MODULATION IN ENGLISH INTO INDONESIA TRANSLATION

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Abstract: This descriptive-qualitative research investigated the modulation phenomena and measured the accuracy level of the phenomena occurring in the translated text. It involved 40 students at the fifth semester of English education program in STAIN Jurai Siwo Metro. The data were taken from each participant‟s translated texts using observation and documentation. The kinds of text are scientific and literary texts. Both texts contain 20 modulation phenomena. All of the phenomena were analyzed by comparing the proper translation text with the translated text produced by the students and then measured in the term of accuracy level. The researcher found 11 Fixed Modulation (FM) and 9 Optional Modulation (OM). In the term of accuracy, the FM is more accurate than OM but OM has a lower inaccurate level than FM has. Related to the accuracy percentage of all phenomena, there are 16% categorized as accurate, 39% as less accurate, and 45% as inaccurate. In conclusion, the students are still lack of the accuracy in modulation so that they should be able to let themselves free from influential factors of the source language structure and to express natural and equivalent translation in target language.

Keyword: *Modulation, Translation, Translation Accuracy*

INTRODUCTION

Translation is a crucial study that focuses on the process of interpreting the message from ST (Source Text) or spoken language into TT (Target Text) by rendering the meaning of a text into another language and the way of transferring what is intended by the author (Newmark, 1988). It is considered as a copulative tool between one language and other languages. In such a way, translation can be a usable device to connect the differences among the languages in terms of structure, grammar, and meaning.

Besides the vocabulary competence, the different expression between SL (Source Language) and TL (Target Language) should be a challenge in translating a text. As an act of reproducing the closest natural equivalency, meaning and style require proper structure in TL (Nida & Taber, 1974) In the field of cultures, SL and TL must be diverse and various (Ra & Napier, 2013). Translating a text without considering those factors will result in a translation product with a low level of readability.

What every translator wants in translating a text is to get the equivalency between ST and TT. However, Armstrong (2005) asserted briefly that even within a language, full equivalence of meaning infrequently occurs. Satisfactory translation cannot be produced without equivalency, but once the translator moves away from close equivalence, the problems of determining the exact nature of the level of equivalence aimed for begin to emerge (Bassnett, 2002). Consequently, Vinay and Darbelnet

(in Munday, 2009) maintained that equivalence needs the practice of employing an established equivalent text in the TL. Although the difficulties often appear when finding equivalency, an experienced translator always views the findings with a critical eye.

Due to the importance of correspondence in translation activity, shifting the word structure and word meaning (semantic) from ST to TT are often needed as the basic techniques in solving translation problem. Transposition the activity of shifting word structure from ST to TT as the effect of the difference of language structure is one of the translation procedures which happens frequently because of the grammatical differences between SL and TL (Machali, 2000). In some cases, transposition brings about the changing of word meaning due to the perspective change of the new structure. This change is called modulation. The modulation occasionally happens because of the lexical, grammatical, contextual, and socio-cultural differences.

Unfortunately, after conducting preliminary study on students‟ translation, the lack accuracy (the measurement of equivalency), of the translation significantly appeared. Although the translation lecture had been discussing about procedures of translation including modulation, the translation was still rigid and unreadable. Hence, this research attempted to focus on analysing the modulation phenomena and to measure the accuracy level of students‟ translation.

LITERATURE REVIEW
Nature of Translation

Catford‟s notion (1967) stating that translation is a changing process of text from ST into TT (Target Text). As the process of changing, translation embraces some series of steps conducted in order to achieve a particular result namely acceptable and readable equivalence between ST and TT. However, Nababan (2003) states that a translator will never be able to „change‟ ST into TT because both language structures might be different each other. Meanwhile, Kridalaksana (via Nababan) maintains that translation is as transference of meaning from SL to TL. A translator should consider the message and the language style. Moreover, Basil and Hatim (2004) also offer a so-called „threefold definition of the ambit of translation‟ which covers the process product and related phenomena of translation. First, as a process, translation consists of several series of steps. The steps are clearly reasonable to consider the specific socio-cultural context. Second, as a written product, translation is resulted from the process above. Third, translation is greatly influenced by some related phenomena such as cognitive, linguistic, visual, cultural, and ideological aspects.

Roman Jakobson (in Munday, 2001) claimed the tripartite definition of translation. First, intralingual translation, it relates to rewording or rephrasing a text into another text in other words in the same language. Secondly, interlingual translation is what translation is properly meant by lots of people. It is as an interpretation from a text in SL into a text in TL so that in this context the languages between ST and TT are different. Thirdly, intersemiotic translation or *transmutation* has similar features with the situation in which a composer represents words to music and the complete replacement will happen if the musical sound

expresses the words, as verbal code. Generally, in common situation, it occurs, for instance, when our body language shows what we feel.

Regarding the most notions argued by the researchers above, it is particularly described that nature of translation can be analyzed by some certain perspectives. It does not emerge the gap among the definitions. However, it draws that those notions support one another and situates translation into a broad and macro-field of linguistics.

Procedures of Translation

Machali (2000) states that, in Indonesia language context, there are only five relevant procedures of translation. However the writer focused on the two procedures which closely related to the grand theory used in analyzing the data collected.

Transposition

Bell (1991) asserts that transposition is to render an SL element by target language elements semantically but not formally equivalent (it causes word-class changes); for example the English *no smoking* transposed into the Indonesia *dilarang merokok*. Baker (2009) embraces that transposition is situated when an SL word is rendered by a TL word of a different word-class. Meanwhile, Munday states that transposition concerns the grammatical shifts such as the changes of word class. Newmark maintains that transposition is a procedure of translation in which a change in the grammar from SL to TL is involved. At first type, the change could be from singular to plural, or in the position of adjective. The second type occurs when an SL grammatical structure is not available on TL. The third type of the shift happens when literal translation is grammatically applicable but may not present a natural usage in the TL. The fourth type takes place in the replacement of a virtual lexical gap by a grammatical structure.

Modulation

Munday (2009) asserted that modulation is a shift which is required by TL constraints {e.g. *at my desk* becomes *on my desk* in Arabic (*al¯a maktabi*)} or else be an option {e.g. Indonesia (*hal itu tidak benar*)→English (That is wrong). As stated by Venuti (2000), modulation is a variation of the form of the message that is attained by a change in a point of view. The change occurs when a translation that produces a grammatically correct utterance is considered unsuitable, unidiomatic or awkward in the TL.

Vinay and Darbelnet (in Baker 2009) stated that modulation is a translation method which is formed from the change of a point of view, an evocation, and a category of thought. They specifically measure out modulation into eleven types: abstract/concrete,cause/effect, ctive/passive, negation of the opposite, space/time, part/whole, part for another part, reversal of viewpoint, intervals and limits, change of symbols, and geographical change.

In contrast to transposition (grammatical shifts), modulation constitutes a shift at the cognitive rank. Modulation can be classified according to whether the shift in perspective is necessary because of TL requirements. This will be described thoughtfully in kinds of modulation as follows:

1. Fixed Modulation (FM)

   (FM) is used if a word, a phrase, or a structure cannot be equivalent in TL. Machali determined three

cases which specify the FM phenomena.

a. TL only provides one of the SL paired words.

For instance: the word "trainer" and "trainee." "Trainer" is translated into Indonesia language as *pelatih* but there is no an equivalent word expressing the word "trainee". Thus, it is needed to change the point of view and the translation can be "*orang yang mengikuti pelatihan.*"

b. Active structure in SL/TL becomes passive structure in TL/SL.

(1) Infinitive of purpose in English:
ST: The text is hard to understand.
TT: *Teks tersebut sulit (untuk) dipahami.*

(2) Passive constructive in Indonesia language changes into active constructive into English.
ST: *Buku itu akan saya pinjam besok malam.*
TT: I will borrow the book tomorrow evening.

(3) The split structure within Indonesia sentence needs modulation in order to integrate it with English sentence.
For instance:
ST: *Gedung tersebut telah disahkan pengunaannya oleh rektor kampus.*
TT: The use of the building has been approved by the principal of campus.

FM happens in translating word that half aspect of the word in ST can be expressed in TL, is when the particular meaning is only able to be translated in common meaning. For example:

FM also occurs in translating SL word which cannot be expressed meaningfully into TL. This phenomenon is drawn from the words „society" and „community". Both words have different level of meaning in English, but the most equivalent word in Indonesia language is only the word „*masyarakat'.* Thus, the limited equivalent words in TL are also considered as the reason why this modulation is used.

2. Optional Modulation (OM)

Machali (2000) stated that Optional modulation (OM) is a translation procedure used because of nonlinguistic reason, in order to clarify the meaning, to correlate between SL and TL word, and to find the most suitable word in TL, and some other reasons.

The following examples are some descriptions of optional modulation stated by Machali:

a. Expressing in written text of TL about what is implied in SL
Such as:

ST: environmental degradation

TT: *penurunan mutu lingkungan* (the word *mutu* is implied in ST)

b. Cause and effect prepositional phrase in ST becomes cause and effect clause in TL.
For example:

ST: Despite its flexible application

TT: *Meskipun penerapannya tetap harus fleksibel*

c. Double negative form in DL become positive in TT.
Such as:
ST: We will not do nothing. TT: *Kita akan bertindak.*

Venuti, in addition, distinguishes between FM and OM as one of degree. In FM context, the translators with good knowledge of

both SL and TL freely use this method, since they are aware of the frequency of use, overall acceptance, and the confirmation which is provided by a dictionary or grammar of the preferred expression. Cases of OM offer a unique solution, which is provided from a habitual train of thought and which is necessary rather than optional. The solution often appears by analyzing the implied meaning of text and it is highly influenced by the translator"s self-interpretation of the text. Nevertheless, an OM cannot become fixed in TL if it is not referred to in TL dictionaries and grammars is considered inaccurate and rejected.

ASSESSMENT OF TRANSLATION ACCURACY

In analysing the translation the writer of course should find the standardized translation assessment in order to find the way how to measure the accuracy of students" translation. Silalahi (2009) promoted the following table was descriptively to explain how to define translation quality based on its accuracy.

Table 1: Assessment of Translation Accuracy

Scale	Definition	Category
3	The meaning of word, phrase, clause, and sentence of SL can be transferred to the TL accurately. There is no distortion in meaning.	Accurate
2	Large section the meaning of the word, phrase, clause, and sentence of SL are transferred to the TL accurately. However, there are still some distortions in meaning or ambiguous translation influencing the message.	Less accurate
1	The meaning of word, phrase, clause, and sentence of SL is transferred to the TL inaccurately.	Inaccurate

The translation categorized accurate is natural and readable in TL. In other words the text is translated properly. The translation is less accurate if it is readable but unnatural or rigid due to distortion in meaning. Mostly it happens because of the ambiguity of the translation. The translation is inaccurate if it results meaningless and is not well-structured in TL.

METHOD

This research attempted to analyse modulation phenomena in students" translation. In line with that, the research method is descriptive-qualitative. The collected data scoped (1) modulation phenomena, and (2) the accuracy level of modulation phenomena.

Population and Sample

The research involved forty participants of the fifth semester students of English education program in the State Islamic College (STAIN) Metro. The participants were asked to translate two types of text namely scientific and literary texts. The scientific text was adapted from Brown"s book ("Principles of Language Teaching and Learning," 2000 p.1) and literary text was collected from Rowling ("Harry Potter and The Chamber of Secret," 1999 p.4). Both texts required two different context and of course provided modulation phenomena which are diverse and various since scientific text mostly assume logical structure and thinking and literary text itself tend to be free and imaginative.

Data Collecting Technique

The techniques offered to gather the data were observation and documentation described in the followings:

Observations

The researcher took field notes on the behaviour and activities of individuals at the research site (Creswell, 2003). The writer observed the activities which happened during data collection of primary data and also the setting in the research site. Thus, the researcher noted about the activities, condition and behaviour of the participants and the environment around.

Documentation

Two types of documents namely public and private document (Creswell, 2003) were assembled into the act of documentation, the act of recording documents used as written evidence in the research. The primary data was a test which obligated students to translate English into Indonesia text. There were two types of text done by students both scientific and literary text. The secondary data was guidance book of English education program which provides information about the portion of translation lecture and also the translation syllabus which indicated that the modulation theory would be discussed.

Data Analysis

The generic steps (Creswell, 2003) designed in this research were:

1. Organizing and preparing the collected data by scanning materials, noting fieldnotes, and arranging the data based on their types. It is in need to isolate each kind of text in order to ease the analysis.

2. Reading all the data by obtaining general sense of the information taken from the translated text and then drawing its modulation phenomena. What are modulation phenomena the students using? Also, writer considered the information achieved from observation such as the situation and the condition

of the classroom and participants when the test was held.

3. Starting depth analysis with coding to categorize the kinds of modulation phenomena students used and to symbolize the participants" name.

4. After coding process ended, utilizing it to create a detailed description of the analysis. The writer described each modulation phenomena produced by students and compare the students" translation with the proper translation.

5. Making description was also needed to be in qualitative narrative. The writer conveyed findings of the analysis using two figures. The first figure described the modulation phenomena and the second one was to draw the accuracy of the modulation phenomena in students" translation.

6. At last, creating interpretation of the result of the data and informing what can be learnt through students" translation especially in terms of modulation phenomena. The interpretation was adapted to show personal argument and research-based statement.

RESULTS AND DISCUSSION

Results

This research adapted purposive sampling. The writer at first

specified the modulation phenomena by comparing the original text with the proper translation (translated and published by professional) and then found 20 modulation phenomena in which FM was 9 phenomena and OM was 11 phenomena. After that the students" translation was analysed based on the determined phenomena and measured the accuracy of each phenomenon.

Here are the analyses of each phenomenon

1. Fixed Modulation (FM)

Table 2. *"Infinitive of Purpose" phenomena*

ST	TT (professional translator)	TT (students" translation)
.....whose name most witches and wizards still **feared to speak**.	.....*yang namanya pun* **tak berani disebutkan** *oleh banyak penyihir*	...*nama penyihir yang paling fenomenal dan ahli sihir yang masih* **takut untuk berbicara**. ...*ahli sihir paling jahat sehingga membuatnya* **takut untuk berbicara** ...*yang namanya terkenal dengan tukang sihir wanita atau ahli sihir masih* **takut untuk bicara**
and complex **undertaking**	*panjang dan kompleks*	*yang panjang dan kompleks...* ....*lama dan rumit* **melakukannya**... .... p**erbuatan** *yang rumit dan lama...*
His dead mother"s **sister** and her husband	**Kakak** *almarhum ibunya dan suaminya*	...**Adik** *almarhum ibunya dan suaminya...* ...**Kakak** *ibunya yang meninggal...* ...**Saudara** *ibunya yang telah meninggal...*
quick-do-it-yourself kit	*sebuah panduan ringkas*	...*secara cepat....* ...*dengan cepat melakukannya sendiri...* ...*cepat melakukan...* ...*metode cepat yang dapat kamu lakukan sendiri...* ...*kiat cepat belajar mandiri...* ...*dalam mengerjakan sendiri...*
...**you** struggle to reach....	....**anda** *berjuang melampaui...*	...**kamu** *berusaha untuk melampaui...*

Table 3. "Different level meaning between SL and TL" phenomena

ST	TT (professional translator)	TT (students translation)
the greatest dark sorcerer of all **time**	*penyihir hitam jahat terhebat sepanjang* **zaman**	...*penyihir gelap yang terbesar sepanjang* **waktu** ....*kegelapan dari terbesar penyihir* **selamanya** *itu* ....*ahli sihir terhebat* **pada saat itu**
his **dead** mother"s sister	*kakak* **almarhum** *ibunya*	...*kakak ibunya* **meninggal**... ...*kakak ibunya yang* **meninggal**...
a long	**pekerjaan**	**...melakukan proses**

2. Optional Modulation (OM)

Table 4. **"Expressing in written text of TL about what is implied in SL" phenomena**

ST	TT (professional translator)	TT (students translation)
.......whose name most witches and wizards still **feared** to speak.	....*yang namanya pun* **tak berani** *disebutkan oleh banyak penyihir*	.......*kebanyakan nama penyihir wanita dan ahli sihir masih* "**menakutkan**" *untuk disebutkan oleh...* ....*yang namanya paling penyihir dan penyihir masih* **takut** *untuk berbicara* ...*yang namanya*

ST	TT (professional translator)	TT (students translation)
		masih **tak boleh** disebut oleh parap penyihir...
his lightning scar	bekas luka "sambaran" kilatnya	...bekas luka halilintar darinya...
		…luka berbentuk petir...
		...bekas luka pencahayaannya...
		...kilatan kesan buruk...
		...bekas luka petir...
		…sinar kilatnya…
		….luka yang bercahaya...
		....bekas luka keringanannya...
confines of **your** first language	batasan-batasan bahasa pertama	...batas-batas bahasa pertama**mu…**
		...batas-batas luar bahasa **kamu…**
		...batasan dari bahasa utama...
confines of your first language and **into** a new language....	batasan-batasan bahasa pertama dan **berusaha menggapai** bahasa baru....	…batas-batas luar bahasa pertama kamu dan **sampai ke dalam** bahasa baru...
		…batas dari bahasa pertama anda **menuju** sebuah bahasa baru,..
		...pembatasan dari bahasa pertamamu **ke** bahasa baru...
so much is at stake	begitu banyak **permasalahan** yang ada	…demikian banyak yang menjadi taruhan...
		...Sehingga banyak minat yang mempelajari...
		…Terlalu banyak resikonya....
Your whole person	Seluruh diri anda	...Semua orang
		...Orang seluruh
		...Seluruh orang
		...Orang disekitarmu / Orang-orang disekitar anda
		...Pribadimu yang utuh
		...Orang keseluruhan kamu / ...Keseluruhan kamu
		...Tujuan kamu
		...Orangmu
		...Orang-orang pada umumnya
...the car crash that had **killed** his parents…	...kecelakaan lalu lintas yang **menewaskan** orangtuanya...	...kecelakaan mobil yang telah **menyakiti** orangtuanya...
		...tabrakan mobil yang **telah membunuh** orang tuanya...
		...kecelakaan mobil dalam **pembunuhan** orang tuanya...
......why he **kept making** odd things.....	......kenapa dia **tak putus-putus membuat** hal-hal aneh terjadi......	...mengapa ia **menjaga membuat** sesuatu yang aneh terjadi...
		...kenapa dia **dijaga** sesuatu hal aneh yang terjadi...

Table 5. "Cause and Effect Prepositional Phrase in ST becomes cause and effect clause in TT" Phenomena.

ST	TT (professional translator)	TT (students translation)
without meaning to	*walaupun dia tak bermaksud melakukannya*	*tanpa makna / arti*
		tanpa masuk akal
		secara sengaja
Solely within the confines of the	*Melulu dalam batas-batas ruang kelas*	*...semata-mata dalam batas-batas kelas*

| classroom | ...semata-mata dalam pembatasan ruang kelas

...Semata-mata dalam membatasi ruang kelas

...hanya dalam batas-batas tertentu atau kelas tertentu

...Semata-mata tidak lebih dari adanya batasan-batasan dari ruang kelas |

Discussion

In the final analysis of the data collected, it can be known as follows:

1. From 9 phenomena of FM, the writer compared 360 modulation created by participants with the proper modulation translated by experts. Finally it was found that the percentage of accurate level of FM was 22,5%, less accurate 30%, and inaccurate 47,5%.

2. From 11 phenomena of OM, 440 modulations produced by participants were compared with the proper modulation made by experts. It was found the percentage of accurate level of OM was 11,14%, less accurate 45,23% , and inaccurate 43,63%.

3. To sum up, the percentage of modulation phenomena (both FM and OM) was categorized accurate 16%, less accurate 39%, and inaccurate was 45%. The chart below shows the results of the accuracy level of modulation phenomena done by participants.
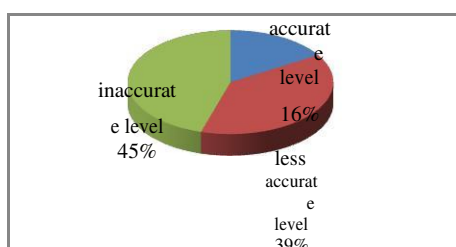
A lot of students did modulation errors since they often translated the text literally. In fact, the grammatical rules are much different between both languages.

Consequently, most students" translation has resulted incommunicative products.

Even though the sample of this research was only forty students, the analysis on translation phenomena should be conducted. Due to the fact that translation has been a partial requirement in STAIN Jurai Siwo Metro, it must also be mastered to enhance the quality of students" translation skill for building a good English competence.

CONCLUSION

Students attempted to apply modulation in translating texts both scientific and literary texts. The modulations produced were in line with Machali"s theory that can be described into FM phenomena with "infinitive of purpose" and "different level meaning between SL and TL" and OM with "expressing in written text of TL about what is implied in SL" and "cause and effect prepositional phrase in ST becomes cause and effect clause in TT". However, the translation products were mostly unreadable and rigid due to lack of modulation.

The students still literally translate the text because of lack of understanding in the structure of SL and lack of culture consideration. They had no intention to promote their own language style which Kridalaksana (in Nababan 2003) maintained was important factor in translation.

The modulations were significantly inaccurate so that they were needed to be revised to result better translations. The modulation categorized inaccurate was 45%

while less accurate was 39% and inaccurate was only 16%. These findings were surprisingly happening to the fifth semester students of English education program who could be classified as advanced learners in English. It certainly showed the less quality of translation skill which can be the measurement of their language competence. Therefore, it is crucial to train students translation skill by comprehending procedures of translation especially modulation which can be used to create appropriate changes of point of view and to measure the level of accuracy of their translation so that the translation quality can be upgraded.

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