
Translation Issues Analysis Committed by the 4th Year English Department Students of Unklab in Translating the Good Samaritan's Story

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| Abstract | A translator should be able to convey the intended meaning contained in the source language into the target one. The results of the initial observation depicted that some students in the translation class tended to translate without reading the whole text that might lead to misunderstanding of source text. This study aimed at analysing the problems faced by the student translators in translating the good Samaritan's story from English language into Bahasa Indonesia. This study used a descriptive method. The participants were the 4th Year English Department students who took the course of Linguistic 3 as their major course. The data were taken from the Christian Biblical story in Luke 10:25-37. The data were analysed using a translation procedure. The results indicated that there are ten of problem found in the students' translation, which are the improper use of generalization technique, improper of borrowing technique, missing the target language structure, meaning deletion, improper use of literal technique, context misunderstanding, target language interference, meaning addition, inability to find right equivalent, and source text misunderstanding. |
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| Keywords | Translator, Source Language, Source Text, Translation Issues |
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INTRODUCTION

English has extraordinary functions in the communication of the world, especially in human interaction. People are expected to understand the meaning of the words in English. One of the ways was by translation. Translation has an essential role in human interaction for so many years, one of which was in teaching. Translation teaching was one of the ways to improve students' linguistic skill in translation that can be useful to combine the construction of foreign language for the improvement of foreign language understanding. For that purpose, translation becomes one of the ways for students to learn any foreign language.

Larson (1984, p. 3) defined translation as the process of transferring the meaning of the source language into the receptor language (target language).¹ This insinuated that translation

¹ Larson, M. L. (1984). *Meaning-Based Translation: A Guide to Cross-Language Equivalence*. Lanham Md:

was an activity to search for the meaning in a target language.² Making meaning should not be understood as creating completely new different meaning, but it indicated a process of rewriting a text with the same meaning in another different language. Therefore, translation was a process of transferring the meaning to convey the intended purpose without changing the ideas contained in the source language. In translation, translators needed a broader background of knowledge in both source language and the target one. Cultural background that contributed to the creation of texts must be studied before initiating the translation process. When the translator uses the appropriate method, he can make a good translation. However, translators sometimes struggled with difficulties in translation. Finding out the right equivalence in translating was a central problem encountered by translators during the translation process.³⁴⁵⁶ As the result, the intended meaning of the source language does not appear.

Several factors occurred as the leading caused to the problems faced by the translators. Lefevere (2003) stated that the factors causing problems in translating are the differences of conceptual and textual basis due to a number of differences in the languages involved.⁷ This problem was visible when the translation worked with two languages of various cultural diversity. Translation issues mentioned in the previous paragraphs indicated that translation problems faced by a translator could not be the problems for others. Different text types, different translation direction, different time of incident, and different level of translators' skills may lead to different problems faced by translators. Thus, it was always useful to study translation problems in different translation context. This paper particularly aimed at finding out the issues faced by the 4th year students of English Department of Universitas Klabat in translating a historical recount text from English into Bahasa Indonesia.

METHOD

This research applied a descriptive method to describe the process of English-Indonesian translation process. The data were all the issues in the process of translation committed by the 4th

University Press of America.

² Rosa, R. N., Sinar, T. S., Ibrahim-Bell, Z., & Setia, E. (2018). Pauses by student and professional translators in translation process. *International Journal of Comparative Literature and Translation Studies*, 6(1), 18-28.

³ Catford, J.C. (1965). *A linguistic theory of translation*. London: Oxford University Press.

⁴ Krings, H. (1986). Translation problems and translation strategies of advanced German learners of French. In J. House & S. Blum-Kulka (eds.), *Interlingual and intercultural communication*. Tübingen: GuntenNarr.

⁵ Panou, D. (2013). Equivalence in translation theories: A critique evaluation. *Theory and Practice in Language Studies*, 3(1), 1-6.

⁶ Rosa, R. N., Amri, Z., & Zainil, Y. (2020). Translation strategies used by student translators in solving equivalence finding-related problems. *Advances in Social Science, Education and Humanities Research*, 411, 394-401.

⁷ Lefevere, A. (ed.). (2003). *Translation/history/culture: A source book*. New York: Routledge.

grade students of English Department of Unklab. The participants were 2 students of the 4th year English Department of Universitas Klabat who took the English-Indonesia translation subject as one of their major courses. The research instrument was a textual test that was supported by another instrument, which was the Translog. When the translation test began, they were asked to translate the English historical recount text entitled “The Good Samaritan” from the New International Version bible into bahasa Indonesia using Translog. The use of Translog in collecting the data was intended to get the representative data.

RESULT AND DISCUSSION

The result of this study showed that there are several translation problems faced by the translator students when translating the above-mentioned topic. First, the translation problem was the improper use of generalization. This problem was visible when the translators used a more general word in TT and do not convey the intended meaning in ST. The example of improper use of generalization can be seen in Extract 1.

Extract 1

ST : And, Behold, a certain lawyer stood up, and tempted him, saying, Master, what should I do to inherit eternal life?

Draft 1 : *Dan, lihatlah, seorang pengacara berdiri, dan menggoda dia, berkata, guru, apa yang perlu kulakukan untuk mendapatkan kehidupan kekal?*

Draft 2 : *Dan, lihatlah, seorang pengacara berdiri, dan mencobainya, katanya, Guru, apa yang harus saya lakukan untuk mewarisi kehidupan kekal?*

TT : *Pada suatu kali berdirilah seorang ahli Taurat untuk mencoba Yesus, katanya: "Guru, apa yang harus kuperbuat untuk memperoleh hidup yang kekal?"*

The translation in Extract 1 was the first translation draft written by one of the translators based on the data recorded using Translog. It shows the improper use of generalization technique in translating the ST words “spelled”. The equivalent of “lawyer” used in Extract 1 was ‘*pengacara*’, translated by using a generalization technique. Although the word ‘*pangacara*’ was widely known by TL readers, its use in this context was not accurate. In the SL culture, “lawyer” was considered to be someone of deep knowledge regarding the Jewish law. However, such culture was not applicable in TL culture. For that reason, the translators generalize the meaning of the word “lawyer” by writing the TL word ‘*pangacara*’ as it equivalences mean “expert of law”. On the other hand, the correct

translation must be '*ahli taurat*'. The second problem was the use of improper borrowing technique. The factor causing this problem was the translator's low vocabulary mastery. The example of the improper use of borrowing technique can be seen in Extract 2.

Extract 2

ST : He said unto him, what was written in the law? How readest thou?

Draft 1 : *Dia berkata kepadanya, apa yang tertulis dalam hukum? Bagaimana kau membacanya*

Draft 2 : *Dia menjawab kepada pria itu, apa yg tertulis di hukum taurat? Bagaimana kamu baca itu?*

TT : *Jawab Yesus kepadanya: "Apa yang tertulis dalam hukum Taurat? Apa yang kaubaca di sana?"*

The improper of borrowing technique can be seen in Extract 2, the translator uses the word "*membaca*" as the equivalent of the ST word "readest".

The borrowing technique used by the translator does not convey the intended meaning to TL readers. This means the right equivalent to the ST word "readest" was "*baca*" in Bahasa Indonesia. The third problem was meaning reduction. This problem leads to omission of the meaning of the ST in the TT. The example can be seen in Extract 3.

Extract 3

ST : And he said unto him, Thou hast answered right: this do, and thou shalt live

Draft 1: *dan dia berkata kepadanya, kau telah menjawab benar: lakukan ini, dan kau akan hidup*

Draft 2: *dan dia menjawab kepadanya , kamu sudah menjawabnya kan, lakukan itu, dan kamu akan hidup.*

TT : *Kata Yesus kepadanya: "Jawabmu itu benar; perbuatlah demikian, maka engkau akan hidup.*

The use of reduction word in translation is applicable. However, this technique does not eliminate the meaning in target text. In the example was provided in Extract 3, ST word "right" was not provided in target text. The translator uses reduce technique that removes information in the source text.

The fourth problem was improper use of literal technique. Translation by literal technique was allowed in translating ST but it should be accurate and related with the

context. The example of improper use of literal technique was found in student translation as can be seen in Extract 4.

Extract 4

ST : But he, willing to justify himself, said unto Jesus, and who was my neighbor?

Draft 1: tapi dia, bersedia untuk membenarkan dirinya, berkata kepada Yesus, dan siapakah tetanggaku?

Draft 2: Tetapi dia, mau membenarkan dirinya sendiri, berkata kepada Yesus, dan siapakah tetanggaku?

TT : Tetapi untuk membenarkan dirinya orang itu berkata kepada Yesus: "Dan siapakah sesamaku manusia?"

The improper of use literal technique was visible when the translator used ST word "willing" as the equivalent "want" in the first draft. The use of the word "willing" as the preparatory, when translated into the TT word "*bersedia*", does not indicate the subject of the ST word. The fifth problem was context misunderstanding. This problem was visible when the meaning of the ST was not suitable that provided in TT. The example of source misunderstanding can be seen in Extract 5.

Extract 5

ST : and Jesus answering said, A certain man went down from Jerusalem to Jericho, and fell among thieves, which stripped him of his raiment, and wounded him, and departed, leaving him half dead.

Draft 1 : dan Yesus menjawab katanya, seorang pria datang dari Jerusalem ke Jeriko, dan jatuh ditengah-tengah perampok, yang merobek bajunya, dan melukai dia, dan pergi, meninggalkannya setengah mati

Draft 2: dan Yesus menjawab berkata, seorang laki laki turun dari Yerusalem ke Yerikho, dan bertemu dengan perampok, yang merampas pakaiannya, melukainya, dan pergi, meninggalkannya setengah mati.

TT : Jawab Yesus:" Adalah seorang yang turun dari Yerusalem ke Yerikho; ia jatuh ke tangan penyamun-penyamun yang bukan saja merampoknya habis-habisan, tetapi yang juga memukulnya dan yang sesudah itu pergi meninggalkannya setengah mati.

The example of context misunderstanding was visible when translator used TT word “*melukai*” as the equivalent ST word “wounded”. Using the word was not accurate with the context because it does not convey the intended meaning. The word “wounded” should be translated with the word “*memukul*” in Bahasa Indonesia.

Research Findings

Based on the data analysis on the historical recount text translation done by the 4th year English Department students, it was found that, among others, they encountered 5 obvious translation problems. The problems and their frequency in the students’ translation can be seen in Table 1.

Table 1. Percentage of translation problems

| No | Problems | Frequency | Percentage |
|--------------|--|-----------|-------------|
| 1 | Improper of use borrowing technique | 1 | 20% |
| 2 | Improper of use generalization technique | 1 | 20% |
| 3 | Meaning reduction | 1 | 20% |
| 4 | Context misunderstanding | 1 | 20% |
| 5 | The improper of use literal technique | 1 | 20% |
| Total | | 5 | 100% |

Based on the findings appeared in Table 1, it was seen that the most dominating translation problems faced by the 4th grade students were the improper use of borrowing technique, improper use of generalization technique, meaning reduction, context misunderstanding, and the improper use of literal technique.

Discussion

As mentioned in the findings, the researcher found that they encountered several translation problems, which include the improper of use generalization, the improper of borrowing technique, TL structure, meaning deletion, the improper of use literal technique, context misunderstanding, SL interference, meaning addition, inability to find right equivalent, and ST misunderstanding; and the most dominating one were the five issues depicted in table 1. They were of equal results with ones from the research done by Rosa et al. (2020).⁸ They found

⁸ Rosa, R. N., Sinar, T. S., Ibrahim-Bell, Z., & Setia, E. (2018). Pauses by student and professional translators

that several equivalence problems including translating SL interference, SL culture, improper use of borrowing technique, meaning omission and insufficient TL competence. The similarity with this study caused by some factors. The most outstanding factor was the student of English Department as participant of both studies were not equipped with proper knowledge of English. The second factor was the improper translation technique from English into Indonesia language.

The findings of this research were quite different from the one conducted by Widiyanto (2014) and Basuki (2014).⁹¹⁰ They showed that the major translation problems were the inability to search for the correct equivalent grammatical proposition in translating the source language to the target one. The grammatical issue led to the target language structure problem. Meanwhile, the result of this research showed that the dominant translation problem was source language interference. It caused by translation from mother language into second language was different.

CONCLUSION

There are several points that can be concluded from the results of this research. There were 5 translation issues faced by the 4th year English Department students when translating the English biblical story of the 'Good Samaritan' from English into Bahasa Indonesia. The translation problems were the improper use of borrowing technique, improper use of generalization technique, meaning reduction, context misunderstanding, and the improper use of literal technique. Lack of English knowledge like vocabulary mastery seemed to have great contribution for this issues.

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⁹ Widiyanto. (2014). *Translation strategies of non- equivalence at word level in Morris and Hartog van Banda comic Lucky Luke Ghost Hunt* (Unpublished Thesis). Semarang: Universitas Dian Nuswantoro.

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