida and Taber (1982:14) say that translation consists of reproducing in the receptor language the closest natural equivalence of the source language message first in terms of meaning and secondly terms of style. On the contrary, Newmark (1988: 5) defines translation as rendering the meaning of a text into another language in the way that the author intended the text. It tends to concern on the intented meaning of the SL. Here, the translators are to deliver the core message of the SL to the TL. The translators' task is then to communicate of what the intention of the SL writer to the TL addressed audiences.

As English has become a lingua franca (Harmer, 2003:1), it results on the role of English as the main language to communicate, including the source language to be translated. According to Harmer (2003:1), a lingua franca can be defined as a language widely adopted for communication between two speakers whose native languages are different from each other's and where one or both speakers are using it as a 'second language'. Thus, many books and mass media are produced in written and spoken English all over the world as the use of English either as second language or foreign language.

Due to the different aspects of the source language and the target language, there are some techniques involved in the translation process in order to achieve the equivalence of the translated works. Reviewing the problems above, the writer uses translation techniques as proposed by Molina and Albir (2002). Molina and Albir (2002) clearly states that translation method, strategies and techniques are essentially different categories. Molina and Albir (2002) identify the technique in translating as the procedure to analyze and classify the SL in producing the equivalent of the TL. Strategies and techniques occupy different places in problem solving in which strategies are part of the process, while techniques affect the result.

Translation techniques are categorized as a new theory in translation field. Molina and Albir (2002:509) defines translation techniques as procedures to analyze and classify how translation equivalence works. They are divided into 18 techniques with the following five basic characteristics: (1) they affect the result of the translation, (2) they are classified by comparison with the original, (3) they affect micro-units of text, (4) they are by nature discursive and contextual, (5) they are functional

Molina and Albir (2002) propose the eighteen techniques on translation. The first technique is adaptation in which it replaces the unit of the SL to the TL, e.g., baseball (English) which is translated into kasti (Indonesia). Hartono (2009:38) also gives example in translating 'Dear Sir' (English) is translated into 'Yang Terhormat' (Indonesian).

The next technique is amplification which is to introduce details that are not formulated in the information of ST, explicative paraphrasing, e.g., when translating from Indonesian to English, to add *Balinese traditional funeral ceremony* to the noun *Ngaben*. Borrowing as the third technique is to take a word or expression straight from another language. It can be pure or without any change, e.g. to use the English word *lobby* in a Spanish text. It can also be naturalized or to fit the spelling rules in the TL e.g. *kapsul* (Indonesian) from *capsule* (English), *ekonomi* (Indonesian) from *economy* (English). The fourth technique is calque which is defined as literal translation of a foreign word or phrase, it can be lexical or structural (Molina and Albir, 2002:510). It also can be defined as the very close translation into a TL, using TL forms, of forms in a SL. For the example, the English

translation *Normal School* for the French *École normale*. Referred to the fifth technique, Molina and Albir (2002:510) say that compensation is used to introduce a Source Text (ST) element of information or stylistic effect in another place in the Target Text (TT) because it cannot be replaced in the same place as in the Source Text (ST). It means that compensation technique applied to introduce informative features and the styles of ST into TT due to those features could not be replaced by another equivalence of TT.

Next, description is to replace a term or expression with a description of its form or and function (Molina and Albir, 2002:510). This is also similar to use free combination of words and expression to describe specific truth between one country and other country. The next example is the translation of "ketupat" into "steamed rice, wrapped on young coconut leaves" by providing description. There is no equivalence of "ketupat" so that describing could be a way in translating the term, by giving description of its form. The seventh technique, discursive creation, is to establish a temporary equivalence that is totally unpredictable out of context (Molina and Albir, 2002:5 10), e.g., the Spanish translation of the film "Rumble Fish" into *La Ley de la Calle* or "line of the street".

Established equivalent as the eight technique is to use a term or expression recognized by dictionaries or language in use as an equivalent in the TL. E.g. to translate the English expression "They are as like as two peas" as *Se parecen como dos gotas de agua* in Spanish (Molina and Albir, 2002:510). Next, generalization technique which is to use a more general or neutral term (Molina and Albir, 2002:5 10), as the example is the use of 'quichet' rather than 'window '. Linguistic amplification which is the tenth technique is to add linguistic element as used in consecutive interpreting and dubbing. Then, linguistic compression is to synthesize linguistic elements in the TT which is often used in simultaneous interpreting and in sub-titling. Furthermore,

literal translation which is to translate a word or an expression word for word.

Modulation, the thirteenth technique, is to change the point of view, focus or cognitive category in relation to the Source Text it can be lexical or structural (Molina and Albir, 2002:5 10), e.g., to translate an Arabic expression into "you are going to have a child", instead of "you are going to be a father". The next is particularization technique which is to use more precise or concrete term (Molina and Albir, 2002:510). The example of this technique can be seen in translating 'window' which is general into 'quichet' in France language which has more specific meaning. The fifteenth technique is reduction to suppress a ST information item in the TT, e.g., the month of fasting in opposition to *Ramadan* when translating into Arabic.

Substitution, the sixteenth technique, is to change linguistic elements for paralinguistic elements, such as intonation, gestures, or vice versa, e.g., to translate the Arab gesture of putting your hand on your heart as "Thank you". The next technique is transposition technique which is to change a grammatical category (Molina & Albir, 2002:510). As the last proposed technique, variation is to change linguistics or paralinguistic elements, such as intonation and gestures that affect aspects of linguistics variation, such as change of textual tones, style, social dialect, geographical dialect, etc.

Translation of literary works, such as short story or novel, or written news item texts is not as easy as translation of a plain text. There are some terminologies which should be translated properly according to the context of the text. Such problem may impact on the non-equivalence problems which demand certain strategies and technique of translation to deal with. Hammond (1992: 64) states that the social function of news item text is to inform readers or listeners about events of the day which are considered news-worthy or important.

In evaluating the translation quality, House (1997) argued that the different views towards translation impacted of the different

way in assessing its quality. However, a translator are to address the crucial question of the nature of translation, or, more specifically, the nature of (1) the relationship between a ST and its translation, (2) the relationship between (features of) the text(s) and how they are perceived by human agents (author, translator, recipient(s)), and (3) the consequences views about these relationships have for determining the borders between a translation and other textual operations (House, 1997:1). Meanwhile, Larson (1984: 485) explains that the criteria of good translation can be measured by three kinds of general criteria. First is accuracy which deals with the complete translation in rendering the meaning from source language into target language. Second is clarity which deals with the understandable, readable and smooth translation. And, naturalness which deals with the translation's quality, appropriate vocabularies and grammatical structure that sound natural in the TL.

METHODS

This study uses descriptive qualitative approach. It aims at describing the translation technique used on an English source-text and the translation quality of the translated texts. The object of the study is the translated works consist of 15 sentences of English news item text done by 15 number of the sixth semester students of the English Department of the University of Sains and Koran (UNSIQ) Wonosobo in the academic year of 2012/2013. The test in the form of translation test in translating an English source text into Indonesian is chosen as the technique of the data collection. After being given the translation test, the questionnaire is distributed and followed by a classical interview to obtaine the further data.

In collecting the data, the writer observes the translated works done by the students. The steps that are taken in collecting the data as follows:

First, the writer reads the English source text and Indonesian students' translated works. Then, both texts are skimmed and marked.
Second, the classification of the techniques used in translation and the quality are presented on a form of list.
Third, the data are analyzed based on the applied techniques and the quality of the translated works were measured.

After collecting the data, the writer analyze the data using several steps, as stated below:
First, identifying the students' translated works to figure out the translation techniques applied by the students in translating the source text.
Second, categorizing the students' technique in translation. The translation quality is also measured by using the aspects of 'accuracy', 'clarity', and 'naturalness'. In measuring the translation quality, the writer consults th quality assessment result with two experts. In this case, the writer only determines whether the translated works are 'accurate', 'clear', 'natural' or not by using yes/no scale. Then, the experts are to give scoring 3,2,and 1 related to the aspects of quality.
Third, tabulating the percentage of different techniques and the translation quality of the translated work.
Fourth, interpreting the data analysis. The interpretation includes what and how the techniques applied, the translation quality, and the problems faced by students.
Fifth, the last step is drawing conclusions toward the analysis. From the conclusion, some suggestions might be elaborated for the better.

FINDINGS AND DISCUSSION

The result of the study shows the frequency and percentages of the techniques used by the sixth semester students of Science and Koran University (UNSIQ) and how they vary in the translated works as described in the following table:

Table 1. Frequency of the translation techniques usage

No	Techniques	Frequency	Percentage among total ST sentences (%)
1.	Literal Translation	149	66%
2.	Borrowing	125	55%
3.	Amplification	87	39%
4.	Reduction	47	21%
5.	Calque	42	19%
6.	Particularization	31	13.8%
7.	Description	13	5.8%
8.	Discursive Creation	13	5.8%
9.	Transposition	12	5%
10.	Established Equivalent	7	3%
11.	Modulation	6	2.7%
12.	Generalization	4	1.8%
13.	Compensation	2	0.8%

The result shows that there are 13 numbers of techniques applied by the students. Some of the techniques are only applied on spoken language such as interpreting, so that the techniques do not occurs in findings. The above table shows that literal translation is the mostly used technique in translating the source text. The table indicates that 66% of students apply the literal translation technique, meaning that 149 sentences among 225 total sentences of the source text use such technique. The second mostly used technique is borrowing by placing 55% which means that 125 of 225 sentences apply the technique. The technique is applied since the certain terms found in the source text are difficult to be translated. The third is amplification in which 87 of 225 sentences or 39% of sentences apply it. Reduction shares 21% which means that 47 sentences out of 225 apply the technique, is in the fourth position. The fifth technique belongs to calque which shares 19%, meaning that 42 of 225 sentences use it. The sixth is particularization which is applied in 31 of 225 sentences shares 13.8%. Description and discursive creation are on the seventh position. Both are used in 13 of 225 sentences or 5.8%. Then, transposition in the use of 12 among 225 sentences shares 5%. Next, established equivalent (3%) applied in 7 of 225 sentences.

Modulation technique applied in 6 sentences or placing 2.7%. The ninth position is generalization (1.8%) which is used in 4 sentences among 225 total sentences. The last is compensation which is applied in 2 of 225 sentences shares 0.8%.

In summary, literal translation is the highest used technique in translating the source text which is used in all fifteen numbers of the source sentences. The use of literal translation can be used properly if the context requires the use of such technique especially the sentence which implies the meaning explicitly. Indeed, the use of literal translation would impact on the incorrect translation as the implicit meaning could not be reach by the application of literal translation. Consequently, the target sentence is out of order in the grammatical construction or beyond the intended meaning. Borrowing technique, the second, is applied since the certain terms found in the source text are difficult to be translated, has no equivalent and is a kind of borrowed or loan word on the target language so that it is used as the way in translating the source sentence. The third is amplification in which some sentences are needed to be paraphrased and given additional detail of information in order to cope with the equivalent and to meet the acceptable translation product by the use of such

technique. Reduction is applied as it occurs a redundancy of the source text, or due to the lack knowledge of the students of a particular word or phrase so that it is omitted or suppressed. The fifth technique belongs to calque which is almost similar to structurally or lexically literal translation of a foreign word or phrase. In the target sentence, calque is used in translating "Supreme Leader" and "mass protest".

The sixth is particularization which is to use more precise or concrete term by specifying to be fitted into the target sentence. Description on the next is to replace a term by giving description since the source text has ho equal meaning on the target text or to make a clear understanding related to a certain term. Next, discursive creation is to establish a temporary equivalence that is totally unpredictable out of context. This technique is applied for the lack understanding of a certain term or is to cope with the acceptable target text by the student. Established equivalent is applied by the use of a term or expression recognized by dictionaries or language in use as an equivalent in the target. In this study, the discursive creation is applied in translating a term according to dictionary, as the example is "landslide" which is translated

into "menang dengan suara yang amat banyak". Modulation technique is applied when the student attempts to change the point of view or focus of the source text in relation to make an equivalent in the target one.

Generalization in using more general or neutral term is applied in condition the source term is changed into the more neutral term on the target. The last is compensation in which there are features that are uneasy to be translated or could not be replaced by another equivalence of target text. In this study, compensation is the less used technique.

The aspects of translation quality: accuracy, clarity, and naturalness, describe how the sixth semester students of the University of Science and Koran (UNSIQ) Wonosobo cope with the result of the translation technique applied in translating the target text. The translation quality is also influenced by the techniques used. In measuring the quality of translation, two experts are asked to give score in relation to the aspects of translation by using scoring rate 3, 2, and 1 for each aspect. In general, the findings are elaborated in the table below:

Table 2. Translation quality

No	Translation Quality	Rating											
		Rater 1						Rater 2					
		3		2		1		3		2		1	
		F	%	F	%	F	%	F	%	F	%	F	%
1.	Accuracy	90	40	64	28	71	32	91	40	64	28	70	32
2.	Clarity	116	52	55	24	54	24	117	52	53	24	55	24
3.	Naturalness	117	52	47	21	61	27	119	53	45	20	61	27

In this case, the term 'accuracy' is divided into 3 rates, they are: very accurate (3), accurate (2) and less accurate (1). The same method is also applied in measuring "clarity" and "naturalness" aspects.

The table above shows the tabulation of the translation quality of the two raters. It implies that in accuracy aspects, the score 3 falls

on 90 and 91 points, meaning that 40 % of the target sentences are very accurate or convey the intended meaning properly. The score 2 falls on 64 points of both raters or 28% of the target sentences are accurate. And, the score 3 or the less accurate aspect fall on 70 and 71 0r 32%. The aspect of clarity shows at the score 3 falls on 116 and 117 points, which means that 52%

of the target sentences communicate to the people who are to use it and make the message of the source text as easy to understand. The score 2 of clarity falls on 55 and 53 points or 24%. Furthermore, 55 and 54 points are fallen on the score of 1, meaning that 24% of the target sentences fail in conveying the message easily. Meanwhile, the aspects of naturalness shows that the score 3 falls on 117 (52%) and 119 (53%) points implying the number of the target sentences which are very natural or acceptable for the target readers. The score 2 falls on 47 and 45 points which means that 21% and 20% of the target sentences are natural. And in addition, both of the score 1 falls on 61 points which means that 27% of the target sentences are less accurate.

Accuracy, clarity and naturalness are important aspects for they measure whether the target text conveys the message, clear, use natural language use, or not. In fact, a target sentence could cope with those three aspects, or only fulfill one or two of the three aspects, or even none of the three aspects. For the example is a sentence is accurate and clear, but not natural. Some cases are also found that the sentence fails in dealing with the three aspects, or in other words is inaccurate, unclear and unnatural as well. Such problem might be cause by the use of word-for-word translation and literal translation so that the target sentences sometimes happen to be out of context, out of order, and taste strange. According to my observation, it might be caused by the lack of the students' knowledge and understanding related with the meaning of the context. Consequently, the target sentence is out of order in the grammatical construction or beyond the intended meaning.

Meanwhile, the problems of translation faced by the students in translation are presented below. The data are based on the questionnaire followed by classical interview from the subject of the research. The problems of translation are described in general as follows:

Problems of understanding the context and the lack adequate knowledge.

The students found that they have less awareness in dealing with the source text which impacts on the inaccurate target text. The context is easy enough for them, but there are also some technical terms that are difficult to be translated, such as: 'mullah', 'patsy', and 'run'. There also found the complicated sentences as seen on sentence number 3, 4, 7 and 12.

Problems in the case of the difficulty level of the source text

The source text given on this study is difficult enough for some students to translate properly although some other students are able to do well. Among of the 15 students, 6 students show that the source text is difficult to be translated. According to them, they are unfamiliar with the term or phrase found in the text.

Problems of the translation technique

Some students have less understanding about translation techniques so that they face a great deal of difficulty in translating the source sentence. It is found that 4 students have less understanding towards the translation techniques. They face difficulty in order to choose the proper technique and mostly apply literal translation so that the translation product is sometimes out of order or beyond the context.

Problem of less translation practice

The interview reveals that the students have less translation practice so that they face difficulty in translating the source text. It is caused also by the less translation practiced given by the teacher so that the students have less practice about meaning by context.

CONCLUSION

There are 13 numbers of techniques as applied by the students. Since there is no limitation of the certain word on the source sentence to be taken into account, in a single source text sentence may contain more than one technique in producing the target text. The

result of the study shows that literal translation is the mostly used technique in translating the source text. The finding indicates that literal translation is the highest used technique in which 149 sentences among 225 total sentences of the source text use such technique. The use of literal translation might be used properly if the context requires the use of such technique. But, it is also found the incorrect translation as the use of literal translation. It might be caused by the lack of the students' knowledge and understanding related with the meaning of the context. Consequently, the target sentence is out of order in the grammatical construction or beyond the intended meaning. The second mostly used technique is borrowing by placing 125 of 225 sentences apply the technique. The technique is applied since the certain terms found in the source text are difficult to be translated, has no equivalent and is a kind of borrowed or loan word on the target language. The third is amplification in which 87 of 225 sentences apply it. Some sentences are needed to be paraphrased and given additional detail of information in order to cope with the equivalent and to end the meet of an acceptable translation product by the use of such technique. The rest of techniques are reduction (47 sentences), calque (27 of 225 sentences), particularization (31 of 225 sentences), description (13 of 225 sentences), discursive creation (13 of 225 sentences), established equivalent (7 of 225 sentences), modulation (6 sentences), generalization (4 sentences), and compensation (2 of 225 sentences).

The analysis of the translation quality which deals with the three aspects of translation as accuracy, clarity, and naturalness shows that 155 sentences are accurate with average points of 2.1. It means that 155 of 225 sentences are able to convey the intended message from the source text into the target one. In relation to the clarity aspect, 172 sentences with average score of 2.3 points clearly communicate the intended meaning and are understandable. And, there are also 164 sentences among 225 sentences are considered as natural translated work with the average score of 2.25 points. The term natural means that the sentences are accepted in the case of grammatical form and use common language as they are used by the target language. Accuracy, clarity and naturalness are important aspects for they measure whether the target text conveys the message, clear, use natural language use, or not. It is necessary for the target sentence to be accurate, clear, and natural so that the intended message is conveyed properly.

According to the finding an analyzing, and also a brief of a short interview, it reveals that incommunicative or incorrect translation happens due to students' unawareness about the context and the lack of the adequate knowledge about it so that they find difficulty in using the proper choice of words or dictions. It is also caused by the less translation practiced given by the teacher so that the students have less practice about meaning by context. The source text given on this study is difficult enough for some students to translate properly although some other students are able to do well. Furthermore, some students have less understanding about translation techniques so that they face a great deal of difficulty in translating the source sentence to choose the proper technique.

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