
Translation Methods and Procedures Preference of English Department Students Universitas Airlangga on Translating Aesop Fables

Wachidatul Afifah

Abstract

This paper analyses translation methods and procedures preferred by Alih Jalur (AJ) English Department Students, Universitas Airlangga on translating Aesop by mapping the most frequently used methods and procedures employed by students based on Newmark's theory of methods and procedures of translation. The data are collected from 20 random samples of fable translations in which English is the source language (SL) and Indonesian is the target language (TL). From the analysis it is found that out of 8 (eight) Newmark's methods, only 5 methods are applied; literal, semantic, faithful, communicative and word-for-word method of translation. While the most dominant procedure of translation used is couplets, in which the combination of transposition and modulation procedures is most frequently occurred. In conclusion, from the methods and procedures of translation preferred, it can be inferred that actually the most of the students have already understood the SL but they face difficulties in rearranging the SL into TL sentence structure due to ignorance to process of translation

Keywords: AJ Student's Translation; Newmark; Translating; Aesop Fables; Translation Methods; Translation Procedures.

1. Introduction

Aesop or the *Aesopica* is one of the most ancient fables story collections. It is already popular in ancient Greece since 13th century. In fact, Aesop has been translated by many scholars in many languages and due to its short and simple plot, Aesop is often translated for children.. Translating for children, especially fables, should consider the target readers as well as convey correct meaning. Before translating, the translator should determine the field, tenor, and mode as well as methods and procedures of translation to produce appropriate target text

On the other hand, students who take translation class can be categorized as amateur translators who often made unnecessary mistakes. Their translation is important to be examined because we can see the common mistakes which can be used to improve translation studying and learning process. Therefore, it is interesting to do an investigation on the application of methods and procedures in translating fables which were assigned to Alih Jalur students in English Department. This study elaborated Newmark's theory of translation, especially on methods and procedures of translation, to analyze students work on translating Aesop fables. The aims of this study are to map and identify the translation methods and procedures applied by AJ students of Universitas Airlangga in translating Aesop fables based on Newmark's theory.

There are some studies about translation procedures, yet none took students' work as the focus of study. One of those studies is a research entitled *A Study of translation procedures in Humor Book Entitled Enriching Your Vocabulary through Anecdotes 3 by Pertiwi Ambarningrum*. This study is in the form of library research concerning the translation procedures used by the translator as well as problems and alternative translation procedures. The result of the study reveals a fact that most translation procedures applied are appropriate but some require revisions.

Since none of previous studies focused on translation by students at English Department in Airlangga University, this study focused on analysing the methods and the procedures of translation used by students in English Department. This study is aimed at knowing more about Newmark's

theory of translation and investigates the methods and the procedures used by the translator in translating the reading text. Furthermore, the result of this study will help the students in understanding the message of the reading text. Thus, this study is aimed at answering the question about the most preferred methods and procedures used in translating Aesop fables by students of Universitas Airlangga as well as approximating aspects influencing the decision

It is already mentioned that this study employed the theory of translation methods and procedures by Newmark. Newmark (1988, p.81) mentioned the difference between translation methods and translation procedures in that translation methods relate to whole texts while translation procedures are used for sentences and the smaller units of language. He forwarded eight translation methods which are word-for-word translation, literal translation, faithful translation, semantic translation, adaptation, free translation, idiomatic translation and communicative translation. Newmark also proposed translation procedures which cover: transference, naturalization, culture equivalent, functional equivalent, descriptive equivalent, componential analysis, synonymy, through-translation, shifts or transpositions, modulation, recognized translation, compensation, paraphrase, couplets and notes.

Since the aim of this study is to describe students' preference in methods and procedures of translation, the research method employed was descriptive qualitative in which the writer described the chosen data and analysed them based on Newmark's model of translation methods and procedures. Qualitative research is rich descriptions. Besides, it also provides naturalistic inquiry, uniqueness and diversity purposeful sampling and content analysis (Mackay and Gass, 2005). The primary source of this study was the children story of Aesop. The writer took the data by collecting 20 (twenty) random samples from translation assignments of Alih Jalur (AJ) students for Translation for Specific Purpose class on 3rd semester year 2011 at English Department Universitas Airlangga. Alih Jalur (AJ) student is a transfer student from diploma to degree program. Thus, they are all already having some background skills in translation that they acquired in the diploma degree. It is expected that they are able to produce correct translation.

2. Discussion

From 20 target text of Aesop fable collected, there are 71 sentences found. The writer mapped and identified the translation methods and procedures applied by students of Universitas Airlangga based on Newmark's theory. The findings are elaborated on table 1 below

No.	Methods	Number of Cases	Percentage
1.	Literal translation	6	30%
2.	Semantic translation	6	30%
3.	Faithful translation	5	25%
4.	Communicative translation	2	10%
5.	Word-for-word translation	1	5%
6.	Adaptation	0	0%
7.	Free translation	0	0%
8.	Idiomatic translation	0	0%
	Total	20	100%

Table 1 List of the applied translation methods

From the table we can see that both semantic and literal method of translation are the most frequently used translation methods, each account for 30% out of 20 target texts, followed by faithful translation with 25%.

According to Mollina and Albir (2002) as cited in Roswita (2009, p: 97) method of translation is a process of translation related to a translation significance. Newmark stated that method of translation concerns on the level of text. According to Roswita (2009, p: 97), before translating basically it is necessary to decide what method will be used during translating a text.

It is already mentioned that literal method is preferred by AJ students. Literal is a translation method in which the SL grammatical constructions are converted to the nearest TL equivalents, but

the words are translated singly (Newmark 1988, p: 45). We can see example on table 2 of literal method

SL	TL
"The Birds waged war with the Beasts, and each were by turns the conquerors. A Bat, fearing the uncertain issues of the fight, always fought on the side which he felt was the strongest....."	"Burung-burung memperjuangkan peperangan dengan binatang-binatang liar, dan setiap mereka adalah sebagai penakluk secara bergantian. Seekor Kelelawar merasa ketakutan karena kabar perkelahian yang tidak jelas; Kelelawar hanya berani berjuang disaat dia merasa paling kuat....."

Table 2 example on literal method

On example (1), the verb *waged* is translated into *memperjuangkan* despite the fact that the verb is followed by an adverb *war*. On Cambridge Advance Learner Dictionary to wage means to fight a war or organize a series of activities in order to achieve something so that the translation is *memperjuangkan* or to *fight*. Thus, the English term to *fight a war* or *wage war* is translated into *memperjuangkan peperangan* which meaning is actually different from fight a war. In Indonesian it should be translated simply as *berperang melawan* or *mengobarkan perang*. While a phrase *which he felt was the strongest* is translated into *di saat dia merasa paling kuat* is a clear example of literal method since the translator use TL grammar construction but the meaning is lost.

In sum, the examples above, it showed that literal method tends to rely heavily on the dictionary and neglects the context of the SL. As a result, the product of translation is not appropriate.

The second preference on method of translation is semantic method. According to Newmark (1988) semantic is almost similar to faithful translation but it is different on the aesthetic value of the SL text.

SL	TL
A Wild Boar stood under a tree and rubbed his tusks against the trunk . A Fox passing by asked him why he thus sharpened his teeth when there was no danger threatening from either hunter or hound . He replied, "I do it advisedly; for it would never do to have sharpened my weapons just at the time I ought to be using them."	Ada seekor babi hutan liar yang berdiri dibawah pohon dan menggosokkan taringnya di batang pohon . Lalu datanglah seekor rubah dan bertanya kenapa kau menajamkan taringmu sedangkan disini sedang tidak ada bahaya dari pemburu ataupun orang jahat . Kemudian babi hutan tersebut menjawab, "saya melakukannya dengan hati-hati; saya menggunakan taring ini tidak hanya ketika saya membutuhkannya."

Table 3 Example of semantic method of translation

The above example showed the characteristic of semantic method of translation which applied rhymes within the text in order to emphasize the aesthetic value within the text which is the characteristic of semantic method of translation, such as in the bold words *tusk and trunk, and hunter and hound*. Although the SL text employed rhymes for making readers attracted with the text, the TL text is not applied the same thing but it is still readable and able to comprehend with the choice of words, such as, *A wild-boar* translated into *ada seekor babi hutan liar*. Thus, semantic method of translation should not be strongly communicative.

Faithful translation gained 25% in percentage of translation methods used by AJ student's year 2011 in English Department Universitas Airlangga. Newmark (1988, p: 45) stated that, faithful translation attempts to produce the precise contextual meaning of the original within the constraints of the SL text grammatical structures, The following table shows the text of Aesop fable translated by using faithful translation, in the translation of *The Hares and the Foxes (Kelinci dan Rubah)*.

ST	TT
The Hares waged war with the Eagles, and called upon the Foxes to help them. They replied, "We would willingly have helped you, if we had not known who you were, and with whom you were fighting." Count the cost before you commit yourselves.	Para kelinci melancarkan perang dengan para elang, dan memanggil para rubah untuk membantu mereka. Para rubah menjawab, "kami akan bersedia menolong kalian, jika kami tidak tahu siapa dirimu sebenarnya, dan dengan siapa kamu akan berperang." Hitunglah biaya sebelum anda melakukan kerjasama dalam sebuah komitmen.

Table 3 Example of faithful method of translation

From Table 5, it can be seen that the meaning of the text and the structures of the sentences are equal between SL and TL. Translating for children should be translated as clear as possible in order to give information normally. The description of faithful method of translation is producing the precise contextual meaning without changing the SL text structure. Based on the translation, the writer found many times of reduplication words *para*. According to Kamus Besar bahasa Indonesia Offline 1.3, *para* is a reference to a group. In the story, word *para* refers to *hares*. Based on Echols and Shadily (1976, p: 290) *hare* in the dictionary means “*kelinci*.” If the context of the story was *hares* with suffix –s after the noun, it means more than one hare, because the suffix –s behind “*hares*” indicates plural. However, in Indonesia there is no concept of using plural or singular, usually the translation used *kelinci-kelinci* instead of *para kelinci* although they have same meaning. It was reflected that faithful translation is really faithful to the SL and the sentence structure has not on the TL yet.

It has already explained that Newmark differentiated between method and procedure of translation. He proposed fifteen procedures to analyze translation on the level of sentences and the smaller units of language. From 20 target text collected, the writer identified some procedures of translation preferred by students on the table below.

No.	Procedures	Number of Cases	Percentage
1.	Couplets	23	32.4%
2.	Shifts or transpositions	22	31%
3.	Modulation	13	18.3%
4.	Descriptive equivalent	6	8.5%
5.	Synonymy	4	5.6%
6.	Paraphrase	3	4.2%
7.	Transference	0	0%
8.	Naturalization	0	0%
9.	Cultural equivalent	0	0%
10.	Functional equivalent	0	0%
11.	Componential analysis	0	0%
12.	Through-translation	0	0%
13.	Recognized translation	0	0%
14.	Compensation	0	0%
15.	Notes	0	0%
	Total	71	100%

Table 4 List of the applied translation procedures

Based on table 5 above, couplets is the most frequently used procedure in translating Aesop fables. Newmark (1988, p: 91) stated that couplets occurs when there is a combination of two or more different procedures in one sentences. One example is an excerpt on table 6 below.

ST	TT
A Wolf, sorely wounded and bitten by dogs , lay sick and maimed in his lair.	Seorang serigala yang terluka karena digigit anjing , terbaring sakit dan terlihat tidak berdaya di kandangnya.

Table 5 Example of couplets procedure of translation

The sentence above is translated by using two procedures all at once. The first procedure was shift or transposition and the second is modulation. Since couplets may combine different procedures, the most frequently applied couplets are elaborated below. .

(1) Transposition + Modulation

Transposition procedure of translation usually involves a change in the grammar from SL to TL; for instance, change from singular to plural (Newmark 1988, p: 86). Based on example on Table 5,

On Kamus Lengkap Inggris - Indonesia by Peterson (2005, p: 112) the translation of the word *dog* in the dictionary was a singular *dog*, commonly which means just one dog. There is a nominal change in the grammar from SL to TL, such as a change from plural “*dogs*” in English which means several or many dogs into singular “*anjing*,” because in Indonesia there is no concept of plural and singular. If the amount is many, just translated into “*banyak*” or “*beberapa*”. Thus, the word dogs is translated by using transposition procedures.

Meanwhile, modulation occurs when reproducing the messages of the original text in the SL text is in conformity with the current norms of the TL (Newmark 1988, p: 88). From the example, in the SL adverb clause is separated by two commas from the subject, while in the TL, the adverb clause is linked with the linking *yang*. This changes make the emphasize of the SL is different from the TL.

(2) Through-translation + descriptive equivalent

Another frequently appeared couplets is a combination of through-translation and descriptive equivalent procedures. The following example is taken from a story entitled *The Jackdaw and the Fox* (*Jackdaw dan Rubah*).

ST	TT
<i>A half-famished Jackdaw seated himself on a <u>fig-tree</u>, which had produced some fruit entirely out of season, and waited in the hope that the figs would ripen.</i>	<i>Jackdaw yang sedang kelaparan duduk sendirian bersenden di bawah <u>pohon buah ara</u>, pohon ara sedang menghasilkan pada musim ini sampai musim tersebut usai, menunggu dengan harapan bahwa buah ara akan matang.</i>

Table 6 example of through-translation + descriptive equivalent

The above example employed through-translation and descriptive equivalent. First of all, through translation based on Newmark (1988, p: 84) is the translation that usually used loan word, for example in the bold word *Jackdaw* on the SL text was not translated into TL. This is because in Indonesia, there is no concept of *Jackdaw*, though it is clearly defined in the Oxford Advanced Learner's Dictionary 8th Edition as a black and grey bird of the crow family. Thus, in order not to misunderstand the object, the TL borrows the SL word and the translation is still *Jackdaw*. Secondly, descriptive equivalent is characterized by explanation of the meaning in several words (Newmark 1988, p: 83). It was applied in the fragment *fig-tree, which had produced some fruit entirely out of season* and the translation was *pohon buah ara, pohon ara sedang menghasilkan pada musim ini sampai musim tersebut usai*. *Fig tree* that consists of 2 words is translated into *pohon buah ara*, which consists of three words. Therefore, it is longer compared to the SL. The translation describes the meaning of *fig-tree* into several words in order to make the readers know what the *fig-tree* is.

(3) Synonymy + shifts or transposition.

Another most frequently occurred couplets is a combination between synonymy and shifts or transposition. The example below was taken from the text entitled *The Gnat and the Bull* (*The Gnat dan banteng*).

ST	TT
<i><u>A Gnat</u> settled on the horn of a Bull, and sat here a long time.</i>	<i><u>Sebuah</u> Gnat menetap di tanduk Banteng, dan duduk dalam waktu yang lama.</i>

Table 7 example of Synonymy + shifts or transposition

The synonymy applied is in the bold word *settled* which translation is *menetap*. According to Echols and Shadily (1989, p: 573) *settled* was the second definition of *menetap*, while the first definition was *tetap*. Because *tetap* is basic word, therefore, the translation added suffix *men-* which emphasized the word *settle*. Based on Electronic Oxford Dictionary – Tenth Edition, the word *settle*

was the third definition which means adopts a steady or secure style of life, especially through establishing a permanent home. Moreover, the word settled here has synonymic translation meaning with *sat* which translated into *duduk*. Thus, the translation of settled into *menetap* can be categorised as using synonymy. Besides, shift occurs in the translation of determiner *a* that accompanied the subject noun *gnat*. *Gnat* is as an animal so that determiner *a* should be translated into *seekor* not *sebuah*. It means that there is a shift in meaning for this determiner. Moreover, one procedure that often appeared in the data is shifts or transpositions. This procedure usually occurs when the translator involves a change in the grammar from SL to TL, for instance, changing from singular to plural and vice versa. One of the example is elaborated on the table below

ST	TT
A Crab, forsaking the seashore, chose a neighbouring green meadow as its feeding ground.	Kepiting, meninggalkan pantai, Memilih padang rumput hijau disebelah pantai sebagai tempat utama mencari makan

Table 8 example of shift

On the example, the object of the sentence was the green meadow and the translation was *padang rumput hijau*. The translation put the adjective *hijau* after the noun *padang rumput* whereas the SL text was written vice versa. Since Indonesian sentence structure does not provide an adjective to be put atn the beginning of the sentence, the translation above became awkward if it was translated into *hijau padang rumput*. Therefore, the translation *padang rumput hijau* involves shift in the grammar.

Another preferred procedure is modulation. It has already mentioned earlier that modulation happened when the translator rearranges the culture and messages of the SL into TL, since the TL may appear dissimilar in terms of perspectives (Newmark 1988, p: 88). The example is taken from a story entitled The Wolf and The Crane (*Serigala dan Bangau*).

ST	TT
A Wolf who had a bone stuck in his throat hired a Crane, for a large sum, to put her head into his mouth and draw out the bone	Seekor serigala yang tersedak tulang meminta seekor bangau untuk membantu mengeluarkan tulang tersebut dari tenggorokannya .

The italic bold phrase *stuck in his throat* and the translation *tersedak tulang* are not related at all. In fact, the *Wolf* condition in the story was that he had a bone stuck in his throat. The translation was *tersedak*, however, the proper translation should be *tersangkut*. And then, the next sentence *to put her head into his mouth and draw out the bone* translated into *mengeluarkan tulang tersebut dari tenggorokannya* have already has different point of view. The condition described is that a wolf has suffered and he wants a crane to help him to take the bone out of wolf's mouth with the crane's beak. On the other hand, the translation explained the way to help the wolf without a hint that the crane is in danger. This is a shift in point of view or commonly known as modulation procedure.

3. Conclusion

From the data presentation and discussion, it can be seen that most of AJ student's year 2011 English Department Universitas Airlangga use literal and semantic method of translation. The most frequently applied procedures were couplets and modulation. From the discussion, it can be seen that the most frequently used translation methods on translating Aesop fables in this study is semantic and literal method with 30%. Besides, the translation procedures most frequently used is couplets. Couplets gained 28.16% among the other procedure. The most frequently used is combination of transposition + modulation proceduresThe most frequently couplet ombination is transposition + modulation.

From the preference on methods and procedures of translation, it can be seen that AJ students have already understood the meaning of the ST but they face difficulties in putting the ideas into words or appropriate TL sentence structure. Further, many of the students did not really understand methods and procedures of translation. They tend to ignore the process of translation and focus on substituting

SL with TL. It explained the high occurrence of literal method and couplets which tend to be faithful to the SL instead of TL.

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