

# ICOLTS 2016

International Conference on Linguistics & Translation Studies  
SOLO, 15 -16 NOVEMBER 2016

## Interlingual and Intercultural Communication Competence for Quality Translation

# PROCEEDINGS

A-6

**M.R. Nababan  
Riyadi Santosa  
Agus Hari Wibowo  
Agus D. Priyanto**



Organized by:

**English Department**, Faculty of Cultural Sciences  
and **Linguistics Masters Program**, Postgraduate School  
UNIVERSITAS SEBELAS MARET

**ISBN : 978-602-1018-27-9**



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## PREFACE

The connection between linguistics and translation studies has developed as linguistic approaches have been proposed by numerous scholars in translation studies. Linguistic research has rapidly advanced and covered the scope of interlingual and intercultural communication. Many have also taken some linguistic findings to work on translation studies; or even for more practical reasons: translating texts. ICOLTS 2016 bring together the recent studies in this issue; to accommodate and to disseminate the most recent studies in linguistics and translation studies.

Prior to this conference, UNS has conducted a series of conference on translation studies in 2003, 2005, and 2009, when scholars from Indonesia and abroad have shared their ideas and thoughts within the studies.

The proceedings in your hand now is the compilation of full-papers presented in the ICoLTS 2016; conducted in Solo on November 15-16, 2016 as collaboration between English Diploma Program, Undergraduate Program of English Department and Linguistics Master Program of Universitas Sebelas maret (UNS). The conference presents notable scholars to speak in the plenary sessions: Julianne House (University of Hamburg, Germany), Yaegan J. Doran (University of Sydney, Australia), Amrin Saragih (Universitas Negeri Medan, Indonesia), Mangatur Rudolf Nababan, and Riyadi Santosa (Universitas Sebelas Maret, Indonesia).

Again, the objective of this conference is to provide another platform to all academics and researchers, and also practioners to exchange and share their thoughts, ideas and researches on issues related to Linguistics and Translation Studies, particularly framed by the theme: "Interlingual and Intercultural Communication Comptence for Quality Translation".

### **Board of Editors**

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## ASSESSMENT AND LITERARY TRANSLATION

by

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### ABSTRACT

*Translation is extremely needed in communication since they have problem with the language used. The result of translation needs to evaluate. It is to show and to ensure that the translator is consistent in keeping similar message between source and target language. Meaning equivalence becomes the main consideration. This study focuses on the implementation of assessment in literary translation work. Moreover, it is dealing with the development model of translation assessment. There are four factors considered to develop the assessment instrument on literary translation. This study applies qualitative research. The source of data are document and informant. This study uses focus group discussion and expert's judgment as the technique for collecting data. The collected data are analyzed by using interactive analysis. The result of the study shows that the implementation of assessment on literary translation work could be run well by focusing on the accuracy (4), sense of literature (3) acceptability (2) and readability (1). They become the focus for implementing literary translation assessment. Based on the result of focus group discussion, the assessment of literary work needs special attention not only the accuracy but also sense of literature. Accuracy tends to reflect the message or meaning while sense of literature reflecting the form. Between accuracy and sense of literature are completing one to another.*

**Key words:** *assesment, accurary, readibility, and sense of literature*

### A. INTRODUCTION

Translation activities have a great role in developing science and technology from abroad. The development of developing science and technology depend no more on the natural resources that from time to time has been reduced, but will be more influenced by the quality of human resources. There are many ways to improve the quality of human resources. One of them is by increasing their ability in understanding of the recent knowledge and technology.



Meanwhile, it cannot be denied that most of the available books, relevant with knowledge and technology are written in English. Sadtono (1985: 141) says that there are 75 % of the available books, which are collected by Indonesian library are written in English but only 5 % of all readers understand them. It means that the coming of translation is one of the alternative solutions. In other words, we may say that translation can be a bridge in transferring the message from English to Indonesian. By translating books, readers who do not understand English can read and get the knowledge they want.

Translation is not an easy task. It needs a serious attention and concentration. It is due to the fact that the core of translation is a transfer of 'meaning' (message). The translator must be careful in replacing meaning from source to target language (Sutopo, 2015: 15) . It is also hard forbidden for translator to gain or loss the messages. The translator should be able to look for the closest meaning from source to target language. The translator must also keep the excess and mission in the source language then transfer them to target one. If the translator can translate well semantically but cannot move the closest mission, the result of translation is useless. The translator spends his time and energy carelessly. Therefore, to avoid this useless activity and to have a good work, the translator should master not only linguistics and materials that will be translated but also the theory of translation.

There are many literary works have been translated into Indonesian, like novel, poetry, song, drama and so on. These works are sometimes not only done by professional translator but also by students. Translating on literary works is different from others. It is not easy to translate literary works. It has some factors influencing the translation of literary works.

This article is discussing about the factors influencing the assessment on literary translation. Thus, the objective of this study is to identify the factors influencing the assessment on literary translation.

There are many linguists who have different ways in defining the term of 'translation'. Catford (1969: 20) states that translation is the replacement of textual material in one language by equivalent textual material in another language. Pinchuk (in Soemarno, 1988: 28) states that translation is also defined as a process of finding a target language equivalent for an source language utterance. Savory (in Nababan 1997: 14) mentions that translation is made possible by an equivalence of thought that lies behind its different verbal expressions.

The other linguist, Nida (1969: 12), explains that translation consists of reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style. Mc Guire and Newmark have different definitions too. Mc. Guire says (1980: 2) that translation is the rendering of a source language text into the target language so as to ensure that (1) the surface meaning of the two will be approximately similar and (2) the structure of the source language will be preserved as closely as possible but not so closely that the target language structures will be seriously distorted. Translation is also a craft consisting in the attempt to replace a written

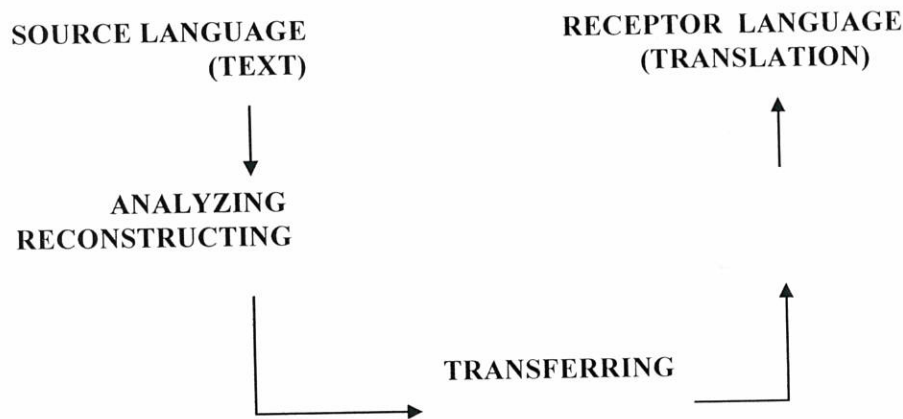


message and/or statement in one language by the same message and/or statement in another language (Newmark, 1981: 7)

From those definitions, the writer may conclude that translation is the process of transferring meaning from source language into target one, for example, from English into Indonesian. The translator must be careful in transferring the meaning. It is due to the fact that meaning is very important in translation activity. If the translator cannot get the right meaning from the source language, the result of the translation will be dangerous.

Process of translation cannot be away from discussing meaning. Meaning will reflect the message in the text. There are many linguists who have different perceptions about translation process. The followings are some opinions about translation process. Sutopo (2014: 47) says that process of translation is some steps that should be done by the translator before beginning his work on translation field. Those steps are (1) analyzing, (2) transferring, and (3) restructuring. It means that before translating a certain text, the translator follow some steps. The other linguist, Nababan (1997: 13) defines that process of translation is as the series activities which done for transferring the message from the source language to the target language. Nababan, (1997: 13). For this, he also has the same opinion as Soemarno's. They are analyzing, transferring, and restructuring.

Larson (1991: 135) says that the focus of translation process is on 'meaning'. While Nida (1975: 80) explains that there are three steps of translation process: (1) analyzing, (2) transferring, and (3) reconstructing. This translation process is commonly used by the other experts in translation studies as seen in diagram below.



*(Translation Process according to Nida, 1975: 80)*

From those explanations the writer may conclude that the process of translation is some phases that must be followed by the translator in doing his task. The phases consist of analyzing, transferring, reconstructing and restructuring (Sutopo, 2014: 46). The task here, of course, is translating a certain text or book from source language to target one.

After discussing the definition and translation process, it is needed to discuss the kinds of translation. Catford (1969: 21) divides translation into three distinctive types, namely: (1) full translation v.s partial translation, (2) total v.s restricted translation, and (3) rank translation. The distinction between full and partial translation relates to the extent of source language text, which is submitted to the translation process. In a full translation the entire text is submitted to the translation process, that is, every part of the source language text is replaced by target language text material, for examples;

Indonesian :	<i>Aku cinta Indonesia</i> <i>Dia akan pergi ke sana</i> <i>Mereka tidak membeli apa-apa</i>
English	I love Indonesia He will go there They didn't buy anything.

In a partial translation, however, some parts of the source language text are left untranslated. They are simply translated to and incorporated in the target language text, either because they are regarded as 'untranslatable' or for the deliberate purpose of introducing "local color" into the target language text or even because they are so common and frequently used that translation is not needed. For examples:

Indonesian:	a. Saya suka <i>humberger</i> b. Rock Hudson meninggal karena <i>aids</i> c. Kami memerlukan <i>mikrofilm</i> d. <i>Pesinden</i> itu menyanyikan <i>megatruh</i> dengan sedihnya e. Ibu masak <i>rujak cingur</i> untuk makan siang
English:	a. I like <i>humberger</i> b. Rock Hudson died of <i>aids</i> c. We need <i>microfilm</i> d. The <i>pesinden</i> sang <i>megatruh</i> sadly e. Mother cooked <i>rujak cingur</i> for lunch.

The distinction between total and restricted translation relates to the levels of language involved in translation. In total translation, source language grammar and lexis are replaced by equivalent of the target language grammar and lexis. The third type of differentiation in translation according to Catford relates to the rank in grammatical hierarchy at which translation equivalent is established. This rank translation can be in the form of: word for word, group for group, sentence for sentence etc. In this type of translation, lexical and grammatical adjustment should be applied to achieve equivalent in terms of meaning. Meanwhile Nababan (1997: 20-33) and Soemarno (1988: 23-28) mention that there are eleven types of translation, namely word for word, literary, free, dynamic, pragmatic, esthetic-poetic, ethnographic, linguistics, semantic and communicative, communicative, and semantic translations.



From those explanation it can be concluded that mainly there are three types of translation. They are (1) word for word translation, (2) literary translation and (3) free translation. Translator never uses only one of them. Usually he uses all of them depending on the text that will be translated.

It is not a new issue to discuss the existence of translation. Is translation as a science, a skill or an art? This problem has been existed along time ago. For example, Carry (in Nababan, 1997: 8) says that translation is an art. Perhaps, this statement is influenced by his specialization in translating literary books. Besides, his competence in translating literary books is skillfully. The similar argument stated by Bornstones (1993: 76). He says that translating poetry is an art and poetry is a product of art. He also explains that the problem of meaning is a part of the core in translation studies and semantics is a part of semiotic, which needs linguistic analyses.

However, it must be understood also that translation is 'Applied Science'. It is due to the fact that translation needs many aspects. To have a good result of translation, it needs another science, like linguistics, psycholinguistics, sociolinguistics, and the material that will be translated. Jumpelt (1981: 33) argues that translation is a science. This idea is influenced by the background of his knowledge and specialization, which focused his translation on scientific works and technological documents. It is, however, important to know that translation is not 'inner talent' only. The ability in translation or translation skill can be transferred, taught and improved from time to time.

Translation can be classified into a skill as well. This skill may be obtained by doing as many as exercises possible. The proverb says that 'practice makes perfect'. By doing a lot of exercises from day to day, this skill will be achieved. Practice will help trainees or students in mastering this skill.

Actually the question 'Is translation as an art, a skill or a science?' is not good question because this question will force us to choose one of them. In fact, we cannot decide that. It is impossible to justify that translation is an art or a science only. It is also difficult to understand that translation is an art or a skill only because in translation process the translator also uses semantic or linguistic analyses.

Based on the explanation above, the writer concludes that translation can be classified as an art, a skill, as well as a science. The next problem will appear when the translator applies them in accordance with the situation.

## B. RESEARCH METHOD

This study applies a qualitative research approach. The data in this study are all information given by informants and all statements and utterances taken from documents. Therefore, the sources of data are informants and documents. For collecting the related data, the writer uses in depth interviewing and content analysis. While checking the data validity, this study applies source and method triangulations. The model of interactive analysis is used to analyze the collected data.

## C. DISCUSSION

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The fourth factor is Readability. Readability is line with the result of translation. It shows that the result of translation is difficult or easy to read. If the translated text is easy to read, it means it has high level of readability. Meanwhile, if the result of the translation is not easy to read, it has low level of readability. The result of the translation is readable or not important. It will influence the readers. So, the readability must be obtained from the targeted readers. See, the following example, is it readable?

SL : *Ia tidak baik memiliki maupun memerlukan sebuah kamus.*  
 TL : *He neither had nor cared for a dictionary (Nababan, 2015)*

The fifth factor is Acceptability. Beekman and Callow (1974:24) explain that in idiomatic translation, the translator tries to convey the meaning found in the source language to readers in the context of target language by using acceptable grammatical and vocabularies. The translator just focuses on the message not the form. This idiomatic translation is also known as dynamic equivalence (Nida, 200 137). Nababan says that there are three aspect to justify that the result of translation is acceptable. First, the meaning found in the source text must be transferred accurately; second, the meaning that is communicated to the target language should be aware with natural grammatical and vocabulary; and the last the translated text may reflect the natural communication value in the context of communication paradigm. See, the following example. Is it acceptable?

*Seldom has their secretary made such mistakes. (Source Text)*  
*Jarang telah sekretaris mereka membuat kesalahan seperti itu. (Target Text)*  
*"Sekretaris mereka jarang membuat kesalahan seperti itu." (Target Text)*

*"...the replacement of textual material in one language by equivalent textual material in another language" (Source Text)*  
*"... mengganti bahan teks dalam bahasa sumber dengan bahan teks yang sepadan dalam bahasa penerima " (Target Text)*

The last factor is a sense of literature. Translating literary work is different from translation scientific books or other. It needs special feeling, called a sense of literature. The sense of literature will influence the assessment on literary translation. It is due to the fact that to understand the literary work is not easy and not everyone can understand the literary works. People who have background of literature can enjoy the literary works. Therefore, this aspect makes different assessing on translation. It is difficult to translate poem from one language to another.

The benefit of this literary assessment is to give significant contributions as the input in revising the translated material. Besides, the result of literary

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translation assessment is to improve the published literary translation quality so that the public can believe in the next translated literary publications.

In general, the prototype of instrument model for literary translation assessment could be seen in the following tables:

#### The Instrument of Accuracy Scoring (40 %)

Score	Meaning
4	The message found in the source language has been transferred into the target language accurately. The sentences used in the translated material can be read and understood easily.
3	The message found in the source language has been transferred into the target language accurately. The sentences used in the translated material cannot be read and understood easily so they need to be rearranged again.
2	The message found in the source language cannot be transferred into the target language accurately. The sentences used in the translated material can be read and understood easily. The sentences used in the translated material cannot be understood. There are some errors in the sentences so they need to be revised.
1	The message found in the source language is quietly different from the target language.

#### The Instrument of Sense of Literature Scoring (30 %)

Score	Meaning
4	The literary translation has the reader's effect (literature sense). The context and situation of the literary value can be felt by reader(s) or listener(s).
3	The literary translation has less the reader's effect (literature sense). The context and situation of the literary value can be felt by reader(s) or listener(s).
2	The literary translation has less the reader's effect (literature sense). The context and situation of the literary value cannot be felt by reader(s) or listener(s).
1	The literary translation has the no reader's effect (literature sense). The context and situation of the literary value cannot be felt by reader(s) or listener(s).

**The Instrument of Acceptability Scoring (20 %)**

Score	Meaning
4	The literary translation has been referred to the culture of target language.
3	The literary translation has not been referred to the culture of target language but it has some modification.
2	The literary translation has not been referred to the culture of target language and there is no modification.
1	The literary translation has not been referred to the culture of target language fully.

**The Instrument of Readability Scoring (40 %)**

Score	Meaning
4	The translated sentences are very easy to understand. The translated sentences have been relevant with the target language rules. The choice of words, phrases, clauses and sentences are very easy to read by the readers.
3	The translated sentences are very easy to understand. The translated sentences have been relevant with the target language rules but the choice of words, phrases, clauses and sentences are not easy to read by the readers.
2	The translated sentences are not easy to understand. The translated sentences have been relevant with the target language rules but the choice of words, phrases, clauses and sentences are not easy to read by the readers.
1	The translated sentences are difficult to understand. The translated sentences are not relevant with the target language rules but the choice of words, phrases, clauses and sentences are difficult to read by the readers.

**D. CONCLUSION**

From the discussion above it can be concluded that there are six factors influencing on the assessment of literary translation. They are objective of translation, tester of translation, aspect of accuracy, readability level, factor of acceptability and a sense of literature aspect. They cannot be separated one from another, although accuracy is the dominant one. The six factors should be considered when people want to develop the instrument for evaluating the literary translation.

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accuracy scor  
instrument of  
scoring (10 %)

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Machali, Roel

Nababan, M.  
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Nababan, N  
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Newmark, P

Nida, E.A.

Pinchuck,

Sadtono F

Sutopo. A

Wilss, W



Finally, the writer may conclude that there are four components in building the assessment of literary translation quality. They are instrument of accuracy scoring (40 %), instrument of literary senses scoring (30 %), instrument of acceptability scoring (20 %) and instrument of readability scoring (10 %).

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