

STUDENTS' TEXTUAL EQUIVALENCE IN TRANSLATING
INFORMATIVE TEXT FROM INDONESIAN INTO ENGLISH
(A Study of the Third Year Students of STKIP PGRI SUMBAR)

THESIS



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ABSTRAK

Wiwit Sariasih. 2014. Tekstual Ekuivalen Dalam Menerjemahkan Teks Informatif Bahasa Indonesia Ke Bahasa Inggris (Sebuah Studi Terhadap Mahasiswa Tahun Ketiga Di STKIP PGRI Sumatera Barat). Tesis, Program Pascasarjana Universitas Negeri Padang.

Kemampuan menerjemah dapat diukur melalui aspek tekstual ekuivalen dari hasil terjemahan mahasiswa. Hasil terjemahan yang baik adalah jika teks yang dihasilkan sesuai dengan teks pada bahasa sumber dan informasi yang disampaikan tidak bergeser atau bahkan berbeda.

Penelitian ini bertujuan untuk mengetahui: 1) Bagaimana Tema, struktur, dan kohesi dari teks berbahasa Indonesia diterjemahkan kedalam teks berbahasa Inggris berdasarkan aspek tekstual ekuivalen. 2) Kategori apa saja yang ditemukan dalam hasil terjemahan mahasiswa berdasarkan kriteria berorientasi makna dalam menterjemahkan teks bahasa Indonesia ke bahasa Inggris 3) Ada berapa kategori hasil terjemahan dengan menggunakan rubrik penilaian yang berorientasi makna yang ditemukan pada hasil terjemahan mahasiswa dari teks bahasa Indonesia ke bahasa Inggris jika dilihat dari segi tekstual ekuivalen yang ditemukan.

Penelitian ini berbentuk deskriptif dengan pendekatan kualitatif. Sampel penelitian adalah mahasiswa STKIP PGRI Sumatera Barat yang telah lulus matakuliah Menerjemah I dan II. Data dianalisa dengan menggunakan dua buah rubrik yaitu analisa teks berdasarkan komponen (textual sub component) dan orientasi makna (meaning oriented) dengan tiga indikator yaitu tema, struktur dan kohesi.

Temuan penelitian menunjukkan bahwa 1) Hasil terjemahan teks informatif mahasiswa STKIP PGRI Sumatera Barat berada pada tiga tingkat tekstual ekuivalen yaitu: terjemahan yang tak berterima (unacceptable), kurang berterima (inadequate), dan cukup berterima (barely adequate). 2) sebahagian besar hasil terjemahan masuk dalam kategori yang memiliki kesalahan yang berdampak besar terhadap hasil terjemahan yaitu kesalahan pada pemilihan kata, penggunaan klausa, dan teks dengan kategori: secara tekstual tidak akurat dan tidak alami, secara pengalaman tidak akurat dan tidak alami, dan secara kemampuan pribadi tidak akurat dan tidak alami 3) Pada setiap tingkat tekstual ekuivalen yang dicapai oleh mahasiswa ditemukan sebahagian besar masuk kategori secara tekstual tidak akurat dan secara pengalaman tidak akurat dan alami.

ABSTRACT

Wiwit Sariasih. 2014. Students' Textual Equivalence in Translating Informative Text (a Study of the Third Year Students of STKIP PGRI West Sumatera). Thesis. Graduate Program. State University of Padang.

Translation competence can be measured from the textual equivalence. The source text has different structure and grammar from the target text, thus, the translator should produce the target text equivalent enough with the source text. Therefore, the aims of this research were to find out: 1) how the theme, textual cohesion and the structure of the source text were translated into the target text based on textual equivalent rubric. 2) The categories of students' translation based on the meaning-oriented criteria in translating the text from Indonesian into English. 3) The categories of translation in meaning oriented criteria for each level of textual equivalence which were gained by students.

This research was conducted under descriptive design. The sample was students of STKIP PGRI West Sumatra who had studied Translation I and II. The technique of analyzing the data was text analysis technique by using two different rubrics: textual sub-component and meaning oriented

The result of this research was: 1) There were three level of translation gained by students, those are: unacceptable, inadequate and barely adequate translation. 2) Based on meaning oriented criteria the students' translations were categories into; textually inaccurate and unnatural, experientially inaccurate and unnatural, and interpersonally inaccurate and unnatural 3) From the three level of textual equivalence gained by students, most of them were under categorizes of Textually Inaccurate, Experientially Unnatural and Inaccurate.

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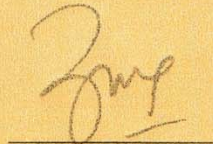
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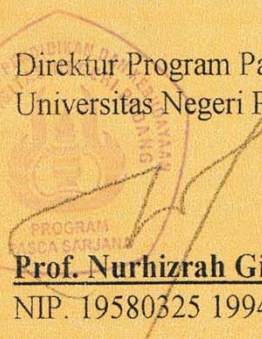
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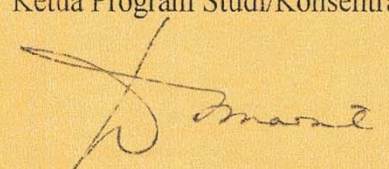


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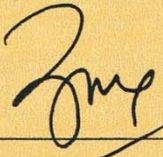
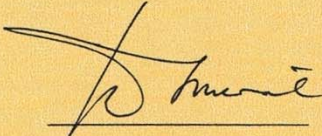


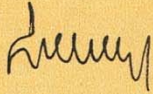
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The researcher realizes that this thesis is far from perfect, thus any critical suggestions are appreciated as well. The researcher hopes that this thesis would give information to the reader toward translation competence especially on textual equivalence.

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The researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

The need to have the translated books-especially academic books-for the sake of the study drives the people to find the translator to translate them. People will hire a translator even an amateur translator (those who are not trained to be translator). In most cases, they will ask the college students who are majoring English because most of textbook are written in this language. It is natural since people commonly think that those who learn English would be able to translate an English text. Even though someone is majoring in English but to do translation he/she needs certain knowledge to produce a target text which is equivalent to the source text. Therefore the translation program is needed because it provides students with knowledge that they need to translate the text along with the practice.

The translation students learn about the process, the procedure and strategy in order to produce the 'naturalness' of their translation which also supported by adequate translation practice. Naturalness itself touches the grammatical, lexical, genre of text, from word to paragraph, and from title to punctuation (Newmark, 2006: 21-22). Therefore, the practice of translation is not only translate the source text into target text but also producing the target text equivalent to the source text relating with structure, grammar, genre, and

cultural aspect. Teacher (also called as trainer) will introduce the translation process and strategy to the students before giving translation practice/exercise. This may lead students to produce the target text equivalence to source text. However, the support from the institution or university is also needed.

As universities wish to produce good translators, they need to provide the translation students with subjects that give knowledge as well as practice in doing translation. It is stated in National Curriculum 2013 (KKNI) that the subject for higher education is arranged by promoting skill and knowledge related to the purpose of an institution in producing the skillful graduate. It becomes a consideration for English Department of STKIP PGRI West Sumatera to revise the syllabus and subject which are offered for Translation. In curriculum 2012, English Department of STKIP PGRI SUMBAR provides subjects such as; syntax, semantic, and translation theories and practice subject in an early study of translation which were not stated in previous curriculum and syllabus. Those subjects help students build the ability in translating the source text language to target text language.

The translation students use all the knowledge that they have to translate the text while lecturer or trainer in translation program has a duty to train them to produce the target text that equivalent to source text. The textual equivalence of the target text would be used as the consideration for the lecturer or trainer to diagnose whether students are able to translate the text in source language or not. However, even though theories, practices and

assessments are provided well enough, the question whether the text has textual equivalence to the source text or not has never been observed deeply. Through pre observation which is conducted in STKIP PGRI SUMBAR, translation subject is offered in more specific; English-Indonesian Translation (Translation I) and Indonesian-English Translation (Translation II). It was noticed that the lecturers who teach translation subject were always changed for every semester. Moreover, the lecturers had no experience in translation professionally as translator and even admitted that they have lack of understanding toward translation theory and practice and one of the lecturer even said that she did not like this subject. Every lecturer who taught or even had ever taught this subject were stereotype about the process of teaching and learning in the class that the lecturer just gave the text, asked students to translate it, collected their translation and gave the mark. It was also found that the lecturers were not quite sure about textual equivalence of their students' translation.

Those phenomena became the basic consideration in doing pre observation by interviewing the lecturer as well as students toward the translation quality. First, four lecturers who taught translation stated that they mostly examined students' translation by observing whether the general information or messages in the source text have been covered in the target text or not. They were not aware much with the structure of the target text, the aspect of untranslatable word, and the culture of the source and the target text.

It was found then that they did not have knowledge and experience in translation they even did not like nor had intention in translation subject. Moreover, when the students were asked to translate from English text into Indonesian most of them could not complete the task and complaint that the text was difficult to be understood. The lecturer assumed that the students could not comprehend the text. On the other hand, they can complete the translation task from Indonesian into English so that the lecturer assumed that students had no difficulties in comprehending the text thus; they performed better in Indonesian-English translation.

Second, from 10 students with high score in translation said that they were doubt with their own competence in translating the text even the sentence. They argued that their translation sound awkward and were not sure that the message had been transferred into the target text appropriately or not when they translated the English text into Indonesian as well as translated Indonesian text into English. They only found the score in their assessment paper without a clue about the error or the right forms of translation. Moreover, in Indonesian-English translation subject, the target text produced by the students was only commented as not equivalent to target text without any further information. It was assumed that students' translation might sound awkward or was not acceptable in target language as they used word to word translation.

Third, in teaching and learning process in the class the theory of translation only covers 35% and practice 65 % which was discussed separately. In practice translation the students were asked to translate the informative text taken from online newspaper or magazine article and paper. The genres of the text mostly in descriptive, exposition, and argumentative provided by the lecturer. The students had no experience in translating literary text such as prose and poem. The lecturer argued that translating literary text was difficult and it was rarely found that the translator was asked to translate it. Thus, from the three information found in pre observation seemed that Translation subject was not treated seriously and appropriately and it was a simple action of translating what had been stated in source into the target text.

What might be forgotten by the translator student is the text type of the source language should be equivalent to the target language. Translating the text needs lots of effort to transfer the message equivalent to the target text which is not only in sentence level but also in textual level. Furthermore, the idea of translation is not only transferring the message but also communicating what has been stated in the source text into the target text. If the text is written in informative text, the target text will be written in the same type as well so the readers who read the translated version will understand the text as if they read the source text language.

B. Identification of the Problem

The aim of providing the translation exercise/practice does not only give a chance to students to translate the text but also train them to use their knowledge to translate the source text into the target text, in other words they achieve a competence in translation. When the students translate the text, they need to recognize the type of the text and what information that is delivered to the readers. The practice of translating the text, especially informative text such as descriptive, exposition, and argumentative train students to delivered the information or message from the source text to the target text.

Translating the text is different from translating a single sentence. When the students translate the text, they should understand the theme of each sentence that built the theme at textual level or major theme. If the students are not aware with the theme or information above sentence level, the target text is not equivalence to the source text. Though the students know they should keep the message of the target text equivalent to the source text but the textual competence is not something which is easy to achieve. Moreover, whether the target text has transferred the meaning of the source text and the students' translation has textual equivalence based on textual equivalence rubric or not, it had never been investigated before. Thus, a study toward translation competence which was focused on textual equivalence was worth to be conducted.

C. Limitation of the Problem

Translation competence covers huge area which is possible to be studied ranging from cultural to communicative and textual competence. The translators should have linguistic competence in both languages; the source and the target language and know much about the genre of the text. Thus, the researcher limited the translation competence into one area of competence that was communicative and textual competence (which was later called as textual equivalence). The target text was measured by using textual sub-component rubric of Angelelli (2002) and meaning-oriented rubric of Kim (2002).

This research was limited on describing the students' textual equivalence in translating Indonesian text into English. The decision to choose Indonesian-English translation was related with the pre-observations since the lecturers stated that students performed better in translating Indonesian into English as the text was written in their mother tongue. The text used in this research was informative text since this text was stated in the syllabus of Translation II subject. The genres of informative text are descriptive, expository, and argumentative but most text in translation practice was descriptive and expository. Therefore, it was limited on descriptive and expository text.

D. Formulation of the Problem

This research, in accordance with limitation of the problem, was conducted to examine the students' textual equivalence in translating Indonesian text into English. The problem is formulated into: "What is the scale of textual equivalence gained by students in translating Indonesian informative text into English?"

E. Research Questions

To keep this research on the track of what being studied, research questions were formulated to find out Students' textual equivalence in translating Indonesian text into English, those were:

1. How were the theme, textual cohesion and the structure translated by the students from the source text into the target text based on the textual equivalent rubric?
2. What were categories of students' translation based on meaning-oriented criteria in translating the text from Indonesian into English?
3. What were categories of translation meaning oriented criteria for each level of textual equivalence gained by the students?

F. Purpose of the Research

This research was conducted related to the purpose itself, those are:

1. To find out how the theme, textual cohesion and sentence structure were translated by the students from source text into target text based on textual equivalence rubric.
2. To find out categories of students' translation based on meaning-oriented criteria in translating the text from Indonesian into English.
3. To find out categories of translation in meaning oriented criteria for each level of textual equivalence gained by the students.

G. Significance of the Research

This research is expected to give contribution theoretically and practically in teaching translation. It is hoped that it would be used as the decision on teaching and assessing students' translation in the future. Theoretically, this research used the translation test rubrics: textual equivalence and meaning oriented assessment criteria, to determine the target text produced by the translation students. This research used the components of textual equivalent as proposed by Kelly (2002).

Practically, this research can be used by the translation teacher as information about students' textual equivalence to prepare the material for translation practice and to teach the students to be aware of textual equivalent of the target text. It is hoped that the result of this research can be used to arrange the material for teaching and practice translation in the class by considering the translation competence that wish to be achieved by students. It

is also hoped that the result of this research can be used as a valid information that the lecturer who will teach Translation subject should be the one who has a skill in translation both theory and practice. For the students, by reading this research it is hoped that they understand that equivalence to the source text does not mean they copy the structure of it into the target text. But what should be equivalence is the message where the form and structure of text should be based on the target text. For the researcher, since she has a great passion in Translation, it can be a starting point for her in designing the syllabus, material and strategy in teaching it.

H. Definition of Key Terms

1. Translation

It is the act of transferring the message from source text into the target text by considering the equivalent in word level and textual level (Bell, 1991:5)

2. Textual Equivalence:

It is when referring to the equivalence between a SL text and a TL text in terms of information and cohesion (Munday, 2008: 37).

3. Informative Text

Text that provides plain communication of facts: information, knowledge, opinion, etc. to the reader (Munday, 2001: 73).