

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter discusses two crucial parts of this research namely the research findings and discussion. The research findings part remarks the translation techniques applied by the journal writers, show the most dominant technique used by them and the discussion part explains the research findings in relation to the theories.

#### **4.1. Research Findings**

In this part, the researcher describes the types of translation techniques and the most dominant type of translation technique found in the abstracts of *Tarbawi* Journal of UNISNU Jember in Vol 16, No 02 and Vol 17, No 01 both English and Indonesian abstract translation. The writer used Molina and Albir's (2002) concept about the translation techniques. There are 18 translation techniques which are defined by Molina and Albir's (2002: 509-511), they are 1) Adaptation, 2) Amplification (Addition), 3) Borrowing, 4) Calque, 5) Compensation, 6) Description, 7) Discursive Creation, 8) Established Equivalence, 9) Generalization, 10) Linguistic Amplification, 11) Linguistic Compression, 12) Literal Translation, 13) Modulation, 14) Particularization, 15) Reduction, 16) Substitution, 17) Transposition and 18) Variation.

#### 4.1.1. Types of Translation Techniques

There are eleven journals taken from abstracts of *Tarbawi* Journal of UNISNU Jepara in Vol 16, No 02 and Vol 17, No 01. The result is described by counting the types in each abstract and its percentage of numbers. The researcher shows the frequency of translation technique and the percentage of translation technique used. The first step, the writer identifies the translation technique. Then they are classified into the category of translation technique. Next, the writer counts the type translation technique to get the frequency of translation technique. Finally, the writer counts the frequency of translation technique by using the formula to get the percentage of them.

The researcher makes the percentage of translation technique type that occurs in the abstracts of the journal. The result of types of translation techniques found in the abstract can be seen in the table below :

Table 4.1: Translation Technique Found in the Abstract

No	Translation techniques	Frequency	Percentage (%)
1	Reduction	9	10
2	Amplification	5	6
3	Borrowing	9	10
4	Calque	31	36
5	Discursive creation	2	2
6	Established equivalent	3	4
7	Literal translation	18	21
8	Transposition	9	10
9	Compensation	1	1
Total		<b>87</b>	<b>100</b>

From the table above, it can be seen that there are nine types of translation techniques that are applied by the journal writers to translate Indonesian abstract into English abstract. They are reduction (9 occurrences 10%), amplification (5 occurrences or 6%), borrowing (9 occurrences 10%), calque (31 occurrences or 36%), discursive creation (2 occurrences or 2%), established equivalent (3 occurrences or 4%), literal translation (18 occurrences or 21%), transposition (9 occurrences 10%), and compensation (one occurrence or 1%).

#### 4.1.2. The Most Dominant Type of Translation Technique

This part discusses about the dominant technique that is used by the journal writer. The researcher shows the most translation technique that is often implemented by the writer as seen in the figure below:

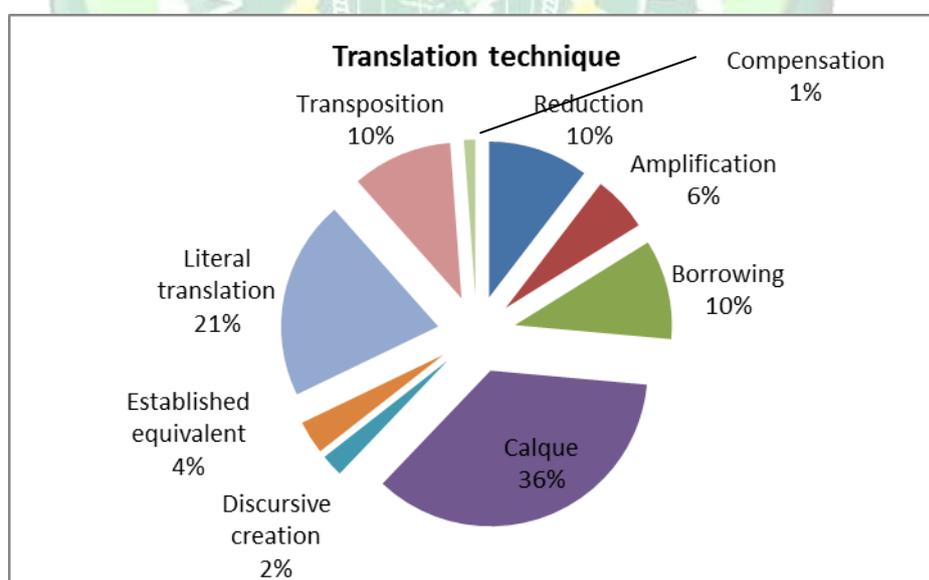


Figure 4.1 : Translation Techniques Found in the Abstract

Based on the figure above, it can be seen that the most dominant technique used by the writer is calque translation technique with percentage

of 36%. That is translating word or phrase in the source language into the target language by adjusting the structure of target language. Since the source text and target text has different in words structure, the writers often adjust the words in source text into target text. Then, the top two of translation technique applied by the writers is literal translation (21%), which is translating an expression in source language in the word of words into the target language. This technique occurs in the abstract because there are many sentences which has similar structure so that the writers are possible to use this technique.

#### **4.2. Discussion**

In transferring the message of a text from source language into target language, a translator needs some translation techniques in order to produce a good quality of translation. After analyzing the data, the researcher finds nine translation techniques used by the author of journal in translating an abstract. They are reduction, amplification, borrowing, calque, discursive creation, established equivalent, literal translation, transposition, and compensation. They are discussed below:

##### **4.2.1. Reduction**

In translating text, translators are allowed to delete some words in order to make the translation obvious. If the meaning conveyed in the text is not important or crucial or it makes the readers confused. Translators can delete it as long as the message is still accepted. This technique is found in the data below:

Table 4.2 : Reduction Technique Found in Abstract

Technique	Data Numbers	<i>f</i>	%
Reduction	J02/SE007,J05/SE034, J07/SE047, J07/SE050, J07/SE051, J07/SE053, J09/SE065, J11/SE086, J11/SE088	9	10

The table 4.2 above shows reduction techniques that were found in the data analysis. Based on the data, there are nine data (10%) which contains reduction technique and it spreads in several journals. This technique was most frequently found in the seventh journal entitled “*Studi Penelusuran Alumni dan Respons Stakeholders Program Studi Pendidikan Agama Islam Fakultas Tarbiyah dan Ilmu Keguruan Unisnu Jepara*”. The example of this technique applied by the journal writer can be seen below:

**Indonesian** : Oleh sebab itu penulis mengangkat tema tentang urgensi atau pentingnya karakter islami melalui pendekatan altruisme **dengan tujuan dapat** membantu berbagai pihak seperti orang tua, guru, dan para praktisi untuk mengaplikasikan pendekatan altruisme sebagai salah satu alternatif dalam menyelesaikan persoalan pada remaja awal.

**English** : Therefore the author raises the theme of the urgency or importance of Islamic character through altruism approach to help various parties such as parents, teachers, and practitioners to apply the altruism approach as an alternative in solving problems in early adolescents.

***J11/SE086***

The first technique found in *Tarbawi* Journal of UNISNU Jepara in Vol 16, No 02 and Vol 17, No 01 is reduction technique. The journal writer

omitted the phrase “*dengan tujuan dapat*” in the target text in order to make the translation is understandable based on the target readers.

#### 4.2.2. Amplification/Addition

Amplification or addition is used by the author to make the text clear by addition some information even in the form of words or phrase. This technique becomes an effort to make the translation look naturally and understandable for the target readers. This technique occurs in the data as seen in the table below:

Table 4.3: Amplification Technique Found in the Abstract

Technique	Data Numbers	<i>f</i>	%
Amplification/ addition	J03/SE014, J05/SE035, J07/SE046, J07/SE048, J07/SE055	5	6

Based on the table 4.3 above, there are five amplification translation techniques (6%) found in the abstract of journals. This technique was most frequently found in the seventh journal entitled “*Studi Penelusuran Alumni dan Respons Stakeholders Program Studi Pendidikan Agama Islam Fakultas Tarbiyah dan Ilmu Keguruan Unisnu Jepara*”. The example of this technique is discussed in the following datum.

**Indonesian** : Latar belakang penelitian ini adalah, dalam upaya penulis untuk melakukan penelitian tentang peran orangtua, sekolah dan masyarakat, agar anak didik, dapat menjadi manusia yang bertaqwa dan bukan hanya cerdas secara intelektual, bagaimana moralitas, bimbingan agama, dapat berpengaruh dalam pendidikan, kecerdasan

serta karakteristik anak ataupun siswa di sekolah.

**English** : The background of this research is, in the writer's attempt to conduct research on the role of parents, schools and society, so that children /students can become pious human beings and not just intellectually intelligent, how morality, religious guidance, can influence education, intelligence and characteristics of children or students in school.

**J03/SE014**

From the example above shows the Amplification/Addition technique. The underlined word “*anak didik*” in Indonesian abstract is translated “*children/students*” in English abstract. If it is translated literary, it would be only “students”. Based on the data above, the author added a word “*children*” to give information to the readers that the students in the research refer to students for elementary level not students for all levels. Therefore, the function of this technique is to emphasize the information.

#### 4.2.3. Borrowing

Borrowing is a technique used by the translators in translating a text if there are no words that can define the source language. Borrowing technique can be seen in the data below:

Table 4.4: Borrowing Technique Found in the Abstract

Technique	Data Numbers	F	%
Borrowing	J01/SE001, J01/SE004, J04/SE023, J05/SE031, J05/SE032, J06/SE044, J08/SE059, J09/SE067, J09/SE070	9	10

The table 4.4 above shows borrowing techniques that were found in the data analysis. The researcher found nine borrowing techniques (10%) in the journal. They are distributed in several journals. Two examples of pure borrowing and natural borrowing are shown below:

**Indonesian** : Hasil penelitian menunjukkan bahwa ada kesamaan dalam pengelolaan jasa pemasaran di kedua pesantren modern melalui tahapan manajemen yaitu perencanaan, pengorganisasian, kepemimpinan, dan pengendalian.

**English** : The results showed that there were similarities in the management of marketing services in the two modern pesantren through management stages, namely planning, organizing, leadership, and controlling.

**J04/SE023**

The researcher found borrowing technique in some journals as in journal entitled *Pengembangan Manajemen Pemasaran Jasa di Pondok Pesantren*. The datum above shows borrowing technique because the author translates the word “*pesantren*” in Indonesian abstract into “*pesantren*” in English abstract. It is pure borrowing because takes the word *pesantren* directly from one language into another language without any change. Achyar (2008: 146) says that an expression or a word is taken over purely in TL (without any change) is called pure borrowing. The journal writer might use this technique because they do not find appropriate word for *pesantren* in target language or they want to keep the idea of their

research through this technique in order to get readers' intention. Another type of borrowing technique is nature borrowing which can be seen below:

**Indonesian** : Hal ini disebut dengan instruksional design (desain pembelajaran)

**English** : This is called instructional design (learning design)

**J09/SE067**

The datum above shows that nature borrowing was applied by the author to translate the phrase in order to find equivalence meaning of it. Natural borrowing is making the words or phrases fit the spelling rules in the target language. This is usually the case when there is no equivalent term in the target language. The phrase "*instruksional design*" is naturally translated into "*instructional design*" in target text.

#### 4.2.4. Calque

Calque technique is translating word or phrase in the source language into the target language by adjusting the structure of target language. This technique was found in the most journals as seen in the table below:

Table 4.5: Calque Technique Found in the Abstract

Technique	Data Numbers	F	%
Calque	J02/SE008, J02/SE009, J02/SE013, J03/SE016 J04/SE021, J04/SE022, J04/SE027, J04/SE028 J04/SE029, J04/SE030, J05/SE036, J05/SE039 J06/SE041, J06/SE042, J07/SE049, J08/SE057 J08/SE060, J08/SE062, J09/SE069, J09/SE071 J09/SE072, J10/SE073, J10/SE075, J10/SE078 J10/SE079, J10/SE080, J10/SE081, J10/SE082 J11/SE084, J11/SE085, J11/SE087	31	36

Based on the table 4.5 above, it can be seen that there are 31 calque techniques (36%) that were used by writers to translate the source text into target text. It was occurred in most journals from second journal to eleventh journal. There is only one journal which does not apply this technique, that is “*Nilai-Nilai Budaya Sekolah dalam Pembinaan Aktivitas Keagamaan Siswa SD Negeri 9 Mendo Barat*”. One of example from 31 sentences can be seen below:

**Indonesian** : Kekuatan pemasaran pada Pesantren Islam Al-Mukmin berpusat pada Alumni dan wali santri, terutama dari figur pengasuh melalui pelibatan aktif alumni di daerah binaan, sedangkan pada Pesantren Assalam melalui jaringan alumni dan wali santri dengan pendirian pusat informasi wilayah di seluruh indonesia.

**English** : Marketing strengths at Al-Mukmin Islamic Islamic Boarding School are centered on Alumni and guardians of students, especially from caregivers through active involvement of alumni in fostered areas, while at Assalam Islamic Boarding Schools through alumni networks and santri guardians with the establishment of regional information centers throughout Indonesia.

**J04/SE030**

Calque technique occurs in the sentence above. The phrase “*kekuatan pemasaran*” in source text is translated into “*marketing strengths*” for target text. Another phrase is “*Pesantren Islam Al-Mukmin*” is translated into “*Al-Mukmin Islamic Islamic Boarding School*” and many

others. In this research, calque technique is often applied by the journal writers since the language style of source text and target text is different so that the writers needs to adjust the words of source text into terget text to meet the equivalence meaning.

#### 4.2.5. Discursive Creation

Discursive creation uses of equivalent translation techniques while away from their original context. In other words, it is a kind of translation which establishes a temporary equivalence that is totally unpredictable out of context. Discursive creation can be seen in the data below:

Table 4.6: Discursive Creation Technique Found in the Abstract

Technique	Data Numbers	<i>f</i>	%
Discursive creation	J06/SE045, J08/SE058	2	2

The table 4.6 above shows discursive creation techniques that were found in the data analysis. There are two (2%) discursive creation techniques that are applied by the writer to translate Indonesian abstract into English abstract. One of them is discussed below:

**Indonesian** : Salahsatu konsep dasar PPK yaitu PPK berbasis komunitas masyarakat yang didalamnya melibatkan peran organisasi kemasyarakatan yang ada.

**English** : One of the basic concepts of KDP iscommunity-based KDP, which involves the role of existing community organizations.

**J08/SE058**

Discursive creation occurs in the journal *Tarbawi* as seen in the datum above. It is from the journal entitled “*Penguatan Pendidikan Karakter Berbasis Komunitas Masyarakat melalui Perempuan Fatayat NU di Era Globalisasi*”. The underlined word “*PPK*” in source text is translated “*KDP*” in target text. In this case, the writer does not mention the meaning of *KDP* clearly. Therefore, the researcher thinks that it is out of the context and it is involved discursive creation translation technique.

#### 4.2.6. Established Equivalent

It is a technique of translation that uses familiar terms in source language that is recognised by the dictionaries or language in the uses as an equivalent in the target language. The findings of the technique can be seen in the table below:

Table 4.7: Established Equivalent Technique Found in the Abstract

Technique	Data Numbers	<i>f</i>	%
Established equivalent	J01/SE006, J07/SE054, J08/SE056	3	4

The table 4.7 above shows transposition techniques that were found in the data analysis. There are three data (4%) which use established equivalent technique. They were found in the first journal, seventh journal and eighth journal. The data example of this technique can be seen in the discussion below:

**Indonesian** : Penguatan Pendidikan Karakter (PPK) merupakan program Kementerian Pendidikan dan Kebudayaan untuk

memperkuat karakter siswa melalui gerakan nasional revolusi mental.

**English** : Strengthening Character Education (PPK) is a program of the Ministry of Education and Culture to strengthen student character through the national movement of mental revolution.

*J08/SE056*

Established equivalent occurred in the *Tarbawi* journal. From the datum above, it shows Established Equivalence technique. The underlined word “*kementrian pendidikan dan kebudayaan*” is translated to be “*Ministry of Education and culture*” because this term is equivalent and well recognized in the dictionary. The author uses this word because it is available in the dictionary of target language and it is familiar term for many readers.

#### 4.2.7. Literal Translation

In this technique, the translator translates the text word by word. It is a translation that sounds unnatural in the target language, is usually hard to read and does not convey the meaning of the original text if the structure style of source text and target text is different. This technique found in the data analysis as seen in the table below:

Table 4.8: Literal Translation Technique Found in the Abstract

Technique	Data Numbers	<i>f</i>	%
Literal translation	J02/SE010, J02/SE011, J03/SE015, J03/SE018 J04/SE026, J05/SE033, J05/SE037, J05/SE038 J05/SE040, J07/SE052, J08/SE061, J09/SE063 J09/SE064, J09/SE068, J10/SE074, J10/SE076 J10/SE077, J11/SE083	18	21

It can be seen from the table above that there are 18 (21%) literal translation technique found in the journal *Tarbawi* Vol 16, No 02 and Vol 17, No 01. This technique was mostly occurred in the fifth journal entitled “*Pengembangan Manajemen Keuangan Pesatren Balekambang Jepara dan Amsilati Darul Falah Bangsri Jepara di Era Globalisasi*” written by As’ad (2020). One example of this technique is discussed below:

**Indonesian** : Ia dikenal dengan sapaan Ibnu Khaldun dan dijuluki sebagai bapak sosiolog.

**English** : He is known by the greeting of Ibn Khaldun and nicknamed as the father of sociologists.

*J02/SE010*

Literal translation can be seen in the datum above. The sentence in Indonesian abstract is translated literary into English abstract. The sentence “*Ia dikenal dengan sapaan Ibnu Khaldun dan dijuluki sebagai bapak sosiolog*” is translated into “*He is known by the greeting of Ibn Khaldun and nicknamed as the father of sociologists*” in English abstract. In this case, the writer uses this literal translation technique because the sentence structure from source text meets the structure of target text.

#### **4.2.8. Transposition**

Transposition is a translation technique involving a change in the grammar from source language into target language. This technique is called category shift which includes (shift of word classes, shift of units, and shift from singular and plural, shift from structural sentence). In this

analysis, the researcher finds that the author uses this technique in order to make a qualified translation. The findings can be seen in the table below:

Table 4.9 : Transposition Technique Found in the Abstract

Technique	Data Numbers	<i>f</i>	%
Transposition	J01/SE002, J01/SE003, J01/SE005, J04/SE020, J04/SE024, J04/SE025, J06/SE043, J11/SE089, J09/SE066	9	10

The table 4.9 above shows transposition techniques that were found in the data analysis. There are nine data (10%) which spread in five journals; first journal, fourth journal, sixth journal, ninth journal and eleventh journal. The examples of transposition technique applied by journal writers can be seen below:

**Indonesian** : Dengan berbekal pemahaman yang baik untuk memiliki rasa peduli dan berbuat baik kepada orang lain (altruisme) dapat menciptakan remaja yang selamat dan berkarakter sesuai dengan tujuan agama islam maupun pemerintah.

**English** : Armed with a good understanding to have a sense of caring and doing good to others (altruism) can create teenagers who are survivors and character following the objectives of Islam and government.

**J11/SE089**

The datum above shows that the author uses transposition technique by changing the word classes, adjective from the source text into noun in target text. The word “*selamat*” in Indonesian is as adjective and it is translated “*survivors*” as noun in target text. In transposition, there is

process where parts of the speech (class word) change their sequence when they are translated. It is in a sense a shift of word class in translation. The author may use this technique because he wants to make the words in target text equivalent. Another data of transposition technique can be seen below:

**Indonesian** : 2) untuk mengetahui nilai-nilai budaya yang telah di kembangkan sekolah untuk menemukan pola pendidikan nilai budaya,

**English** : 2) to find out the cultural values that the school has developed to find patterns of education for cultural values,

**J01/SE005**

Different from the previous datum, the datum above shows transposition technique which changing the passive sentence in source text into active sentence in target text. It occurs in sentence “*dikembangkan sekolah untuk*” is translated into “*the school has developed*”. The author of journal translates it because he wants to find qualified translation. Besides, transposition technique is also found in another datum by shifting singular and plural as seen in the datum below:

**Indonesian** : Informan penelitian adalah pengasuh pesantren, kepala sekolah, guru, wali santri.

**English** : Research informants are boarding school caregivers, principals, teachers, guardians of students.

**J06/SE043**

Transposition technique occurs in the datum above. The author changes the singular word in source text into plural word in target text. The word “*informan, pengasuh, kepala sekolah, guru, wali santri*” is translated “*informants, caregivers, principals, teachers, guardians of students*”. The author might use this technique because the words in source text refer to many people and it must be changed by adding *-s* as the rule of the language in target text.

#### 4.2.9. Compensation

Compensation replaces the item information or position effects in the SL in other parts of the TL because it cannot be realized in the same section in the SL. This technique is found in the journal of *Tarbawi* Vol 16, No 02 and Vol 17, No 01 as seen below:

Table 4.10: Compensation Technique Found in the Abstract

Technique	Data Numbers	<i>f</i>	%
Compensation	J02/SE012	1	1

Based on the table 4.10 above, there was only one compensation translation technique found in the abstract. It is on the second journal entitled “*Pemikiran Ibnu Khaldun tentang Pendidikan dan Relevansinya dengan Pendidikan Dunia Modern*”. The example of that technique can be seen below:

**Indonesian** : Maka dari itu, beliau menegaskan bahwa ilmu dan pendidikan merupakan gejala social yang menjadi ciri khas jenis insani.

**English** : Therefore, he asserted that science and education are social phenomena that characterize human types.

*J02/SE012*

The datum above shows that the use of compensation technique is as the effect of the phrase in the source text cannot be realized in the target text. The phrase “*yang menjadi ciri khas*” is translated into “*characterize*” in the English abstract. The journal author might choose this technique since she/he does not find equivalence words for this case.

#### **4.3. The Relation of this Study with the Existing Studies**

Translating abstracts of thesis, journal or research paper into English is a requirement for students to complete their academic final year. Most universities obligate students to have the abstracts of their scientific papers translated by an official institutional language center, but, some others do not require official translation service to translate their abstracts into English. As a result, students are allowed to use whatever tools to translate their abstracts as fast as possible without taking into account the accuracy of the translated text.

Research on investigating the use of translation techniques has been conducted by several researchers. They are interested on analyzing the translation techniques in the abstracts written by Indonesian students. A research by Fitria (2018) found that there were five translation techniques applied in the abstracts. Those were transposition (75,9%), reduction (12,65%), amplification (4,82%), established Equivalence (3,61%) and

borrowing (3,01%). Generally, the result of this study is not totally different from the result of existing studies. The existing studies found that transposition is the dominant technique that is used while calque is the dominant technique for this study.

Another research was done by Carolia (2019). The result shows that there are five translation procedures applied, such borrowing, calque, literal translation, transposition, and modulation; and the most dominant procedure used in translated thesis abstracts is literal translation with 9 sentences (32,14%), followed by modulation, borrowing and transposition with each of them is (17,85%), and the last is calque (14,28%). Again, sofyan (2015) shows that there were eight techniques of eighteen techniques used in thesis abstracts. The most dominant type was established equivalent due to the translator intention to avoid misunderstanding by using dictionaries. It's recommended that in doing any translation, the most essential thing is to keep the meaning or the message of the source language remains the same when it's being translated into the target language.

Reviewing three existing studies, the researcher can relate the findings of this study with existing studies. The abstract translation usually contains translation techniques such as borrowing, transposition, reduction, amplification, established equivalence, literal translation, and calque. The Indonesian students often use them to translate the abstract translation as the academic paper. However, there is slightly different from this study. The first research showed transposition as the dominant technique, the second research

mention that literal translation as the most appear in the abstract, and the third research found that established equivalent is the dominant translation. This different is influenced by some factors; 1) writer wants to focus predominantly on adhering to the linguistic rules (grammatical rules) of the target language, 2) the writer is intentionally finding the equivalent meaning rather than grammatical rules, 3) lexical items (words) being used is difficult to find in target text, so that the writer choose borrowing technique, and 4) the two languages (source language and target language) of the same family and culture. It means that Indonesian and English are almost the same in sharing family and culture aspects.

