THE OBSTACLES IN TRANSLATING THE TWO GOATS
DONE BY BIPA STUDENTS OF LA DENPASAR

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ABSTRACT

This paper entitled The Obstacles in Translating The Two Goats Done by BIPA Students of La Denpasar is mainly aimed at investigating how the translation of a fable entitled The Two Goats is done by BIPA (Indonesian for Non-Native Speaker) students, the factors led the obstacle done by the students, and the translation technique used by the student in translating the fable. The data focused on the translation of The Two Goats from English to Indonesian done by ten students of BIPA at La Denpasar BIPA School. The method of collecting the data in this research is direct observation method. The English version of The Two Goats and its translation into Indonesian done by BIPA students are read. Then, the sentences that represent the obstacle in translating the fable are chosen. After the data collected, they are analyzed. The data analyzed is the results of the research. There are some theories used in analyzing the data, those are the theory of translation is proposed by Nida (2000), the theory for analyzing the factors lead the interference is proposed by Grosjean (1982), and the theory of translation technique is proposed by Molina ad Albir (2002). How is The Two Goats translated into Indonesian by BIPA students? The answer can be read in the full paper.

Keywords: obstacle, translation, fable

INTRODUCTION

In daily life we often heard about fables. Fables are short tales used to teach a moral, often with animal as characters. They are found in every country and every language. In Oxford Advanced Learner’s Dictionary of Current English, Hornby said that fable is a short story that is intended to teach a moral lesson. Fables are based on fact and often have animals as characters (1974:333). Fables are simple, entertaining, easy to understand, and their basic structure makes them fun to learn and interpret.

In translating fables, the translator may make some errors. It is firmly stated by Dulay, in his book “Language Two”. He stated that in the performance of learning could not learn without committing errors (1982:138). It means there is possibility to make errors in the practice of translating. The errors in translation are led by many factors, including interference. Menyuk (1971) stated on her book entitled The Acquisition and Development of
Language, interference is the use of L1 components when using L2. This may happen in the field of phonology, morphology, syntax and semantics.

Considering the differences in translation of folktales, this research is attempted to; (1) examine how the translations of The Two Goats are done by BIPA students, (2) investigate the factors lead the obstacle in translating the English fable into Indonesian done by BIPA (Indonesian for Non-Native Speaker) students, and (3) identify which translation techniques are used by the students. The data on this research is taken from an English fable. Then, it will be translated into Indonesian by ten BIPA students of La Denpasar BIPA School. The fable is taken from the book of Aesop’s Fable. Then the translations are compiled. The compilations of those ten students translation are analyzed. There is some research methods used in analyzing the data source. It is explained briefly on the following subchapter.

RESEARCH METHOD

This research used descriptive qualitative method. In qualitative research, inquirers employ theory as a broad explanation (Creswell, 2009). It covers two points of discussion, namely method and technique of collecting data, and method and technique of analyzing data. The method of collecting the data in this research is direct observation method. It is observed directly through the BIPA students’ translation. There are two techniques used in collecting the data. The first is reading the English version of The Two Goats and BIPA student’s Indonesian translation of the fable. The second technique is choosing the sentences represented the obstacles in translating the fable. After the data collected, they are analyzed. The data analyzed are the results of the research. The obstacles in translating are analyzed. The techniques of analyzing the data followed two steps. First, the data represented the obstacles in translating The Two Goats is noted. Then, it is compared in order to find the factors led the obstacles in translation. Last, the translation techniques used by BIPA students in translating the fable are analyzed. The approaches used to analyze this study are the translation technique, the translation shift, and interference theory to analyze the obstacle in translating The Two Goats into Indonesian and the principal correspondence to analyze the factors led the obstacle in translating the fable. The detail approaches is explained on below subchapter.

DISCUSSION

The Analysis of the Obstacles in Translating The Two Goats Done by BIPA Students of La Denpasar

The theoretical framework and concepts in this research discussed in one section. As mentioned above, it covers three approaches namely the translation technique, the translation shift, and interference theory. According to Bell (1991) in Translation and Translating: Theory and Practice, translation is the replacement of a representation of a text in one language by a representation of an equivalent text in a second language. In translation process, tools are needed to analyze the translation. Thus, the translator used translating technique that is caused by many factors. Differences in translations can be generally be
accounted for by three basic factors in translating: (1) the nature of the message, (2) the purpose or purposes of the author and by proxy, of the translator, and (3) the type of audience (Nida, 2000:270). There are eighteen translation techniques stated by Molina and Albir (2000). They are:

a. Adaptation which means to replace a ST cultural element with one from the target culture.

b. Amplification means introduce details that are not formulated in the ST, information, explicative paraphrasing.

c. Borrowing means taking a word or expression straight from another language. It can be pure borrowing or naturalized borrowing.

d. Calque is literal translation of a foreign word or phrase, it can be lexical or structural.

e. Compensation shown to introduce a ST element of information or stylistic effect in another place in the TT because it cannot be reflected in the same place as in ST.

f. Description means to replace a term of expression with a description of its form or/and function.

g. Discursive creation means to establish a temporary equivalence that is totally unpredictable out of context.

h. Established equivalent can be categorized if the translators use a term or expression recognized (by dictionaries or language in use) as an equivalent in the TL.

i. Generalization means to use a more general or neutral term. It is the opposite of particularization.

j. Linguistic amplification means to add linguistic elements. This is often used in consecutive interpreting and dubbing.

k. Linguistic compression is to synthesize linguistic elements in the TT. This is often used in simultaneous interpreting and in sub-titling.

l. Literal translation means to translate a word or an expression word for word.

m. Modulation means to change point of view, focus or cognitive category relation to the ST, it can be lexical or structural.

n. Particularization is to use a more precise or concrete term. It is the opposite of generalization.

o. Reduction means to suppress a ST information item in the TT. It is the opposite of amplification.

p. Substitution (linguistic, paralinguistic) means to change linguistic elements for paralinguistic elements (intonation, gesture) or vice versa.

q. Transposition is to change a grammatical category.

r. Variation means to change linguistic or paralinguistic elements (intonation gesture) that affect aspects of linguistic variation: changes of textual tone, style, social dialect, geographical dialect, etc.

In translation, shift is something unavoidable. Catford (1965) said that shift is departures from formal correspondence in the process of going from the SL to the TL. Also in translation, the interference might be done by the translator. Based on Menyuk (1971) on
her book entitled *The Acquisition and Development of Language*, interference is the use of L1 components when using L2. This may happen in the field of PHONOLOGY, MORPHOLOGY, SYNTAX and SEMANTICS. Interference may happen in every language including English and Indonesian.

In this part, the translation of *The Two Goats* done by those ten students of BIPA at La Denpasar BIPA School is analyzed. There are thirty data found in the students’ translation that contained the obstacles in translating the fable, but there are only five data used as the representative data in this research. Those are:

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<tr>
<th>Data No</th>
<th>SL</th>
<th>TL</th>
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<tbody>
<tr>
<td>1</td>
<td>One day a goat was crossing this bridge. (Aesop, 1881)</td>
<td>Sehari, kambing berjalan di jembatan ini. (Dalaina, 2016)</td>
</tr>
</tbody>
</table>

The phrase *one day* on the data 1 is translated into *sehari*. The translation technique used in this translation is literal translation. It is because it considered as word per word translation. Prefix *se-* in Indonesian has synonym with *satu* which means *one* in English. *Day* means *hari* in Indonesian. So, *sehari* is a word per word translation from *one day*. It does not get the closest natural equivalent. *One day* is better to translate into *suatu hari*. The obstacle faced by the student in translating the sentence is the English expression that is not directly translated into Indonesian. The interference of English expression toward Indonesian translation can be the factor of the obstacle in translating the sentence. In this case, the factor belongs to linguistic factor.

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<td>2</td>
<td>&quot;We will see about that&quot;, said the first goat, and he put down his horns to fight. (Aesop, 1881)</td>
<td>&quot;Kita akan lihat siapa yang paling kuat.&quot; bilang kambing pertama, dan dia menurukan tanduknya untuk berjuang. (Dalaina, 2016)</td>
</tr>
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</table>

The translation in data 2 is acceptable due to the student’s preference. *We will see about that* is translated into *kita akan lihat siapa yang paling kuat* using amplification technique. Amplification means introduce details that are not formulated in the source text, information, explicative paraphrasing. There are details that are not formulated in *We will see about that*, but it is acceptable since the student prefers to add information from the previous topic. So the idea of source text is well communicated in the target text. The obstacle in translating the sentence in data 2 is how to communicate the idea of the source text without detracting the story. This can be avoided by the student’s mastery in both languages. The obstacle factor in this example belongs to student’s preference.
In order to innate sense of both source and target language, the student translated the word *just* into *persis* in Indonesian. Also he didn’t translate the word *he* (refers to the goat) into *dia*, otherwise he translated *he* into *kambing itu*. This translation technique belongs to adaptation technique. The student replaced a cultural element from the source language with one from the target culture. In Indonesian culture, animal are not translated into *dia*. *Dia* means he or she for human. Otherwise in English the native speakers are often to use *he or she* for animal reference. The obstacle faced by the student is how to innate sense of both source and target language. Yet in this data 3, the student succeeded to transfer the idea of the source text into target text. The factor is that the student is able to know the equivalent meaning of the target language culture (cultural factor).

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<tr>
<td>3</td>
<td><em>Just</em> at the middle of the bridge <em>he</em> met another goat. (Aesop, 1881)</td>
<td><em>Persis</em> di pertengahan jembatan itu, <em>kambing itu</em> bertemu seekor kambing lain. (Daniel, 2016)</td>
</tr>
</tbody>
</table>

It is really obvious that there is more description in the target text. *There was no room for them to pass.* is translated into *tempatnya tidak cukup luas.* The student did not finish her translation. She added colon ( : ) and gave more description : *kambing itu tidak bisa lewat.* The student used the technique of description to translate the expression. This translation is acceptable due to the idea of both text are communicated well. The obstacle in translating this expression is how to translate the ideas behind the words (not only translating word by word). The factor of the obstacle in translating this data 4 is the student’s preference.

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<tr>
<td>4</td>
<td>There was no room for them to pass. (Aesop, 1881)</td>
<td><em>Tempatnya tidak cukup luas: kambing itu tidak bisa lewat.</em> (Karrie, 2016)</td>
</tr>
</tbody>
</table>

The expression *Instead I have a plan* - *I shall lie down, and you may walk over me.*” (Aesop, 1881) is translated into *aku ada ide: aku akan berbaring, dan kamu boleh jalan di atasku.*” (Karrie, 2016)

The expression *Instead I have a plan* on the data 5 is translated into *aku ada ide*. The translation technique used in this translation is reduction. It is because there is suppression a source text information item in the target text. The word *instead* did not translated into Indonesian. Yet it does get the closest natural equivalent. The obstacle faced by the student in translating the sentence is how to make the translation sounds natural in Indonesian. The student’s preference is the factor of the obstacle in translating the sentence.
CONCLUSION

From the data analysis, it is found that most of the BIPA students are able to translate the fable from English into Indonesian. They have good comprehension towards the Indonesian structure. The obstacles faced by the students are the interference of English expression towards Indonesian translation, how to communicate the idea of the source text without detracting the story, how to innate sense of both source and target language, how to translate the ideas behind the words (not only translating word by word), how to make the translation sounds natural in Indonesian, and lack of students’ knowledge about the Indonesian culture. The factors led the obstacles faced by the student are the cultural factors, linguistic factors, and the students’ preference in translating fable from English into Indonesian. The translation techniques used to translate the expressions in the fable are literal translation, amplification, adaptation, description, and reduction.

REFERENCES


