The Impact of Understanding of Translation Techniques on the Quality Translations
(Case Study: English Language and Literature Students of Study Program in Translation-Universitas Terbuka (UT))

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Abstract

This article aims to describe the impact of students' understanding of translation techniques to produce quality translations. The method used is a semi-experimental method by giving a pretest and posttest in the form of two English source texts of technology that are considered quite familiar to students. First, students were given a pretest to determine students' initial abilities before being given material about translation techniques. Then, before doing the posttest, students were given an understanding of translation techniques. After that, students were given a posttest to see their understanding of the use of translation techniques to produce quality translations. This research is a case study that applies a qualitative approach using content analysis techniques. An important result of this study is the understanding of translation techniques by using the appropriate translation techniques has an impact on quality translation based on three indicators of quality translation: accurate, natural, and acceptable in the culture of the target readers.

Keywords: quality translation, students' translation, translation techniques

INTRODUCTION

A good translation will not be seen as a translation but as an original work. This happens because the translator can divert the message from the source language (SL) and express it in the target language (TL) properly. Therefore, translation activities require the translator's ability to overcome problems in the process of transferring messages from the source text (ST) to the target text (TT).

Various ways are used by translators to overcome the problems they face. At the micro level it is manifested in translation techniques (Molina & Albir, 2002). Selection of appropriate translation techniques in solving translation problems has an important role to produce quality translations (accurate, reasonable and acceptable in TL culture).

This article is the result of research that aims to describe the impact of the understanding of translation techniques by students of Universitas Terbuka's English Literature study program in Translation interest on the quality translations that are accurate, reasonable and acceptable in TL culture. Hopefully, the results obtained can be useful for the students in improving the quality of their translations. In addition, the findings of this research will be useful for study programs to develop printed and non-printed teaching materials that are in accordance with the characteristics of the course by enriching translation techniques that can help students improve the quality of translation.

In translating ST, the translator has many 'ways' or solutions to produce TT that is accurate, reasonable and acceptable in the target readers' (TR) culture. Several translation

experts differ on the term 'way' of translating. For example, Newmark (1988) and Machali (2000) use the term 'translation procedure' as a way of translating at the micro level (sentences or smaller lingual units). Baker (2011) uses the term 'strategy' for the same concept. Molina & Albir (2002) distinguishes the terms 'strategy' and 'translation technique'. The translation strategy is the translation procedure used by the translator in the translation process that occurs in his mind. Meanwhile, translation techniques are the result of choices made by translators (a form of strategy) to address problems at the micro level. This study adopts several translation techniques proposed by Molina & Albir (2002) according to the problems that arise in translation equivalent.

To find out more about the impact of understanding of translation techniques, a literature review was conducted related to previous research by utilizing scholar.google.co.id with the keywords 'impact of translation techniques'. The search was conducted between 2018 and 2023 and focused on the first 60 titles that appeared.

A similar study was conducted by Aresta (2018) that investigates how translation techniques can affect the quality of a translation. The approach implemented in this study is pragmatics in translation. A focus group discussion was used to assess translation quality. The majority of the data was classified as accurate and acceptable, while the rest was considered less accurate and inaccurate due to the application of the translation technique amplification, discursive creation and literal translation.

Research was also conducted by Anggraini and Nababan (2020) is to map out the translation techniques applied in translating sarcasm expressions and describing the impact of translation techniques toward the translation quality in terms of the accuracy aspect. The application of appropriate translation techniques extremely affects the translation quality. The translator tends to apply the established equivalent in dealing with sarcasm expressions. Meanwhile, reduction, discursive creation, literal techniques tend to produce less accurate and inaccurate translations.

Then a similar research was also conducted by Poyungi (2020) who found seven translation techniques used to translate the metaphor of modality; they are established equivalence, modulation, deletion, paraphrase, compensation, implicitation and discursive creation. In addition, the translation techniques that positively contribute to the translation quality are established equivalence, compensation, modulation and implicitation. Meanwhile, paraphrase, deletion and discursive creation decreased the translation quality in accuracy, acceptability and readability aspects.

METHOD

The method used in the research that has been done is the semi-experimental method, which is a method that aims to test the effect of a variable on another variable. Then, the research approach used is a descriptive-qualitative approach. The research conducted was a pre-experimental (non-design) which used the one group pretest-posttest design (Campbell & Stanley, 2011), namely an experiment that gave a pretest before being given treatment. Then, the results of the treatment (posttest) can be known more accurately because they can be compared with the conditions before being given treatment.

The shape of the design chart is as follows.

Table 1. Desain Chart

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O1	X	O2
Pretest	Treatment	Posttest

O1: Pretest is conducted to find out students' initial ability in translating ST before treatment.

X: Treatment in the form of providing an understanding of translation techniques that can be used by students in translating the ST given.

O2: Posttest is conducted to find out students' ability to translate ST after being given treatment.

The steps taken are as follows.

1. Students are given a pretest to determine students' initial ability to translate ST before getting treatment.

2. Students are given treatment by explaining translation techniques that can be used by students in translating the ST given.

3. Students are given a posttest to find out students' ability to translate ST after being given treatment.

The population of this study were all students of English Literature study program who had taken at least one Translation course. While the sample was selected using a purposive sampling method, namely eight students in four UT Regional Offices (Jakarta, Bogor, Bandung, and Padang). The four regions were chosen because they have the largest number of students.

The data source used is ST in English from several sources in the form of English paragraphs which will be translated by students into TSA in Indonesian. Apart from that, a set of interview questions was also given to the respondents. The data collection technique used was the translation of ST by respondents and accompanied by interviews, as follows.

- Students' initial translation (pretest) will be compared with the final translation (posttest) after receiving treatment to see the impact of giving treatment on the accuracy, naturalness, and acceptability of TT in the TL culture.

- Interview data will be recorded (audio) and transcribed. Then doing the processing and analysis of data. Furthermore, the interpretation of the results of the analysis is carried out in order to determine the level of difficulty of students in translating ST.

RESULTS AND DISCUSSION
RESULTS
This section contains data analysis, in the form of translations of respondents and transcripts of interviews with respondents. A total of 27 pairs of pretest and posttest containing respondents' translations were analyzed to see the impact of students' understanding of translation techniques on the quality of translations that are accurate, natural, and acceptable in TL culture by comparing the pretest and posttest. The final part

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of this section presents a discussion related to the findings from the results of the analysis with the research problem.

Student Translation Analysis

Respondents' translation analysis was carried out to explain the impact of students' understanding of translation techniques on the quality of translation that is accurate, natural, and acceptable in TL culture and describes students' understanding of translation techniques by comparing as many as 27 pairs of pretest and posttest.

There are two aspects that are the same between the ST pretest and posttest that are analyzed, namely special terms and special phrases. There are three special terms from the ST pretest and four special terms from the posttest. ST pretest relates to mobile phones, cellphones or handphone (HP). ST posttest related to printed newspapers. Translation of the same aspect was analyzed to see the use of translation techniques by students.

Special terms

The following are special terms contained in the ST pretest and posttest.

Table 2. Special Terms

No.	*Pretest*	*Posttest*
1.	*mobile music*	*newspaper*
2.	*True tone*	*newsprint*
3.	*mobile media content*	*The Wall Street Journal*
4.	-	*The World Trends Report*

a. **Pretest**

In the ST pretest, there were three special terms that were discussed because they were often used but did not yet have an equivalent in TL culture and were translated by the respondents in a variety of ways. The first term is *mobile music*. The term was translated into various translations by respondents, namely *musik selular, musik seluler, musik perangkat gerak, musik, konten musik, mobile music,* and *musik digital.* All translations produced are less accurate, less natural, and less acceptable in TL culture due to the limited understanding of the respondents regarding proper translation techniques so as to produce quality translations.

The second special term is *true tones*. The second term is rarely heard so that it produces various translations, namely *nada asli, nada tetap, true tone, nada bunyi telepon,* and *bunyi nada*. All translations produced are inaccurate, natural, and less acceptable, so it is assumed that readers don't understand special term. Of course this was due to the limited understanding of the respondents in translating, neither that because the students did not know the exact equivalent or the meaning of the term ST.

The third special term is *mobile media content*. The various translations produced are *konten dari media seluler, isi dari media seluler, Konten dari media bergerak, daya muat media mobile, media selular, konten media,* and *isi dari*

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media pada ponsel. Respondents tried to translate without paying attention to the accuracy, naturalness, and acceptability of TL culture so that TT could not be understood. Even though the term ST feels foreign to the respondents, they can translate it using the couplet technique by combining transference and paraphrasing techniques so that it becomes *mobile media content (isi yang disediakan media ponsel).*

b. Posttest

There are four specific terms discussed, namely *newspaper, newsprint, The Wall Street Journal,* and *The World Trends Report. Newspaper* translates to *koran* and *surat kabar.* The two TT produced are accurate, natural, and acceptable in the TL culture.

The second term is *newsprint*. The term was translated into various translations by respondents, namely *newsprint, media cetak, berita cetak,* and *kertas koran.* From the resulting translation, it can be seen that the respondents used the transference technique even though the TT was not reasonable and acceptable, namely newsprint. *Media cetak* and *berita cetak* are still not accurate, natural, and acceptable. Even though there are still inaccurate translations, the majority of respondents translate them accurately, naturally, and acceptably into *kertas koran* using adaptation techniques.

A third special term is *The Wall Street Journal*. The term is the name of a newspaper. The resulting translations are *The Wall Street Journal, The Wall Street Journal (Salah satu perusahaan surat kabar nasional), The Wall Street Journal (surat kabar bisnis yang berpusat di Amerika Serikat).* The resulting translation is accurate, reasonable and acceptable in TL culture. When viewed from the translation, there are those that use transference techniques (The Wall Street Journal) and couplets that combine transference and descriptive techniques (*The Wall Street Journal (Salah satu perusahaan surat kabar nasional)* and *The Wall Street Journal (surat kabar bisnis yang berpusat di Amerika Serikat)*). Respondents have applied their understanding related to translation techniques so that the result is high quality TT.

The last special term is *The World Trends Report*. All respondents agreed to translate it into *The World Trends Report* using the transference technique considering that the term is the name of a journal.

Special Phrases

In addition to special terms, another aspect that is analyzed is special phrases. Here are three special phrases from the ST pretest and three special phrases from the posttes TT as shown below.

Table 3. Special Phrases

No.	*Pretest*	*Posttest*
1.	*internet content*	*low-cost paper*
1.	*mobile phone books*	*(first) printed newspaper*

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| **2.** | *portable devices* | *print newspaper circulation* |

a. Pretest

The three special pretest phrases still feel strange to the respondents so that all the translations produced are not of high quality. The first phrase is *internet content* that translated to be *konten internet, konten pada internet, konten yang terdapat di internet, media yang diluncurkan di internet,* and *muatan internet.* Moreover, there were some respondents who could not translate the ST. Thus it can be assumed that the phrase is difficult to find an equivalent. In general, the translations produced by respondents are accurate, natural, and acceptable in TL culture.

The second phrase is *mobile phone books* which are translated into *buku telepon selular/genggam, buku digital, buku elektronik, buku online, buku tentang pengetahuan telepon genggam, telepon genggam buku-buku,* and *aplikasi bacaan pada ponsel.* Not all respondents found the suitable equivalence for the ST. There are only three equivalent TTs that are deemed sufficiently accurate, natural, and acceptable, namely *buku digital, buku elektronik,* and *buku online.*

The last phrase is *portable devices.* ST phrase is translated into various translations, namely *alat-alat portable, alat komunikasi portabel, peralatan portabel, perangkat genggam, perangkat portable/portabel, mesin perlengkapan, perangkat jinjing,* and *perangkat media elektonik.* Most of the respondents did not translate correctly even though the term *portable* can be compared with the naturalized borrowing technique by aligning the sound into TL to become *portabel.* TT phrases can be compared to *perangkat portabel* by using a couplet technique that combines the literal technique and the naturalized borrowing technique.

b. Posttest

The first posttest special phrase is *low-cost paper* which is translated into *kertas koran yang berbiaya rendah, kertas yang berharga murah, kertas sederhana, kertas dengan harga murah, kertas kualitas murahan/rendah, kertas berbiaya rendah,* and *kertas berbiaya murah.* All resulting translations have the same meaning. In addition, TT is also accurate, natural, and acceptable in TL culture. From various translations it can be seen that the respondents were trying to paraphrase. It means that the respondents are already able to apply the given paraphrasing translation technique.

The second special phrase is *(first) printed newspaper* which is equivalent to *surat kabar/koran cetak pertama, koran pertama yang dicetak, koran pertama,* and *surat kabar pertama.* Respondents try to find an accurate, natural, and acceptable translations by paraphrasing. Some of the TT produced also used a compensation technique (ST loses some of the meaning in the ST, but the lost meaning is replaced in another part of the ST) in the word *printed* ST words, but there is no distortion of meaning in the translation.

The last phrase is *print newspaper circulation* which is translated using the paraphrasing technique become *peredaran surat kabar cetak, koran cetak yang beredar, sirkulasi surat kabar cetak,* and *sirkulasi koran cetak.* Eventhough there are various versions of translations, the TTs are accurate, natural, and acceptable.

Analysis of Respondent Interview Transcripts Related to Translation Techniques

Analysis of qualitative data obtained from interviews is discussed based on the theme. There are two main themes that will be analyzed, namely the level of difficulty of students

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in translating ST given in the pretest and the posttest.

The level of difficulty in translating ST is given in the pretest
a. Obstacles in translating ST

Most of the respondents stated that it was difficult to translate ST which was given as a pretest. This is because they have difficulty finding ST equivalents in TT. In addition, they are not sure about translating the term ST into TT because they do not know the proper translation techniques. The following are the respondents' comments.

- *Yes, quite difficult.*
- *The problem may be in the words that I have to translate myself, I didn't use a dictionary earlier. Even though I know the meaning, I just don't know whether to accept it or not, I'm not sure.*
- *Yes, looking for a match. There are some words.*
- *First of all, it's a bit difficult because you don't know about the techniques. Like the first word about the phone. Before we know how to translate it, we are a bit confused about how to translate it.*

b. The solution used in translating ST

Respondents faced problems in translating the ST given at the pretest. To solve the problems encountered in translation, most of the respondents used free translation techniques. It can be read from the opinions of students as follows.

- *Some are free.*
- *Yes ma'am, so you have to read the module. I think translation techniques are very important for us to understand.*

From the excerpt above, it can be seen that the respondents did not understand the proper techniques to overcome problems in translation and they thought that a qualified understanding of translation techniques was needed.

The level of difficulty in translating ST is given in the posttest
a. Obstacles in translating ST

Most of the respondents found it easier to translate the ST given in the posttest. The only obstacle faced was the lack of understanding of students related to mastery of ST vocabulary and TL structure. But they argued that giving treatment regarding translation techniques was very helpful. Here are student opinions.

- Yes..yes…easier
- There's a technique that's easier.
- For me, the problem is I don't have enough vocab..hehe...
- Translating was easy, wasn't it…a bit easy, but there are a few steps below that are a bit difficult.
- Yes, about the structure.

b. The solution used in translating ST

Respondents almost did not find any significant problems in translating because

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they had applied appropriate translation techniques to solve translation problems. Some of the most widely used translation techniques are transference techniques, addition techniques, subtraction techniques, transposition techniques, and very few use free translation. This means that the respondent has understood the translation technique better than before and is more able to apply it to translate the ST that is given as a posttest. The following is the opinion of the respondents.

- *There are a lot of them, just giving technical material is enough to help translate.*
- *There's not a lot of freedom, right, there are additions as well, there are subtractions, if there aren't too many transpositions because we're running out of time…hehe…*
- *It helps me in analyzing, what should I use to translate it so I don't get confused later. Did I use what was…ng…transfer technique or something.*

DISCUSSION

This section discusses the findings from the results of the data analysis in the previous section. In order to be more systematic, the discussion format is related to the two research problems, namely:

1. What is the impact of students' understanding of translation techniques on the quality of translations that are accurate, natural, and acceptable in TL culture?
2. Do students have difficulties in translating ST?

The Impact of Understanding Translation Techniques

Pretest Specific Terms

After analyzing three specific terms in ST, namely *mobile music, true tones,* and *mobile media content*, it can be said that the three ST terms are translated into various translations by respondents and the resulting translation is less accurate, less natural, and less acceptable in TL culture due to limited understanding of respondents related to proper translation techniques so as to produce quality translations. This is assumed because the students did not know the specific equivalent for the term *true tones*. Moreover, the term was not popular for the students. Of course it becomes an obstacle for students to know its meaning and to determine the appropriate equivalent in the TS.

Posttest Specific Terms

There are four special terms, namely *newspaper, newsprint, The Wall Street Journal,* and *The World Trends Report*. *Newspaper* translates to *koran and surat kabar*. The four other specific terms can be translated by respondents accurately, naturally, and acceptable in TL culture by using several translation techniques, namely adaptation techniques, transference techniques, adaptation techniques and couplets that combine transference and descriptive techniques. In other words, the respondents have applied their understanding related to translation techniques so that they produced quality translations.

Pretest Specific Phrases

There are three special phrases from the ST pretest that are analyzed. These three special phrases were not popular to the respondents so that all the resulting translations

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are not of good quality. The three special phrases are *internet content, mobile phone books,* and *portable devices*. Not all respondents were able to translate the three specific phrases given. This can be seen from the translations produced. Moreover, some students could not translate the ST into TT.

In addition, not all of the translations produced by the respondents were accurate. Some respondents also translated with an equivalent that is not acceptable in the TT culture. Thus it can be said, the lack of understanding of students regarding translation techniques results not accurate, natural, and acceptable translation.

Posttest Special Phrases

There are three special phrases for posttest ST that have been analyzed, namely *low-cost paper, (first) printed newspaper,* and *print newspaper circulation*. All translations produced are accurate, natural, and acceptable in TL culture even though they use paraphrase translation techniques. This means that the respondent has been able to apply the translation technique. It can be said that a good understanding of translation techniques makes respondents have a way to produce quality translations.

The results of the analysis on both special terms and special phrases show that the respondent's understanding of translation techniques has an impact on the respondent's ability to translate.

Difficulty Translating ST

The difficulty in translating ST is also divided into two aspects, namely pretest and posttest. The first aspect, there are obstacles in translating ST (pretest) to find equivalents in ST because most of the respondents do not know the proper translation technique. The second aspect, there are no problems in translating the ST posttest. Respondents were able to translate the ST given by using the translation technique given to the treatment.

CONCLUSION

From the results above it can be concluded as follows.
- An understanding of translation techniques has an impact on student translation, a good understanding results in an accurate, natural, and acceptable translation.
- Understanding of translation techniques helps students in translating
- Students had some problems in translating the ST pretest because they could not determine the right technique to solve the problem.
- Students did not experience significant problems in translating the ST posttest because they can determine the right technique to solve the problem.

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