

DEVELOPING MATERIALS FOR TEACHING TRANSLATION

Sri Endah Tabiati, Yana Shanti Manipuspika
Universitas Brawijaya, Malang
stabiati@gmail.com, yana.manipuspika@gmail.com

Abstract

In teaching translation we can use authentic materials to be translated by the students. This is done for translating practice. However, prior to translating we have to explain to the students translations theories as the basis to guide the translation work in order that the students are able to produce the target language well. Based on the experience in teaching translation at the university, we have published a book called "Translation: Theory and Practice". In writing the book, we refer to the opinions of translation experts documented in books and articles. We also cited reseach results whether they are published or unpublished. The book has been printed twice, in February 2017 and in September 2017. To evaluate the book, we distributed questionnaire students who have used the book to get feedbacks for improving the book in the coming edition. This paper aims to share the contents of the book and the students' opinions about the book.

Key words: *materials, theory, translation, published*

INTRODUCTION

Developing teaching materials is one of many activities that people involved in teaching program do, including teaching translation in a university. However, before we managed to publish our materials for teaching translation, we used handouts based on many references on translations for equipping the students with theories and insights that will guide them in translation practice. For translation practice we used authentic materials such as journal articles, newspapers, textbooks of various disciplines in order the the students have experiences in translating various kinds of materials.

Later, just several years ago we compiled the handouts as a draft of translation book used for teaching to make it run better. We used the draft for teaching and always revised it based on the feedback obtained from teaching. We tried to balance theories and practice in our teaching as reflected from the book. And on February 2017 we managed to publish the book entitled "Translation: Theory and Practice" which was reprinted in September 2017. The objective of this paper is to introduce the book we have published as the realization of materials writing produced by translation teachers. In addition, we want to share our experience in producing the book.

CONTENTS OF THE BOOK

The book entitled 'Translation: Theory and Practice' contains 12 chapters and has been equipped with glossary and index. In every chapter, objectives of the chapter are given. The 12 chapters are: Introduction (Chapter 1), Process of Translation (Chapter 2), Types and Methods of Translation (Chapter 3), Translation Procedures (Chapter 4), Understanding Sentences for Translation (Chapter 5), Theory of Adjustments in Translation (Chapter 6), Translation of Compound Nouns (Chapter 7), The Translation of Complex Sentences (Chapter 8), The Translation of References (Chapter 9), The Translation of Expletive "It" (Chapter 10), Miscellaneous Problems in Translation (Chapter 11), and Translation of Literary Work and Idioms (Chapter 12).

The first chapter of the book provides an overview of translation, definitions of translation from many experts, as well as language aspects in translation, while the second chapter talks about stages and models of translation process. Chapter 3 and 4 discuss translation methods and procedures, which are considered crucial for translation students to understand. The translation methods introduced are the V-diagram of Newmark's (1988). In addition, in chapter 4 which discusses translation procedures,

classification is taken also from Newmark (1988) with some additions from Machali and Suryawinata & Hariyanto.

In chapter 5, students are given material on sentence types comprising simple, compound, and complex sentences. They are expected to be able to distinguish sentences from clauses and translate them appropriately. The sixth chapter of the book deals with another basic theory in translation namely translation adjustment. In the book, Nida's theory of adjustment comprising addition, subtraction, and alteration is introduced, completed with all the sub-types. Moreover, chapter 7 until chapter 10 is about translating process. It starts from translation of compound nouns in chapter 7 in which students are given explanation on Nouns as Head, and Adjectives, Nouns, and Verbs as Modifier. This is followed by the translation of complex sentences in chapter 8. In this chapter, students practice doing translation on sentences containing adjective clauses with past and present participles.

In the next chapter, the book deals with translation of references. The students are taught to identify references, both pronouns and the words other than pronouns ('that', 'one', 'the former/the latter') and to translate them properly. This chapter is considered necessary to be included since sometimes students are confused in translating references when those are embedded in a text. Next, chapter 10 talks about the translation of expletive 'it'. This tells students that expletive 'it' in English does not have Indonesian equivalence, so when there is such construction, it is left untranslated.

Chapter 11 discusses miscellaneous problems in translation. This chapter deals with translation of 'be' in bahasa Indonesia, inverted conditional sentence in translation, as well as the translation of passive and active constructions. Lastly, chapter 12 is about the translation of literary work and idioms. There is explanation about the grammatical and syntactic restrictions of idioms and the strategies to translate idioms.

All the twelve chapters of the book are constructed simply yet effectively to enable the students to read and understand it independently. This book is particularly used in an introductory class of translation, so we try to compose the chapters in such a way that students can understand the content easily.

DEVELOPING THE BOOK

In general, materials writing is time consuming and so is the writing of this translation materials. For this reason, in the early years of our teaching we used handouts which we developed from references, i.e. translation books such as

Nida and Taber (1964), Catford (1965), Baker (1998), Hatim (2001), Newmark (1988), Machali (2000), Hariyanto (2005), Munday (2008), and many others. The topics chosen to be discussed in the book and to be presented as units are based on literature reviews and our experience in either teaching translation and doing translation job. By referring to the recommendation of teaching materials cited from Hutchinson and Waters (1987), we tried to make the book interesting and encouraging to learn and thus we present theories and practice.

The presentation of theories began by citing several definitions from experts in translation to make sure the students really understand what translation is. Among the definition is that of Catford (1965, p.20) defining translation as "the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)". Another definition given by Catford (1965, p.1) is that translation is "a process of substituting a text in one language for a text in another". We also included definition of Newmark (1981, p. 7), Newmark (1988, p. 5), Nida and Taber (1982, p. 12), Lafevere (1992, p. 1), Hatim and Munday (2004, cited in Munday 2009, p. 7), and Munday (2008, p. 5). Besides the definition, the translation theory we included in the book are:

- a. The methods and procedures of translation by referring to Larson (1981) in Suryawinata and Hariyanto (2003, p. 21)
- b. The theory of adjustment by Nida (1964, p. 226). In the translation from English into Indonesian or vice versa we often make adjustments. Thus, we include adjustment in order to produce acceptable target language text. We mentioned the three kinds of adjustment techniques: addition, subtraction and alteration with clear explanation, examples and exercises.

Based on our experience in teaching, we found different constructions of English and Indonesian grammatical patterns which usually cause problems in translation. Among others are compound nouns, complex sentences, references, and expletive 'it', as well as passive and active construction and 'be'.

Related to compound noun, we know that in Indonesian the "head" precedes the "modifier" while in English is the other way round. For example, "new modern system" is translated into "sistem modern yang baru." We consider the modifier which is not only in the form of adjective but also noun, verb, and adverb.

For complex sentences, we concern with the English construction with “dependent clause” started with “past participle” and the one with “present participle”. In Indonesian, the former is translated into “yang di –” while the latter is translated into “yang me –”. In “The lack of research effort *concerning* the relationship between ...”, the word *concerning* is translated into “mengenai” while in “These data were drawn from a larger study *conducted* by Mathieu and Kohler”, the word *conducted* is translated into “yang dilakukan”.

References are included in the book because in English we avoid repetition of the same word by using substitute words. Substitute words can be “pronoun”, “one/ones”, “that/those”, “the former/the latter”. For example: the sentence “The spending pattern of a high-income *family* are more complex than *that* of a low-income *one*. The *former* could buy both basic and non-basic needs while *the latter* may have to be satisfied with buy basic *ones*” is translated into: “Pola belanja *keluarga* berpenghasilan tinggi lebih kompleks daripada *pola belanja* keluarga berpenghasilan rendah. *Keluarga berpenghasilan tinggi* bisa memenuhi *kebutuhan* pokok dan tidak pokok, sedangkan *keluarga berpenghasilan rendah* harus puas dengan pemenuhan *kebutuhan* pokok”. In the example, it is clear that repetition occurring in Indonesian construction happens.

Expletive ‘it’ in English does not have Indonesian equivalence. If there is such construction, it is left untranslated. “It” can appear in subject and object position. For example, the English “It is necessary to conduct an economic research” is translated into “Perlu dilakukan penelitian dalam bidang ekonomi”. That is the reason we include the practice of translating such sentence in the book.

Passive and active constructions also pose problems. In Indonesian, it is more natural to express sentences using passive sentence while in English is the opposite. For example, “One of the problems that an Indonesian student usually face in...” is natural in English while in Indonesian the natural expression is “Salah satu masalah yang dihadapi mahasiswa Indonesia dalam ...” which uses passive construction. Thus, the passive clause in the Indonesian should be translated into active clause in English.

We tried to use authentic texts (textbooks, newspaper, magazines) as the material for translation practice (SL) to make students familiar with the intended target language (TL). The English SL is used as a model for Indonesian TL and vice versa. The examples given were taken from research results published as journal articles or

unpublished students’ thesis which are always updated.

EVALUATION OF THE BOOK

The first edition of the book was printed in February 2017 and it has been used in the teaching and learning process for one semester. In the process of evaluating the book, we distributed a questionnaire to the students who have used the book to get feedbacks for improving the book in the coming edition.

There were 68 respondents returning the questionnaire and all of them agreed that the book is useful for them. According to the respondents, the book is useful for expanding students’ insights about translation. 57% of the participants said it is useful, 38% said it is very useful. Regarding how helpful the book is in helping students developing their translation competence, 41 (60%) participants said the book really helped them in developing their translation competence. Moreover, 71% (48 respondents) said the objectives presented at the beginning of each chapter are clear, and only 16% stated that the objectives are slightly clear. 63% (43 respondents) agreed that the topics in the book are interesting and 80% (54 respondents) stated those topics are relevant.

The next question in the questionnaire is about whether or not the book encourages students to develop their translation competence. 54% respondents stated the book encourages them to develop their translation competence, while 20 of them (30%) said it was slightly encouraging. In relation with the exercises and the English used in the book, 56% respondents agreed that the exercises provided in the book are helpful and the English language used in the course book is easily understood. This is proven by 53% respondents stating the English is easy and 29% of them even states that the English is very easily understood.

43 students (63% of the respondents) recommended the book as a reference for learning translation, while according to 19 of them, the book is highly recommended. Regarding the possibility of using the book independently without teacher’s guidance, 49% respondents said it is possible, 35% said slightly possible, and 7% said it is not possible.

There are some positive and negative features of the book. Regarding the positive features of the book, the respondents said that the book is, in general, easy to understand since the explanations are made quite concise and the language used for the explanation is simple. Another positive feature is the contents are rich and cover many basic theories in translation.

Compared to other translation books, students can learn more using this book because it is very handy and can be understood even when no teacher guide them. When they were given question about the negative features of the book, almost all share similar opinion, which is related to examples. They said that the examples are not sufficient for them to understand some chapters.

From the questionnaire, we also received feedback from the students regarding their suggestions to improve the book. There are two main issues that are highlighted by the 68 respondents. The first suggestion is made in relation with the design of the book. They suggested that the design of the book content can be made more colorful and attractive. This suggestion might be raised due to the black-and-white design of the book, and it uses very minimum colors so that students found it less attractive. One of the respondents said that the book might be more interesting if there are some pictures to make the learning activity easier. The next issue is related with the examples for some topics in the book, particularly the translation methods, translation procedures, and theory of adjustment. It is suggested that the examples are enriched because the respondents feel like the examples given in the book are lacking. For translation method, for instance, there is only one example given for each method. The students need more examples for them to understand the topic easier.

CONCLUSION

Based on the previously described sections in this paper, it is obvious that developing teaching material is a complex and time consuming business but as the evaluation suggests, the hardwork is rewarding. We are pleased that the students have opinions that the book is useful for expanding students' insights about translation, and helpful in developing their translation competence. In addition, according to them the objectives presented at the beginning of each chapter are clear, the topics are interesting and relevant and encouraging to develop their translation competence. Moreover, the students agreed that the exercises provided in the book are helpful and the English language used in the book is easily understood. They even admitted that they would recommend the book as a reference for learning translation. This is proven by the percentage of the students' response which is more than 50%. However, there are also negative comments given by the students. We take this as the inputs for making the book better because we will consider the inputs in the next edition.

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