



Indonesian Text about Javanese Culture into English Text: Most Common Translation Strategies on The Perspective of Vinay and Darbelnet (A Case Study of Vocational Students of Bogor Agricultural University)



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Abstract

Every country has its own culture as a character or a way of life. This character has to be preserved and maintained by every citizen of a country including Indonesia as a big nation which has many cultures and tribes. One of the effort to preserve cultures is spreading information of it to people outside the country using English as an international language. It can be started from college students as youth by teaching them to translate from Indonesian about Javanese culture into English. Every vocational student of Bogor Agricultural University from communication major is expected to master this skill to attract foreigners to come visit the country as tourists. To reach this goal, it is important for them to master translation strategies to avoid mistakes on the meaning of words or context. There are some strategies that can be applied in translation to deliver messages from source language into target language. They need to practice these strategies to know which strategies produce the equivalent meaning of target language to source language. However, they get cultural materials but they do not get translation materials. On the other hand, the other group of students majoring environmental management does not get cultural materials but they get translation materials in their English subject that they take. Thus, this research tries to answer the strategies that are commonly used by vocational students of Bogor Agricultural University from two majors in translating a cultural text based on the perspective of Vinay and Darbelnet. The method used in this research was a qualitative descriptive methodology which tries to reveal the most common translation strategy used by vocational students in Bogor Agricultural University and the difference between the two group of students. The most common strategy used by vocational students in translating cultural text is borrowing.

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1. Introduction

Translation has been done for decades to transfer messages from one source language to other target language. It started from thousand years ago to translate the Greek Septuagint Bible into Latin (Munday, 2001). This activity involves at least two languages and two cultural traditions (Toury, 1978). It implies that translators face a problem of how to deal with cultural aspects implicit in source text (ST) and of choosing the most appropriate technique in translating these aspects in target language (TL) (Nida, 1964). They should think of several forms ranging from lexical content and syntax to ideologies and ways of life in a given culture. The translators also should think about the importance given to certain cultural aspects and to what extent it is necessary or desirable to translate them into the TL (James, 2002). They should consider the purpose of translation in translating the culturally-bound words or expressions (Hariyanto, 2003).

Moreover, translation is an activity of transferring thoughts and ideas from one language (source) to another (target), whether the languages are in written or oral form (Brislin, 1976). Translation also is a process of finding an equivalent meaning of SL in TL (Pinhhuck, 1977). From the definitions, there are some similarities that can be noted. First, there is a change of expression from one language to the other. Second, the meaning and message are defined in the TL. Third, the translators have an obligation to find the closest equivalent meaning of ST in the TL. Based on these similarities, there is no indication that culture is taken into account in translating ST.

However, ideas and thoughts are related to culture of the authors of a text. Newmark (1988) defines culture as the way of life and its manifestations that are peculiar to a community that uses a particular language as it means of expression. This definition shows that each language has its own culturally specific expressions or features. Further explanation says that language is not considered as a component or feature of culture to respond a view from Vermeer (Newmark, 1988). Vermeer (1989) states that language is part of a culture and implies that translating the source language (SL) into TL in an appropriate form is part of translators' role in transcultural communication.

Therefore, vocational students of Bogor Agricultural University especially those who are from communication major are responsible to translate SL into TL in cultural context. Considering the target of communication study program is to produce creative and productive students who can actively speak English related to culture and tourism, it is important for them to master the strategies and understand the issues of cultural translation. The vocational students need to be given materials related to translation strategies especially for those who are in communication major. By mastering the translation strategies, they would be able to choose which strategies are appropriate for certain cultural source text to be translated into target text. However, in fact, they do not get any materials related to translation. They get materials related to culture and tourism. On the other hand, other group get materials related to translation and does not get materials related to culture and tourism.

This study aimed to find out the most common translation strategies used by vocational students in Bogor Agricultural University from two majors (communication and environmental management) in translating Indonesian Javanese cultural text into English. The second aim was to find the difference of strategies used by vocational students from these two majors by considering the result of their translation. By knowing their ability in translation, the teachers would consider what materials should be added to increase their ability in translating a source text into target text especially in cultural context.

Vinay and Darbelnet Model

Vinay and Darbelnet (1995, p.30-39) note differences between the languages and identifying different translation strategies and procedures after looking at two different language texts, French and English. The two general translation strategies identified by Vinay and Darbelnet are direct translation and oblique translation. The two strategies comprise seven procedures of which direct translation covers three procedures that is borrowing, calque, and literal translation. When literal translation is not possible, Vinay and Darbelnet say that the strategy of oblique translation must be used. This covers a further four procedures, transposition, modulation, equivalence, and adaptation.

Borrowing can be used as a way to introduce the source language culture by using the foreign terms into the target language. We can also use calque as one of the method introduced by Vinay and Darbelnet. Calque is a kind of borrowing whereby a language borrows an expression form of another, but then it translates literally each of its elements. Literal translation as the third procedure, are known as word for word translation. This procedure is a kind of direct transfer of a source language text into a grammatically and idiomatically appropriate target language text. Transposition as the first procedure of oblique translation, involves replacing one word class with another without changing the meaning of the message. The second procedure of oblique translation is modulation. It is a variation of the form of the message, obtained by changing the semantic and the point of view of the source language text. The third procedure, the method named equivalence, produces equivalent texts. Adaptation, as the method of the last procedure can be described as a special kind of equivalence, a situational equivalence. This method is used in those cases where the type of situation being referred to by the source language message is unknown in the target language culture.

Cultural Translation

Cultural studies has taken an increasingly interest in translation theory and practice. The horizons of translation studies have been widened by these new cultural approaches. The translation of culture is possible according to the great amount of translation strategies, models, and theories offered by scholars. The translation of each word or even translation of culture becomes impossible in the case of functionalist theories for example because from a pure linguistic position. [Durdureanu \(2011\)](#) stated that translation is part of culture. Moreover, the existence of culture proves the possibility of entering a different world, a different vision and community through a translator's genuine work.

Translators should consider the nature of the text and the similarities between the ideal source text and target text reader. The important aspect is to determine how much missing background information should be provided by the translators. Certain additions need to be brought to the target text in order to preserve specific cultural references. When considering the expectations of the ideal target text reader, formal equivalence should not be sought ([James, 2002](#)). Therefore, it is necessary to examine translation strategies bearing in mind the inevitability of translation loss when the text is culture bound.

Cultural translation is possible to be done by obtaining knowledge related to the source text that is needed by translators to detect cultural aspects. It can be done by putting down implicit cultural references to certain structures on the text level ([Stoize, 2009](#)). Cultural elements appear in the text on all levels such as the concept and form of words, the sentence and text structure, even pragmatics. Stoize also looked at translation as a writing process where translators translate the text in a holistic view by considering the relevant cultural context, discourse field, conceptual world and predicative mode to promote his or her understanding. They formulated the target language by observing the medium, stylistics, coherence and function of the source text ([Stoize, 2009](#)).

[Durdureanu \(2011\)](#) tried to answer whether the translation of culture is possible or impossible to be done by presenting some of the most popular theories related to the culture-bound terms and their equivalents. There are some translation methods like the so-called equivalence that can be used to translate culture according to the functionalist theories to a certain degree and perceive culture and the otherness of another world ([Durdureanu, 2011](#)). The translation of culture or even more the translation of each word becomes impossible in the case of functionalist theories where a pure linguistic position has to be considered.

In the next two years, [Abari \(2013\)](#) has tried to review the role of culture in translation and proposed some strategies for the translation of culture-specific items. However, the strategies that were proposed by Akbari was not presented in the paper. This paper only reviews some translation strategies proposed by scholars. Based on this study, in order to translate culture-specific items (CSI), [Franco Aixela \(1996\)](#) presented several strategies which serve the function of conversation. The strategies are repetition, orthographic adaptation, linguistic (non-cultural) translation, absolute universalization, naturalization, deletion, and autonomous creation. Repetition is similar to borrowing in Vinay and Darbelnet model. However, there is no strategy related to orthography, linguistic and deletion in Vinay and Darbelnet model. In comparison with translation strategies of Franco, strategies in Vinay and Darbelnet model, [Mona Baker's theory \(1998\)](#), [Newmark's theory \(1988\)](#) was not clear because of the lack explanation of each strategy in this paper.

2. Research Methods

This research used a qualitative descriptive methodology which tries to reveal and explain an event of translating Indonesian Javanese cultural text done by vocational students of Bogor Agricultural University. The

cultural text was taken from a book titled *Gender dan Keluarga* (Puspitasari, 2012). This text talks about the role of wife in Javanese culture. As Sandelowski (2000) says qualitative descriptive method is usually chosen by researcher that uses the method as a way to describe an event or phenomena.

Site and Participants

The participants of this study was the second (students from environmental management major) and fourth semester (students from communication major) of vocational students of Bogor Agricultural University majoring communication and environmental management. The sample of this study was 60 students. They were from environmental management major had already learned the translation skills in their English class. They did not get materials related to culture. However, students from communication major did not get materials related to translation. They only got materials related to culture.

Data Collection

In order to get data translation and obtain the information about the consideration on choosing the translation strategy, a test were given to the participants. The specific explanations about the use of the is presented as follows:

Translation testing

According to Bob Kizlik (<http://www.adprima.com/measurement.html>), a test is a special form of assessment. Assessment is a process by which information is obtained relative to some known objective or goal. Assessment is a broad term that includes testing. Tests are assessments made under contrived circumstances especially that they may be administered. A test or assessment yields information relative to an objective or goal.

Thus, the researcher used testing as a way to get data of translation. The translation test was done in the classroom containing 27 students from communication major and 33 students from environmental management. The researcher did not give exact time for them to finish the translation. It means they did not have limited time in doing their translation. But most of them did the translation not more than 30 minutes. They used their own digital dictionary on their mobile phone during the translation process. They had to translate three sentences including simple, compound and complex sentences.

Data Analysis

The data which came from test was analyzed by using the following stages:

- a) Inputing the data
The first stage of data analysis was inputing the translation data into database in computer. The translation of each respondent was written in the table which contained three sentences of source language, three sentences of target language and the strategy of each sentences used by each respondent.
- b) Making the list of words meaning
To have experience on translating the text, the researcher translated all the 3 sentences into Indonesian language by asking to the expert of Javanese language.
- c) Making the standard translation
After making the list of words meaning used on the text, the researcher made the standard translation of the text. It used as a standard in analyzing the translation data.
- d) Analyzing the data
After having the standard translation of the text, the researcher started to analyze the translation of each sentence.
- e) Deciding the translation strategy
After analyzing the translation of each sentence, the researcher continued to decide the strategy used by the respondents for each sentence.

3. Results and Analysis

Findings And Discussion

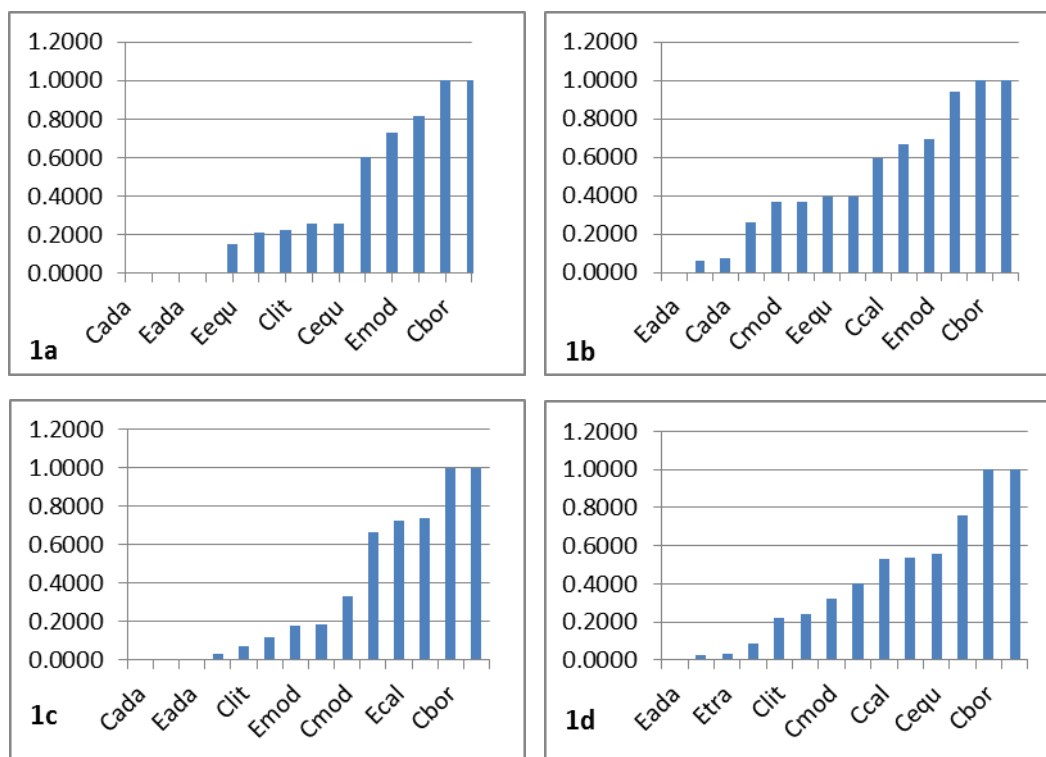
In sentence 1, there is one Javanese term that is 'konco wingking' meaning women's place are in the kitchen. In sentence 2, there are two Javanese terms that is 'swargo nunut' and 'neraka katut' meaning go along to either heaven or hell. In sentence 3, there is one Javanese term that is 'sigaraning nyowo' meaning the other side of the soul. All of the meanings are presented in the sentences. However, Google translator give different meaning of

'konco wingking' which means behind the stage. Moreover, this machine translation could not give any results on the translation of these terms ('swargo nunut', 'sigaraning nyowo', and 'neraka katut').

Based on Psychology, 'sigaraning nyowo' means men and women have a similar role also men and women complete each other in marriage life. Women as 'konco wingking' means that women are not only person in charge of kitchen but also person who manage the family life. In the Javanese concept of 'suargo nunut' and 'neraka katut', women are reminded to be wise in managing the family life because they are not the leader of the family. Men who are the leader of the family have to guide women to do their role well. Women have to remember that they have to obey rules from their leaders at home to harmonize the family life (Handayani & Novianto, 2004).

The first aim of this study was to find out the most common translation strategies used by vocational students in Bogor Agricultural University from two majors (communication and environmental management) in translating Indonesian Javanese cultural text into English. The findings show that in translating sentence 1, both classes use borrowing as the most common strategy (Graph. 1a). The second common strategy used by vocational students from communication major is calque and from environmental management major is modulation (Graph. 1a). The third common strategy used by vocational students from communication major is equivalent and from environmental management major is calque (Graph. 1a).

Graph 1b shows that in translating sentence 2, both classes also use borrowing as the most common strategy. The second common strategy used by vocational students from communication major is equivalent and from environmental management major is calque (Graph. 1b). The third common strategy used by vocational students from communication major is calque and from environmental management major is modulation (Graph. 1b). Graph 1c shows that in translating sentence 3, both classes also use borrowing as the most common strategy. The second common strategy used by vocational students from communication major is equivalent and from environmental management major is calque (Graph. 1c). The third common strategy used by vocational students from communication major is modulation and from environmental management major is equivalent (Graph. 1c). Graph 1d shows that in translating three sentences, in general, both classes use borrowing as the most common strategy. The second common strategy used by vocational students from communication major is equivalent and from environmental management major is calque (Graph. 1d). The third common strategy used by vocational students from communication major is modulation and from environmental management major is equivalent (Graph. 1d).



Graph 1. Proportion of translation strategies in translating sentences (1a = sentence 1; 1b = sentence 2; 1c = sentence 3; 1d = all sentences) used by vocational students of Bogor Agricultural University from communication major (C) and environmental management major (E). ada = adaptation; tra = transposition; lit = literal; equ = equivalent; mod = modulation; bor = borrowing; cal = calque

However, the most common strategy in translating scientific text was modulation by changing the semantic and point of view of source language text (Mardiana, Putra, & Sugyaningsih, 2014). Different from translating a cultural text, in translating a scientific text, translators do not need to add any information related to a situation in a source culture which does not exist in the target culture (Mardiana, Putra, & Sugyaningsih, 2014). Eventhough adaptation is one of translation strategies proposed by Vinay and Darbelnet which is suitable to translate cultural text, the students who are from communication major do not use this strategy in translating the source text into target text. They think that it is not necessary to add information in explaining more about the Javanese terms in the source text. Moreover, they think that he information in the source text is adequate for readers to understand meaning of the Javanese cultural terms.

The result of this study is in line with the result of a previous study which reported students prefer to use borrowing, description and adaptation (both in direct and back translation) as strategies to translate 40 cultural terms (Guera, 2012). The choice of certain strategies can reveal either the subversiveness of the translator or the resistance and maintenance of the source culture. The subversiveness of the translator leads to domestication of the source language text in the target culture, translating in a fluent and invisible style so as to minimize the foreignness of the text. The resistance and maintenance of the source culture lead to foreignization, maintenance the dominant culture values of the source language and the ideological dominance of the source culture.

The second aim is to find the difference of strategies used by vocational students from these two majors by considering the result of their translation. From the result of their translation in translating three sentences, vocational students from communication major tend to deliver the message in a different way from source text. They begin their work with a global view of the text for translation rather than with a text analysis focusing on syntactic structures which seem difficult to translate (Szal, 2014). They try to make the language easy to be understood unless they choose to borrow Javanese terms in target text. They do not try to explain the terms even they know the meaning of them. In the contrary, vocational students from environmental management major tend

to apply the translation strategies (calque, literal, and modulation) that they got in class. They analyze the source text before translating and try to focus on syntactic structure in translating it (Szal, 2014)

4. Conclusion

Vocational students of Bogor Agricultural University from Environmental Management major and Communication major prefer to use borrowing as the most common strategy in translating Indonesian Javanese cultural text into English text. The other common strategies used by vocational students of Bogor Agricultural University from Environmental Management major are calque and equivalent in translating the three sentences (Graph. 1d). The other common strategies used by vocational students of Bogor Agricultural University from communication major are equivalent and modulation in translating the three sentences (Graph. 1d). From the result of their translation in translating three sentences, vocational students from communication major tend to analyze the source text as a whole in a global view. However, vocational students from environmental management major tend to analyze the source text based on the syntactic structure of the sentences.

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