



# The Quality of Direct Procedures in Students' Indonesian Translation of English Folklore Drama Scripts

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### Abstract

According to Vinay and Darbelnet (1995), direct translation refers to the transposition of source language message element by element into target language based on either structural parallelism or metalinguistic parallelism. However, both parallelisms are not realized by the student translators so that sometimes they apply inappropriate direct translation. Therefore, this study is aimed to assess the quality of students' direct translation procedures according to Larson (1994) in Indonesian rendering of English folklore drama script. This study employed descriptive qualitative method with the involvement of respondents for quality assessment. The result reveals that 445 direct procedures consisting of 45 borrowing translations, 18 calque translations, and 382 literal translations produce 249 accurate, 64 sufficiently accurate, and 132 less accurate translations. Dealing with clarity, 314 are considered as clear, 71 sufficiently clear, and 60 less clear translations. In addition, the analysis of naturalness results 285 natural, 51 sufficiently natural, 58 less natural, and 51 unnatural translations. The problems derived from students' direct procedures are the use of unacceptable loan word and word by word translation which can create misinterpretation. Therefore, the students should increase their awareness of the structural and metalinguistic parallelisms between source and target language.

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## INTRODUCTION

Along with the development of technology and science in this 21<sup>st</sup> century, evaluation studies in translation will still be crucial and interesting issue to be observed. "How can a translation work be good?" is an important question in a discussion of translation quality assessment. Answering the question is not simple, because an assessor should have the criteria in accordance with the theory of translation assessment used. For instance, Larson's translation quality assessment (1984) proposed three criteria to assess translation product: accuracy, clarity, and naturalness. According to Melis (1997), the theory can be applied to assess some objects such as published translation, professional translation, and student translation.

Translators have many differences in producing their texts. One of them mentioned by Mujiyanto (2015) is translation length. He argues that it is caused by different use of different style in equalizing words and sentences in original texts with their translations. Due to the different aspects of the source language and the target language, translation involves many procedures and methods in order to achieve the equivalence of the translated works. The translator may use procedures that differ according to contextual factors of both of the source language and target language. Newmark (1988) mentions the difference between translation method and translation procedures. He writes that, while translation methods relate to whole texts, translation procedures are used for sentences and the smaller unit of language (p. 81). There are two types of translation procedures based on Vinay and Darbelnet (1958); they are: literal or direct translation which covers three techniques of borrowing, calque and literal; and oblique or indirect translation which covers four techniques of transposition, equivalent, modulation and adaptation (Venuti, 2000, p. 84-93).

Direct translation procedures are used when structural and conceptual elements of the source language can be transposed into the target language. For example, 'all deer' which is translated into 'semua rusa'. It is the example of

literal translation because it is directly transferred from source text into a grammatically and idiomatically target text. On the other hand, oblique translation procedures are used when the structural or conceptual elements of the source language cannot be directly translated without altering meaning or upsetting the grammatical and stylistics elements of the target language. For example, 'crocodile and mouse deer' which are translated into 'buaya dan kancil'. It is the example of transposition technique because it replaces one word class with another without changing the meaning of the message.

The use of procedures and techniques in translating literary works such as short story, novel, and scripts is not as easy as other texts, especially for student translators. A number of studies showed that students tend to translate source text literally to the target text. That happened since direct procedures are the easiest way for students to render the source language text into target language text. According to Vinay and Darbelnet (1958), translating word by word is acceptable as long as the language of source text is structurally and conceptually similar to the language of the target text. Otherwise, non-equivalences between source and target language text will arise problems of misunderstanding which causes messages from the source language text fail to be captured by the target language reader.

Some researchers of student's translation evaluation notified the results that problems in translation are commonly arisen from students' literal use or word by word translation. Lestiyawati (2014) informed the result of her research that literal technique was the most frequently used by the students in translating English news items into Indonesia. She added, however, most of literal translations are inappropriately applied. Another researcher is Wulandari (2014) who examined the problems in translating Indonesian proverbs into English. The result of her study showed that cultural problem was the most problems in translating Indonesian proverbs. It occurred because the students translated proverbs literally. Moreover, problems in translating legal English text into Indonesian were the other research conducted

by Clara (2015). She also concluded her findings that the students' application of literal or word by word translation was the primary problem in translating legal text. The other researches of translation problem had also been conducted by Hartono (2009), (2010), and (2011). This indicates that students should be aware of nonequivalence problems between source and target text language. Therefore, several worth strategies are proposed by Baker (1992) to overcome the problems of nonequivalence.

The situation led a consideration that the quality of direct or word by word translation used by the student translator should be evaluated. By taking into consideration of direct procedures evaluation, English folklore drama scripts translated into Indonesian by the students of third semester in English Department of University of Swadaya Gunung Jati is interesting object to be examined since direct procedures are more involved in translating some terms of English folklore into Indonesian. Therefore, I intend to analyze the quality of direct translation which is used by the students.

## **METHOD**

This research uses descriptive qualitative approach. All dialogues and narrations of English Folklore Drama Scripts and their Indonesian translation will be corpus data in this study. The unit of analysis mainly focuses on direct procedures used by third semester students of English Department at University of Swadaya Gunung Jati in Indonesian translation of English folklore drama scripts in the forms of words, phrases, and clauses. In this research, the researcher has role as a data collector for collecting data from respondents, as a data analyst for analyzing the quality of direct procedures in terms of accuracy, clearness, and naturalness, and as data reporter for reporting and explaining the findings. For the research, I used observation checklist as the instrument to collect and analyze the data easily.

There are some procedures for collecting the data. First, I am doing close reading the source texts "English folklore drama scripts" and their Indonesian translation. I will comprehend the individual words, phrases, clauses, and

sentences of whole text of source and target texts. All instances of direct procedures are underlined, noted down, and put in the table of checklist study guide based on classification. After classifying, direct procedures are assessed in term of accuracy, clarity, and naturalness. I also collect the data from respondents' questionnaire. The result of inaccurate, unclear, and unnatural translation will be analysed and categorized based on the classification of problems.

In procedures of analyzing data, all instances from English folklore drama scripts and their translation are categorized based on Vinay and Darbelnet's (1985) theory of translation procedures: literal, calque, and borrowing. Subsequently, they are assessed by applying Larson's theory of translation quality assessment (1984) in terms of accuracy, clearness, and naturalness. The result of translation quality assessment of direct procedures is interpreted. The occurrences of accurate, clear, and natural translations will be compared with inaccurate, unclear, and unnatural. Finally, the conclusion of the result is derived based on the discussion of findings.

As this study employs qualitative approach, investigator triangulation is considered as the most appropriate for this research. According to Cohen, et al (2007), investigators triangulation is defined as the use of more than one observer in the research setting. Therefore, some investigators will be asked to confirm the results and to maintain the objectivity of the research. The investigators are respondents from lecturers as expert ratters and graduate students as readers. Further, it is explained that the careful use of two or more observers can lead to a more valid and reliable data.

## **RESULTS AND DISCUSSION**

Based on the theory of Vinay and Darbelnet's (1985) translation procedures, there are 445 direct procedures found in both English folklore drama scripts and their translations. The most frequently used procedure is literal with 382 out of 445. On the other hand, borrowing gets 45 out of 445 and calque is as the least used procedure in which gains 18 out of 445. Those all result of three procedures became data of the

research which will then be examined their quality of translation based on Larson's Translation Quality Assessment (1984).

### **The quality assessment of borrowing translations**

The quality assessment of 45 borrowing translations result 20 accurate, 5 sufficiently accurate, and 20 less accurate translations. Dealing with clarity, 22 data of borrowing translations are considered as clear, 7 are sufficiently clear, and 16 are less clear. In addition, the result of naturalness analysis shows that 23 borrowing translations are included as natural, 3 are sufficiently natural, 2 are less natural, and 17 borrowings are categorized unnatural.

To represent the others some examples of each value are pointed out as follows:

(Data 022)

ST: *Jalaludin Akbar*

TT: *Jalaludin Akbar*

The example used pure loan word in rendering. It is borrowing with no change in the form and meaning. Pure borrowing usually used in translating the name of person. Since changing the name of person in translation is at risk of changing the character intended in the source text. Therefore, *Jalaludin Akbar* was accurately translated into target text.

(Data 070)

ST: Two *cookies* would be 1 cent?

TT: Dua *cookies* jadi 1 sen?

The pure borrowing translation of *cookies* was ratted sufficiently clear since it is fairly easy to understand, but sometimes, in certain case, the translation is not understandable. The word *cookies* refers to *kue-kue kering* in Indonesia. Nowadays, however, some people say it *kukis*, using mix loan word. It is adjusted to the habit of Indonesians who write the word based on what it is spelled.

(Data 376)

SS: *Pencil case*

TT: *Pensil case*

This translation of pure borrowing was rated less natural. The translation sounds foreign since Indonesian people can easily know it as foreign terms. Otherwise, Indonesian context, they usually say *kotak pensil* to refer *pencil case*.

Based on the students' translation test result, the errors made by the students related to the accuracy are the addition of the words or information which are not related to the context, and inappropriate choices of word. The problems that have been mentioned also occur in this study in producing less accurate borrowing translations. According to Mona Baker (1992, p. 26-42), the problems of less accurate translations can be overcome with the translation by a more general word.

Moreover, the clear borrowing translations in this study got the percentage less than 50% since the students translators usually use unfamiliar terms that are not easily understood by the target readers. Therefore, according to Baker (1992, p. 26-42), the problem can be overcome by using a more neutral translation and less expressive word.

Based on the findings, the assessment of unnatural borrowing translation was influenced by the failure in catching the equivalent meaning in either source text or target text so that the borrowing translation sounds strange and it was not in accordance with the culture of target readers. Therefore, the student translators need to learn the difference of cultural concept between source and target language.

### **The quality assessment of calque translations**

The quality assessment of 18 calque translations shows 12 calque translations are accurate, 1 is sufficiently accurate, and 5 are less accurate. The clarity assessment results 16 clear and 2 sufficiently clear. In addition, the result of naturalness analysis shows that 12 calque translations are included as natural, 4 are sufficiently natural, 1 is less natural, and 1 is categorized unnatural.

To represent the others some examples of each value are pointed out as follows:

(Data 058)

SS: *Pie brownies*

TT: *Pai brownies*

This calque translation has generally been sufficiently accurate. In Indonesian context, there is no another terms to refers the source phrase. Therefore, Indonesian people borrow the source terms. However, based on Indonesian context, the arrangement of target text as a

translation should be turned into *brownies pai* since the head of the phrase in source text was *brownies*.

(Data 107)

SS: We can do this "*Tactic Test*" now!

TT: Kita bisa melakukan "*Tes Taktik*" ini sekarang!

The translation of *tactic test* into *tes taktik* was rated as clear calque translation. The meaning of target text was easily understood even by people unfamiliar with the source text. Therefore, Indonesian people can catch the intended meaning of the source text.

(Data 362)

SS: *Bus Conductor*

TT: *Kondektur bus*

The calque translation from *bus conductor* into *kondektur bus* was natural. The style of translation does not sound strange since the term is usually used by Indonesian people in their daily life. It refers to a person checking the ticket or withdrawing the fare on bus.

This result of accuracy assessment of calque translations contradicted the result of a study conducted by Yuri (2016). She analyzed English Department Students' Accuracy in Translating Natural Science Text from English into Bahasa Indonesia. The finding showed that there was no student who had an accurate translation. In this case, the students should improve their ability in applying translation strategies (Baker, 1992) and their awareness of different culture had by source and target language.

Furthermore, the result of clarity assessment showed that the translators tend to maintain the characteristics of the source language in the target language. In this case, to cope less clearly calque translation, Mona Baker (1992, p.26-42) argued to translate by using a loan word or loan word plus explanation.

In addition, the naturalness assessment of 18 calque translations results 66.8% natural, 22.2% sufficiently natural, 5.5% less natural, and 5.5% unnatural. According to the finding of unnatural translation, the student translation was suggested to create natural expression of the target text which contained equivalent meaning with the source text.

### The quality assessment of literal translations

The quality assessment of 382 literal translations reveals that 217 literal translations are accurate, 58 are sufficiently accurate, and 107 data are less accurate. Relating to clarity, 276 data of literal translations are considered as clear, 62 are sufficiently clear, and 44 literal translations are less clear. Moreover, the result of naturalness analysis shows that 250 data of literal translations are categorized natural, 44 literal translations are sufficiently natural, 55 are less natural, and 33 literal translations are included as unnatural.

To represent the others some examples of each value are pointed out as follows:

(Data 110)

SS: *The King's men did look in the "King's Test Room."*

TT: *Orang-orang Raja melihat ke "Ruang Tes Raja."*

The source text has not been fairly translated since several parts of source text have been omitted and misinterpreted. To be adjusted to the meaning of the sentence, the phrase the *king's men* will be more accurate when it is translated into *para pengawal raja* or *pengawal-pengawal raja*.

(Data 081)

SS: *One day the king saw a man with some fish*

TT: *Suatu hari raja melihat seorang lelaki dengan beberapa ikan*

The translation of the source text was considered as less clear literal translation. The word *dengan* in the target text can create misinterpretation since with in the source text refers to an activity done by the man. Therefore, to get more clear understanding, the target text should be turned into *suatu hari raja melihat seorang lelaki membawa beberapa ikan*.

(Data 204)

SS: *I will get them out*

TT: *Saya akan menerima mereka keluar*

The translation of the source text sounds strange so that the target readers can feel that it was a product of translation. The word *menerima* in target text interrupts the intended meaning of the source text. The word *get* in the source text refer to a verb that express the idea of somebody causing another person to do something

(causative verb). Therefore, the verb *get* should be translated into *meminta*, *memaksa*, or *menyuruh*.

The understanding of the finding above confirms that the assessment of each criteria for a direct translation may create either different or similar result. For instance, the translation of *Barber* into *Barbir* was assessed as accurate, sufficiently clear, and less natural. This instance was in line with the result of study conducted by Lestyanawati et al (2014). They had measured the quality of the translation techniques used by the sixth semester students of the English Department in translating news item texts from English into Indonesian and showed the result that 155 sentences were found as accurate, 172 sentences were clear and 164 sentences were natural.

Otherwise, the translation of *Bus Conductor* into *Kondektur Bus* has created the similar result as accurate, clear, and natural direct translation. This example has supported the study of Yarahmadzahi et al (2013) in evaluating the translation procedures used in Persian Translations of English Phrasal Verbs in Harry Potter and the Order of the Phoenix. The result of the study concluded that equivalence is the most frequent as well as the most successful translation procedure used in the Persian translations. The result confirms this present study in drawing a conclusion that the student translators not only can create errors in translation but also can produce good translation which is accurate, clear, and natural.

The accuracy assessment of literal translations results 43.2% accurate literal translations. The result was influenced by the inappropriateness of word choice that was not in accordance with the context of target text. Cited in Baker (1992), the researcher recommended the students' solutions resort to some strategies like guessing the meaning from the context, using approximate synonym, or just leaving it empty.

Moreover, the problems derived from less clear literal translation was influenced by unacceptable word by word translation that can create unfamiliar and ambiguity expression. In light of the result, according to Baker (1992), it was recommended to build students' awareness

of cultural differences and translation strategies so that they can translate by using cultural substitution.

Additionally, the assesment of literal translations results 65.5% literal translations natural. On the other hand, the main reason that make the assessment of translation unnatural is the strangeness involved in the target text so that the target readers can easily guess that it was a translation. In this case, as previously mentioned that the student translators need to apply other strategies, for instances; explanation, omission, illustration, etc (Baker, 1992).

## CONCLUSION AND SUGGESTIONS

Based on the findings, it can be understood that 445 data of direct translations result 249 data are classified as accurate, 64 direct translations are sufficiently accurate, and 132 are less accurate direct translations. Dealing with clarity, the findings showed that 314 direct translations are clear, 71 are categorized sufficiently clear, and 60 direct translations are less clear. Moreover, the result of naturalness assessment showed that 285 are natural direct translations, 51 direct translations are included as sufficiently natural, 58 are less natural, and 51 direct translations are unnatural.

The problems derived from students' direct procedure are the use of loan word and word by word translation which are unacceptable in the culture of target readers and can create misinterpretation. Therefore, the students should increase their awareness of the structural and metalinguistic parallelisms between source and target language. Moreover, besides direct translation, they are also suggested to master other translation procedures and strategies.

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