
THE WAYS OF TESTING THE QUALITY OF INTER-LINGUAL TRANSLATION FOR THE LANGUAGE LEARNERS

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Abstract

Translation is one of the main aspects in understanding and learning second language. In <https://www.gala-global.org> said: translation is the communication of meaning from one language (the source) to another language (the target). It is often said as unimportant thing in learning second language or considered as secondary skill. Actually, translation must be supposed as the primary skill for the second language. They must know the meanings of the words or the sentences as a whole. The method of research is on the basis of library research and technical activities done by the undergraduate students. The technique of approach is done in two ways: 1. An approach to the lexical items, 2. An Approach to the Oral and Written Translation. The result of this research is that when one translates text from language A into language B, a different translator then turns the B text back into A, and the resulting A text is compared with the original A text. If the test is virtually identical, it is strong evidence that the original translation was of high quality. Inter-lingual translation should be a basic skill for mastering L2. The conclusion is that translation, oral or written translation, must be different from those who are already fluent in L2. It must practically be easier the written translation than the oral translation for both, the beginners and the fluent ones.

Keywords: Ways of testing, translation, quality L1, L2.

1. INTRODUCTION

Translation is a piece of writing or speech that has been translated from L1 into L2 or vice versa. It is common in the society, particularly at the institution of education. L2 becomes part of curriculum, whether it is taught or learned approximately for five hours a week or for a mixed-ability class for only three hours; whether the students were taught who need to listen and speak or those who only need to write and understand written texts.

Translating the text of L1 (or the source language) into L2 (the target language), the translator must know the meaning of each word in a construction and the relations between the units of phrases and clauses. This idea can be seen in the following notation:

“Setelah teks dalam bahasa sumber yang akan kita terjemahkan, kita uraikan, kita harus memahami betul-betul makna tiap kata dan hubungan gagasan antara satuan-satuan dalam kalimat, dan seterusnya” (Widyamartaya 1978 : 27).

“After the text in the source language which will be translated or elaborated, we must truly understand the sense of each word and the relation of its proposition between the items in the sentence and so on” (Widyamartaya 1978 : 27).

The act of translation signifies that the meaning of words and its relations in the sentences must be known by the translator if these procedures are known by the translator, translation can be a interesting and compulsory task for those who learn or teach L2 that is English. English is a foreign language and it and it is not a simple matter of acquiring right responses to a given stimulus. It can be said as an activity and process, not merely a product as it is quoted below.

Translation is an activity and process, not merely a product, which aims at conveying the meaning of an original message to a receiver across language and culture (Suhendi 2003 : 1).

It cannot be denied that many learners feel that translation is still uneasy for them. Many of them are against it, even they have spent a lot of their time in eradicating the technique, that they still assume it with suspicion and reluctant to talk. The aim of translation is to provide semantic equivalence between source and target language. Oral and written translation are useful in communication how to communicate or transfer from the speech or text into a target language. It may be more clearly seen in the following:

Communication refers to the translation of information or a message between a source and receiver using a signaling system, i.e. language in linguistic contexts (Crystal 1991 : 64).

Any model of communication as Steiner (1975 ; 45 – 74) pointed out, is at the same time a model of translation, of a transfer of significance; when receiving a speech message from the past or any other human being, we perform an act of translation.

Many language learners define that translation is any transfer of a text from one language code to another language code-the expression by means of one language of any thought expressed by means of another language. It is known by some that a text is not only paper, a poem, or a story, but can be a single exchange of greetings or single word in a known context; on the contrary, this procedure is needed to understand a text and is a tool for mastering L2.

Translation can be considered as a single type of exercise. There are some types of translation that can contribute in different ways to learning L2 such as written translation, oral translation, mental translation, conscious translation, translation from L1 to L2 and from L2 to L1, and some other types of translation. Translation is the expression in another language (or target language) of what has been expressed in another, source language, preserving semantic and stylistic equivalences (Bell 1991 : 5).

From the above quotation, it can be viewed from the side of expression that translation is done through interpretation of one language into the equivalent meaning of another language. It must not be translated according to the arrangement of the lexical units in a construction, but it depends on the way how it is translated based on by the interpreter.

2. LITERARY REVIEW

Inter-lingual translation is the task of doing translation from the source language (SL) into a target language (TL). There is the need of ability how to translate from one language into another language. For the beginners, it is not sufficient only one time to translate, there must be two or more times including check and recheck concerned with the choice of using words, grammar and technique of translation from SL into TL. Without check and recheck, there may be misinterpretation.

Misinterpretation may happen when the context of SL is not known by the translator as well as being influenced by his/her cultural background. In writing the inter-lingual translation, the translator is obliged to know the appropriate cultural knowledge of the translator.

According to Chesterman (2012), he defined culture-specific items as the SL which may express a concept that is unknown in the TL due to different culture of the translator.

The object to be translated is usually in the form of text or written form or may be in the oral form. Oral form means the spoken form to be translated directly from the speaker to the translator. The translator must be bilingual skill, the bilingual approach suggests that it provides one-to-one correspondence and it might deprive learners of valuable input in L2 (Bouangeune, 2009).

Lan (2008) in Samardal, Eds (2017) points that translation from L1 to L2 offers an opportunity for learners to apply what they have learned before, such as: vocabulary and sentence structure into practical use. However, words, phrases, collocations and grammar are communicative tools for learners to convey the writer's original meanings.

Garcia (2005) demonstrates that the position of translation training/ learning in the global society is affected by the new technology roles. It cannot be denied that the way of translating the text can be done by using Google translation. Anyhow, it cannot be trusted fully because of the grammar of the text may not be detected. Wang (2005) in Mamardali, eds (2017) argues that the integration of internet technology is inevitable in class rooms as it "demonstrates the shift in educational paradigms from a behavioral to a constructivist learning approach".

Therefore, the ways of testing the quality of inter-lingual translation for the language learners must be controlled by the instructor whether the result of translation from SL into the TL is merely based on technological tool of translation or already revised.

3. METHOD

This research used a qualitative method. The material for this research is taken from some references in the library or online sources as well as based on the experience of the writer during teaching translation in the class. There were so many assignments done by students and be corrected by the lecturer concerned. Through these ways, many models were done by the students which can be the date of the researcher. On the other hand, the method of doing this research is by using the theories of translation taken in the text-books. Further, the technique of approach, an approach of lexical items and an approach to the oral and written translation as they are elaborated below.

TECHNIQUE OF APPROACH

An Approach to the lexical items

The presentation of a new lexical item in a contextual structure, the students must know its meaning. The problem is that not all the students know and have the same ability to understand accurately. There are some approaches of the instructor may not achieve their goal. Semantically, the lexical meaning of L2 cannot be translated directly to L1 without any comprehension to other words in its environment.

Text of the source language -----Meaning-----Text of the Target language.

The technique of translating cannot be avoided from knowing individual words in a construction, by knowing individual word, it can be easier for the translator to do it. Translation for teaching English as a second language can be done as it is quoted "Translation is a beneficial and effective tool in teaching a second language. Teachers of a second language should be aware not to overuse it in L2 classroom in order to give L2 learners an opportunity to think about and use L2. (Samardali: 2017).

An Approach to the Oral and Written Translation.

Oral Translation

Tranaslation from L2 to L1 is a different way from the translation of L1 to L2 due to some reasons such as the translation of the rules available in the target language. The influence of the

source language to the target language is commonly occurred. This reason is reasonable for the native speaker due to his competence in his/her own language. Oral translation may not merely be bounded to the rules of language concerned.

Written Translation

It is very common that the learners or the common people would like to translate a written L2 in order to understand it. They translate it by doing him/herself or by asking the translators. On the other hand, the instructor generally used L2 to teach and test the students without any consideration of their comprehension in the written text. This technique does not generally lead to full comprehension or significance to them. The technique solving the problem is usually by using bilingual dictionary, and their ability to infer the meaning of unknown words. Anyhow, not all the words can be inferred correctly. There are some other students ignoring the meaning of the words that they do not know. This method may sometimes happen when they read for pleasure only, but when a necessary text is required to translate, it is essential to see a dictionary and to translate it. Certainly translation should be integrated with other reading techniques if the language learners want it to work well.

Technique of Translation

There are some techniques of doing translation that are considered useful for those who want to do translation. They are:

- Please scrutinize the unknown words in the text.
- Identify the words by analyzing its grammatical form or function.
- Verify their meaning
- Proceed reading and check whether your verification fits the context or not.
- If they do not fit to the context, the learners must try to find again other meaning in the dictionary.

It cannot be denied that there are many students doing written exercises without understanding them. For example, the students may answer correctly the questions and perfect sentences without understanding their meaning.

The influence of L1 to L2

It is asserted that when the students translate L1 to L2 or L2 to L1, the L2 is always influenced by L1. Particularly, those who are still in the third semester class may probably experience such that thing. Similarly, the enormous problems may arise because some words cannot be translated and some language items do not have structural equivalence in the two languages.

To show another influence of L1 to L2 is that when the students or language learners already know L2 on a certain level, they will always try to impose his way of thinking on every new reality. It can be said as part of interference to L2 is that when the students already know L2 on a certain level, they will always try to impose his way of thinking on every new reality. It can be said as part of interference to L2. Broadly speaking, L1 to organizing reality in a certain exercises to attain this goal, and the translation of selected sentences far from its difficulties, may become helpful for them.

Language learners or the students of University in translation.

The language learners or University students can be assumed as the beginners at the subject of translation. They must be given some exercises particularly for the beginners rather tough. Skill of linguistic competence can be owned by them during the first and second semester. By having linguistic competence, it means they already have the requirements of skill in using structural

analysis of sentences or words. The patterns of sentences must be understood by the students so that there is no misunderstanding.

“Masalah pokok dalam terjemahan bahasa Indonesia ke bahasa Inggris oleh mahasiswa atau pelajar yang setingkat adalah kelemahan mereka untuk mengenal pola kalimat bahasa Inggris” (Rangkuti – Hasibuan 1991 : 8).

4. DISCUSSION

One translates text from language A into language B, a different translator then turns the B text back into A, and the resulting A text is compared with the original A text. If the test is virtually identical, it is strong evidence that the original translation was of high quality.

Inter-lingual translation should be a basic skill for mastering L2.

For the beginners of learning L2, his/her skill of translation is considered as a basic skill though they need how to speak, listen, read, and write. Speaking, listening, reading, and writing without understanding is nonsense. The skills that is practiced are pronunciation and spelling. May the students in Indonesia have little opportunity to speak to an English native speaker, so that it is difficult for them to master at least oral translation. The students tend to use dictionary to translate the text. They must need to know the knowledge of translation. For example, a word can be translated in different ways. It depends on its position of the words adjacent to it. At least, we have to teach them how to use a dictionary and translate a contextual item. In translation, there must be error analysis, such as written by Dina Merris Maya Sari (2019) that there are two main views in the study of error analysis, namely contrastive error analysis and non constructive error analysis.

In translation, there must be linguistic competence.

Linguistic competence means the science or knowledge possessed by some one in linguistics. It is a kind of ability to do or to grasp the language. In the context of translation, the competence is part of proficiency. Translation is concerned with specialized courses for advanced students. It is reasonable to say so because the learners or translators must know both native language (L1) and the target language (L2) very well. If they do not know some words or they do not know the structure, but they can still translate though it takes a longer time.

Part of the competence in translation, there must be deletion and addition. Deletion here means that some parts of the text are omitted in the translation, while addition means adding some elements in the Text Translation (TT). Usually, the omitted part is considered as understood or can be inferred from the context. On the contrary, the addition is used to emphasize or to clarify the meaning of some concepts (Karjo: 2021).

In knowledge testing.

The speakers of language B are tested about the content of the translation (e.g using a questionnaire), and the same questions are put to speakers of A, if the results correspond, the translation must be efficient.

In performance testing

Speakers of language B are asked to carry out actions based on the text (e.g in a repair manual), as are speakers of A. The results can then be compared to determine translation efficiency. This is a very time consuming process, however, and requires expert supervision if clear results are to be obtained.

5. CONCLUSION

Translation is one of the subjects that are considered beneficial for the success of understanding or guiding the language learners of L2. The main motivation for doing the inter-language translation in Indonesia is the difficulty in obtaining the text in its original language (Rosa et. al, 2017). For the beginners, oral or written translation must be different from those who are already fluent in L2. It must practically be easier the written translation than the oral translation for both, the beginners and the fluent ones. An instructor is not good to use L1 while they are required to teach L2, they must not be successful. Translation has an important role in teaching or learning a foreign language.

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