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Linguistics

Translation Equivalence in English-Indonesia Text

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A B S T R A C T

The needs of translation have been increasing in the Industrial Revolution 4.0 as more literature needs to be translated into Bahasa Indonesia. To make use of this opportunity correctly, it is a need to check the equivalence of translation. This present study aims to see translation equivalence of English-Indonesia text translated by the students of English department at State University of Padang. It was designed as descriptive research. The participants were the fourth year students of English department of State University of Padang. The data were collected through a translation test and analyzed by using theories of equivalence. The finding of the research shows that translation equivalence is considered low, as many students create inequivalence translation in the level of lexical, grammatical, and textual, respectively. Since equivalent translation is the goal of every translation, translators who are facing the development of industrial revolution 4.0 need to pay attention to the importance of equivalence in translation.

INTRODUCTION

With the emerging industrial revolution 4.0, studying English has become more advantageous. As more articles and books written in English available digitally, the students now can vary their choice of literature easier. Moreover, aside from being an English teacher, the students can be a translator, as more literature needs to be translated into Bahasa Indonesia to satisfy the need for information. Translation then becomes a tool that goes along with the revolution.

Translation as a bridge between languages corresponds to several aspects such as lexical, grammatical structure, communication situation, and cultural context [1]. The meaning from a source language form needs to be re-expressed by using a natural linguistic and contextual situation in the target language. This attempt is called equivalence. The state where the readers of a target language experience have the same effect as the source language readers do [2]. However, as the difference between a SL and a TL in their cultures and context, the process of translating becomes a real challenge. Among the problematic factors involved in translation

such as form, meaning, structure, equivalence, culture, and context, this current research is going to specially address on how is the translation equivalence in English-Indonesia text at UNP?

In a broad meaning, industrial revolution 4.0 refers to the digitalization of industry. There are five main keys to IR4. They are the internet of things, artificial intelligence, human-machine interface, robotic technology, and sensor and 3D printing technology [3]. These keys are chained together digitally. In English education, it brings advantages as English is a means to communicate in this digital era.

Many scholars define translation from different notions of view. Some define it in the notion of source-oriented theory; others regarded target-oriented theories. However, all translation theories are related to the notion of equivalence in one way or another. Hence, equivalence plays a crucial role in translation.

Jakobson [4] suggests three types of equivalence: 1) Intralingual (within one language, i.e., rewording or paraphrase), 2) Interlingual (between two languages) and 3) intersemiotic (between sign systems). Another expert, Nida in Bae [5] proposes two type of equivalence, Formal correspondence consists of a TL item which represents the closest equivalent of a SL word or phrase; and dynamic equivalence is defined as a translation principle according to which a translator seeks to translate the meaning of the original in such a way that the TL wording will trigger the same impact on the original wording did upon the ST audience. Furthermore, Baker [1] defines four types of equivalence; 1) lexical equivalence refers to translating lexical form from one language into another. 2) Grammatical equivalence refers to the diversity of grammatical categories across languages. 3) Textual equivalence refers to the equivalence between a SL text and a TL text in terms of information and cohesion. 4) Pragmatic equivalence refers to imprimaturs and strategies of avoidance during the translation process. In short, equivalence is the state where the target language readers get the same effect as the source language readers do. It achieved by using a natural expression of lexical, grammatical, and textual form in the target language. Thus, this present research is going to focus on the equivalence at the lexical, grammatical, and textual level.

METHOD

This research was conducted using a descriptive method. The population was the fourth year English department students of UNP. They are chosen as they have taken the translation class. The sampling technique was total sampling. Total sampling is a sampling technique that selects the entire population as the sample [6]. Total sampling is chosen since the number of population is less than 100. Therefore, the 24 students were the sample of the research. The instrument in collecting data was a translation test. The test was an English text containing the aspects of equivalence. The validity of the text has passed the expert's judgments. The test was further analyzed by using theories of equivalence proposed by Jakobson, Nida, and Baker.

RESULTS AND DISCUSSION

The findings revealed that most problems of equivalence occurred in the lexical level, followed by grammatical and textual. The problem in lexical level occur when the student cannot render the meaning appropriately. For example, the word *for* in sentence *For ancient cultures, the vernal equinox signaled that their food supplies would soon return*, was translated into *untuk*. In Bahasa Indonesia *for* means *untuk, bagi, selama, karena, buat* and *demi*. According to Newmark [7] there are two kinds of difficulties with words, the translator do not understand the

words' meanings and the words are hard to translate. The fact that students translated it into *untuk* proves that the students do not understand all the possible meanings, and as the effect the translation becomes less meaningful.

The problem in grammatical equivalence happened in the compound noun. Most of the students translated *the northern hemisphere* into *belahan bumi utara*, while the suggested translation is *belahan utara bumi*. According to Arffman (2007) in English compound nouns, the first word describes the second word, and the second word identifies the item. This is different from Bahasa Indonesia, where the second word describes the first word, and the first word identifies the item. As the students applied English grammatical rules to their translation, it results in their translation becomes less meaningful and unnatural.

The problem in textual equivalence occurred in translating reference. For example, in a sentence *In the Northern Hemisphere, the March equinox is called the vernal equinox because it signals the beginning of spring*, was translated into *Di belahan bumi utara equinox pada bulan maret disebut vernal equinox, karena signal awal musim semi*. The referent *it* which refers to **the March equinox**, was not translated by the students. As a result the translation sounds unfinished.

CONCLUSION

The industrial revolution 4.0 brings a challenge to translation study. The range variations of literature that available digitally enable students to work as a translator. It is seen as a positive impact. Yet, the quality of the translation, especially translation equivalence, should be improved and maintenance.

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