Equivalent Translation Process Used By Multilingual Students In Islamic Boarding School

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Abstract—Translation is the process to translate the language into another language. The goal of translation is to get main message in target text from the source text. The aim of this study was to analyze the types of equivalences in translation process used by multilingual students in Islamic Boarding School. There were 15 students in this study who translated the text from Indonesia to English and Arabic. The data were collected from students’ translation result of text in twelfth grade students. The data was analyzed based on the types of Nida (1964) equivalence (formal equivalence and dynamic equivalence). The results of this study were most of students translated by mixing dynamic equivalence and formal equivalence in a text. However, in translating Indonesian into Arabic the translator had to focus on the every word, most of the students translated literally.

Keywords—Translation Process; equivalence; Multilingual students; Islamic Boarding School

I. INTRODUCTION

Language is a communication tool that is used to interact with others and to deliver the ideas, it can be written and spoken. Every country has own languages because of the case, the translation is needed in communication. Human has the capacity to communicate and transfer meaningful messages by means of the use of language highly ordered, organized and structured system of meaningful symbols and signs, which is highly complex in its form and structure. However, when individual communicates to others who does not know the language, the process of communication or the transmission of meaningful message will be impeded.

English and Arabic are international language that are used in international organization. Mastering both languages is important thing because both of the languages are needed in Indonesia. English has important role in Indonesia academic, it is as foreign language and included the main factor that effects many academics in Indonesia in understanding about various language and technology. There are four skills in English namely Listening, Speaking, Reading and Writing.

Beside that Arabic also has important role in Indonesia, stated that Arabic is the important thing to be done by people of Indonesia and not only be limited in the usage of the language in religion[2]. Arabic also has four skills mahārah al-qirā’ah (Reading) and mahārah al-kitabah (Writing). To understand four skills, some theorists argued that someone’s linguistics ability is only determined by the level of mastering syntactic and morphology. However, this is refused by some others theorist and stated that someone’s linguistic ability is influenced by someone’s vocabulary mastering [6].

Translation is the ability to comprehend the text and reconstruct the main message of the source text in target text. Munday states that translation is the process of translation between two different written languages involves the translator changing an original written text (the ST) in the original language (the SL) into a written text (the TT) in a different language (the TL) [3]. Venuti states that since no two languages are identical, either in the meaning given to corresponding symbols or in the ways in which such symbols are arranged in phrases and sentences, it stands to reason that there can be no absolute correspondence between language [5]. Besides, Banwell also states that a good translation should be accurate, clear and natural so it does sound foreign [1]. Another point worth of noting is Nida states that the translating consists in 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 [4]. But this relatively simple statement requires careful evaluation of several seemingly contradictory. Furthermore, According to Nida [4] and Bell pointed out that translation process could be divided into three stages, namely 1) analyzing, 2) synthesizing and 3) revising. Translator determine what the author wants to say and decode sign of the source language to discover what the sign mean as parts of a message. Next, translator have to restructure the stylistically and semantically equivalent expression in target language in a way that is most appropriate for the target audience. Finally translators verify the draft in order that a proposed equivalence perfectly translates the full meaning of the original text. There are many theorists who discuss and debate about the concept of equivalence, for instance Nida (1964) maintains there are two basic types of equivalence (1) formal equivalence and (2) dynamic equivalence.

Nida’s formal and dynamic equivalence translation
Formal equivalence focuses attention on the message itself, in both form and content. One is concerned that the message in the receptor language should match as closely as possible the different elements in the source language [4]. In addition, formal equivalence tries to remain as close to the original text as possible, without adding the translator’s ideas and thoughts into the translation. Thus, the more literal the translation is, the less danger there is of corrupting the original message. This is therefore much more of a word – for – word view of translation. The problem with this form of translation is that it assumes a moderate degree of familiarity with the subject matter on the part of the reader.

Moreover, Dynamic equivalence is an approach to translation in which the original language is translated “thought for thought” rather than “word for word” as in formal equivalence. Dynamic equivalence involves taking each sentence (or thought) from the original text and rendering it into a sentence in the target language that conveys the same meaning, but does not necessarily use the exact phrasing or idioms of the original. The idea is to improve readability by rephrasing constructions that could be confusing when literally translated, but retain some faithfulness to the original text rather than creating a complete paraphrase. Because dynamic equivalence sacrifices some faithfulness to the original text to achieve a more natural translation, it is designed to be used when the readability of the translation is more important than preserving the original wording.

He defines the goal of dynamic equivalence as seeking “the closest natural equivalent to the source-language message” [4]. For Nida, the success of the translation depends above all on achieving equivalent response. It is one of the “four basic requirements of a translation”, which are (p. 164): (1) making sense, (2) conveying the spirit and manner of the original, (3) having a natural and easy form of expression, (4) producing a similar response.

Research Question
1. What types of equivalences are used in translation process by multilingual students in Islamic Boarding School?

II. METHODOLOGY

The researcher conducted the research at Madrasah Aliyah Swasta Sabilul Mukminin Binjai on March 2018. This research is descriptive qualitative research which focused on the result of students’ translation process in translating the text from Indonesian text into English and Arabic text. It is exposition text that is learnt in grade twelve.

To collect the data, the researcher gave the students written task to translate the article about “Pantai Pangandaran”). This study analyzed three paragraphs that consisted of fifteen sentences in a text. The data were analyzed based on the theory of Nida to find the types of equivalence.

III. DISCUSSION AND FINDINGS

This research analyzed the first paragraph by determining the type of equivalence in the students’ translation result [4].

The first translation was done by Ainun Muthmainnah Asri: Jawa barat memiliki banyak objek wisata, salah satunya adalah pantai pangandaran. Pantai ini terletak di kabupaten pangandaran di Desa Pananjung. Pantai Pangandaran, Ciamis, pernah dinobatkan oleh Asia Rooms sebagai pantai terbaik di Provinsi Jawa Barat. Tentunya hal ini menjadi suatu kebanggaan bagi Indonesia terutama sebagai daya tarik wisatawan.

English: West of Java has many object tour, one of them is beach Pangandaran. This beach is located in Pangandaran, Ciamis. Beach Pangandaran is ever crown by Asia Rooms as good beach in west Java and become power tour in Indonesia.

Arabic: شَبْيَّةٌ فِي جَبَلٍ "بَانْجَادَارَانَ" يَوْمَهَا ويُصَلَّنُ مِنْهَا. بَانْجَادَارَانَ بِشَبْيَةٍ وَمِنْهَا وَيَتَوَكَّلُنَّ عَلَى رَبِّهِمْ نَزْلَةٍ.

Findings:
As it is shown, in this rendering English is almost intended to pursue formal equivalence because it tries to remain as close as to the original text, it tries to remain the original words and the syntax. For instance, “Pantai Pangandaran is rendered “Beach Pangandaran” in one hand the student also deleted or omission some phrase in target text.

Moreover, in rendering Arabic, Translation by Ainun tends to be formal equivalent which it focused on the message itself, in both form and content of the SL text. It has loyalty to the ST author, It has tendency to over translate. The style of writing is like the original text. It is more detailed.

The second translator is Afifah

English: The location of this beach is in pangandaran, pananjung village, ciamis. Pangandaran beach ever prides Indonesia because it is as the best beach in west java by Asia Rooms and it becomes famous beach for tourists.

Arabic: يَوْمَهَا يَوْمَهَا يَوْمَهَا يَوْمَهَا. بَانْجَادَارَانَ بِشَبْيَةٍ وَمِنْهَا وَيَتَوَكَّلُنَّ عَلَى رَبِّهِمْ نَزْلَةٍ.

Findings:
In translated English, It is obvious that their renderings go to Dynamic equivalence. The readability is improved in this translation. The thought of the translator is involved in this rendering. As the example: “Pantai Pangandaran, Ciamis, pernah dinobatkan oleh Asia Rooms sebagai pantai terbaik di Provinsi Jawa Barat. Tentunya hal ini menjadi suatu kebanggaan bagi Indonesia terutama sebagai daya tarik wisatawan” is rendered “Pangandaran beach ever prides Indonesia because it is as the best beach in west java by Asia Rooms and it becomes famous beach for tourists” the readability of this translation is smoothly to read. In Arabic, the translator also used dynamic equivalence so it is shown in the first translated story, it uses more common
Certainly, it’s being a pride for Indonesia. Especially, as crowned by Asia Rooms as the best beach in west java. Pangandaran, the beach of Pangandaran is best beach in Pangandaran regency in the Pananjung village. It has ever been beach Pangandaran. This is nice beach and it is located in Pangandaran province west java. Surely, this beach be proud by Indonesia the first to interesting visitors.

In English translation, it was shown that the translator use both type of equivalence in the first paragraph. First, the translator involves the translator’s idea to develop the paragraph in target text like “this is nice beach”. Then, he second, the translator also faithful to the form and culture of source text. So it was found that in this paragraph dynamic equivalence and the formal equivalence were involved. Then in Arabic, the translator also used dynamic equivalence, the translator tried to conclude the main message of the paragraph.

In rendering English, it is obvious that their renderings go to Dynamic equivalence. The readability is improved in this translation. The thought of the translator is involved in this rendering It is smooth, direct and easy to read. It also tends to the TL culture. However, in Arabic the translator tries to translate by concluding the text only take the main message of the source text but it still be faithful on the culture of the source text. It is hort dynamic equivalence but also in constructing into target text formal equivalence.

All things considered in translating the text from Indonesia into English and Arabic it seems that readability of the translation especially in a text is more important than preserving the original wording in order to gain the main meaning of the original text. This study tried to find the translators’ way in equivalence translation process to the multilingualism with respect to Nida’s approaches namely Formal Equivalence and Dynamic equivalence.

IV. CONCLUSION

Based on the findings in rendering English and Arabic, the translator focuses on the original culture and form of source text in target text. The translator does not involve her idea in target text. In one hand, she also makes ungrammatical and incorrect form target text it is difficult to understand the text for instance: “ salah satu ” is rendered “ the first ”.

The sixth is Nursalimah

Her translation is not that much direct and simple. For the reader, it is complex to read and It is loyal to the form and ST author. The translator does not add her own ideas and thoughts into the translation It is also remained the form and content of the original and so close to the ST, it is almost formal equivalence . There are non equivalence word in target text for instance in Arabic “ جًِ ” means “ sangat besar”:
As a result, the translator translated Indonesian into English by using dynamic equivalence and formal equivalence. Translators translated the text by mixing the types in a paragraph, the translators followed the culture and the form of the original text but sometimes they also translated by concluding the sentence to take the essence of the paragraph. Surprisingly, in translating Indonesian into Arabic the translator translated literally, there also omission and deletion in target text. It’s necessary to know that in translated Arabic the students used formal equivalence.

References