EXPLORATIVE-EXPERIENCE-BASED TRANSLATION PROJECT FOR TRANSLATING-INTERPRETING CLASS

Andy Bayu Nugroho
English Language and Literature, State University of Yogyakarta
abenugroho_uny@yahoo.com

Abstract

Some explorative methods have been done in teaching translation. The approach used in this method is based on the writer's experience during his teaching. This method is aimed at (1) introducing students to translating business, (2) giving more exposure to students in practicing translating texts, (3) exploring students' experiences in applying translation theories and strategies, and (4) developing process-based translation research to extend translation teaching methods.

The explorative-experience-based translation project is a teaching method in translating-interpreting class which allows students to explore their experience in the 'real' translation activities and industry as well as to apply their knowledge on translation theory and strategies of translation. The steps performed in this method are (1) giving brief description to students about business in translation, (2) introducing them to publishers, (3) guiding them in writing proposals for translation field work, (4) conducting advisory during the students' field work (consisting class discussion and problem solving), (5) interviewing students' difficulties during their projects, (6) recording students' major problems (in terms of sentence and text types), and (7) expanding this procedure with a process-based research by the teacher or lecturer. The students involved in this class should have taken some basic courses as introduction to translation (translation studies), translating practice, or other related courses available in the department.

Some opportunities and treats are explored through this method. These can enhance teachers' strategy and method in translating-interpreting class.

Keywords: *experience, process-based research, translation business, translating project, translation strategy*

A. BACKGROUND

English Language and Literature Study Program of the Faculty of Languages and Arts, State University of Yogyakarta, is one of the interests of high school students. It is seen from the number of high school graduates who are interested in studying in this department. In 2012, there were about 600 high school graduates registered to take the courses, but only 80 were accepted. In 2013, there are more than 900 and only 80 are accepted. It means, there is an increasing number of high school graduates who are interested in continuing their study in this program. Not regarding the questions that might appear of why they are so interested, this study program has long been established, it was since 1997. Many developments have been conducted to improve the quality of the students' learning process which results in the outcomes of this program.

There are three majors (consentrations) in this study program, which have to be taken at semester 5: English Literature, Linguistics, and Translation Studies. Translation almost always becomes the choice of the students. This is probably because translation is considered practical to students. Some of them expect to become translators after they finish their study or during their study. Some expect to continue their study to master degree.

To accommodate the students' interest, this study program develops its curriculum regularly every 5 years. The composition of the curriculum of the translation major today, which consists of 22 credits, is 13 credits of practice, 4 credits of practicum/fieldwork, and 5 credits of theory which equip the students with analytical skills and academic writing skills. The practical skills are accommodated through some subjects such as Translating Practice, Interpreting Practice, Translating Practicum, and Interpreting Practicum. While the analytical and academic writing skills are in some subjects such as Translating-Interpreting Analysis, and Thesis Proposal Writing and Seminar on Translation Thesis Proposal. By this design, it is expected that students will have both practical skills, which help them

in their professional choice, and analytical skills, which help them to evaluate translated texts and to conduct researches, as well as to continue their study to master degree.

Supported by adequate human resources and facilities, it is supposed that the expected outcomes are possible. With the different methods of teaching-learning process done by the lecturers, the students will get different experiences and knowledge. As one of the lecturers, the writer proposed this method to be applied in the class to prepare the students facing the real atmosphere of the work of translators. In other words, this method is aimed at introducing students to translating business, giving more exposure to students in practicing translating texts, exploring students' experiences in applying translation theories and strategies, and developing process-based translation researches to extend translation teaching methods. This paper answers the questions that might occur on how this method works.

B. PROPOSED OBJECTIVES

Doing lots of tasks in class or at home does not always meet the students' needs of the real 'world' of translators. Some tasks they do in class are sometimes quite waste of time. They read the text, which is sometimes long, analyze it, transfer the meaning, and reconstruct the message in the target language. During this process, students also need to open their dictionary or the internet. It takes time. As a consequence, students also have very little opportunity to explore more resources, such as parallel texts or to discuss their works. The types and length of the texts given as the tasks are also limited. On the contrary, doing their translation at home will give more opportunity to students explore other resources. However, this needs full trust of the lecturer to the students, because this type of task allows the students to cheat.

To cover the weakness of the class and take-home tasks, an explorative-experience-based translation project, which is possibly attached in some subjects such as Translating Practice and Translating Practicum, might give alternative through the following advantages.

1. Introducing Students to Translation Business and Publishers

This method tries to give students the real practice which makes them aware of the challenges of becoming translators. They will be asked to looking for books deserve to be translated, estimating the working hours, producing perfect works (in terms of accuracy, clarity, and naturalness of the translation), negotiating the price, and facing various characteristics of consumers.

Students are also expected to learn not only how to be good translators, but also how to do other jobs related to publishing activities such as editing, marketing, managing, and so on. The English Language and Literature Study Program has made some mutual relationship with publishers in Yogyakarta, such as Andi Offset, Navila, Pinus, Jendela (closed), Jalasutra, Media Pressindo, and so on. Students are also possible to conduct their practicum in some local broadcats such as, JogjaTV, RBTV, dan TVRI Stasiun Yogyakarta.

2. Giving More Exposure to Students in Translating Practice

Translating texts provided by lecturers in classes is not always sufficient. The types of the texts might vary but the quantity probably needs to be multiplied to expose their translation strategies. This also deals with how they work with the text, in other words, it will familiarize them to the process of translation. According to Nida and Taber, translation process is initiated with analyzing the text, followed with transferring and restructuring.

The more sentences that the students try to translate; the more they analyze various types of sentences. They will face sentences from the most simple (and sometimes incomplete/minor sentences) to the most complex sentences (compound complex or complex compound sentences which sometimes consisting implicit conjunctions). Analyzing a sentence is the key to understanding the meaning or the message of the sentence. When a student fails in analyzing the components of the sentence, it means that he will also fail in understanding and translating the sentence.

In transferring, a translator transfers his understanding of the message in the source language into his understanding in the target language. In includes finding the terminology of certain words, phrases, idioms, or culture-specific terms. Restructuring, the next process, is how the translator realizes the source text message in the target language message. In this step, the translator must use the most suitable strategy to realize the message in the target language. He might make a shift in the

98

realization but not in the meaning. This needs a good writing skill. That is why Nida and Taber also use the term 'reproducing' in their definition of translation. A translator re-produces a text in a new languange which sometimes for a new readership.

Students will also be faced with longer texts which involve to their working hours, their experience. Longer texts with very specific readers give the students opportunity to expand their knowledge. They are working on authentic materials, like scientific books, novels, research reports, news, and even movies.

3. Exploring Students' Competence in Applying Translation Theories and Strategies

Deals with the previous advantage, the materials they are working on contain various genres of texts with different constructions of sentences. Every sentence, in translation, is special. It is a specific 'case'. The same sentence might be translated differently in different contexts. Therefore, it cannot always be solved in the same way. For example, the simple sentence 'I love you' can be translated as '*Aku sayang kamu*', '*Gue sayang elo*', '*Aku cinta kamu*', or '*Ayah mencintaimu, Nak*'. It depends on the context of situation and the participants involving in the text.

In this situation, translators or students are supposed to be able to apply their understanding about the translation strategies. Strategy, according to Molina and Albir (2002) means how the translator solves the problems. It emerges during the translation process. Because the lecturer cannot always see the process, the strategy used by the students can be seen through the techniques identified from their works. Molina and Albir propose eighteen techniques; they are adaptation, amplification, borrowing, calque, compensation, description, discursive creation, established equivalent, generalization, linguistic amplification, linguistic compression, literal translation, modulation, particularization, reduction, substitution, transposition, and variation.

Students are challenged to solve the problems using these strategies, choosing the suitable strategies to maintain the message of the texts being translated. As mentioned by Nida and Taber, a translator can make changes in his translation as long as the message is accurately, clearly and naturally transferred. It is implied in their definition of translation, "*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*". (Nida and Taber, 1982).

4. Developing Process-Based Translation Researches

Many researches on translation have been conducted. In the previous decades, those researches were (and are, today) focusing on the products of the translation. These are called the product-based translation research. A product-based translation research can be used to evaluate the quality of the translation. It cannot be used to measure or describe the translator's competence.
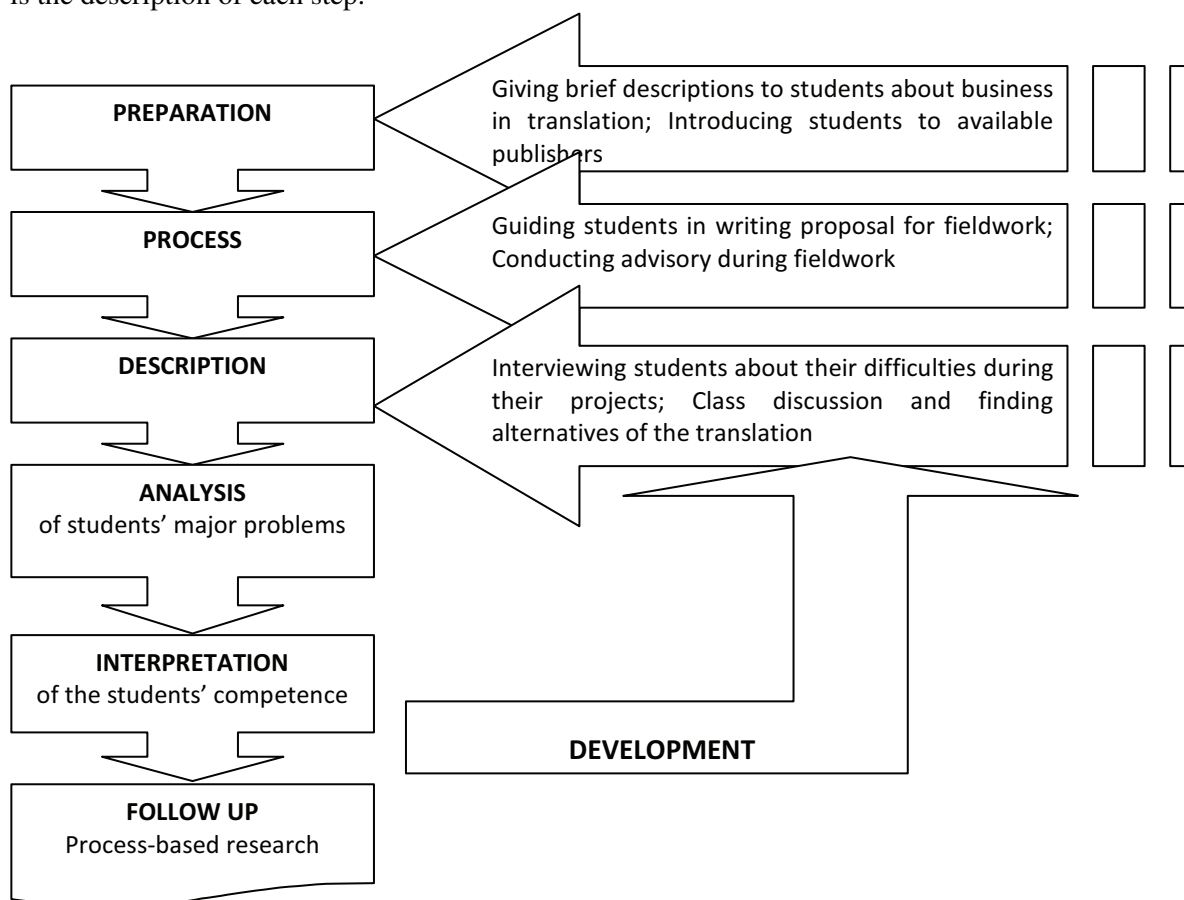
On the other hand, a process-based translation research can measure both the quality of the products and the competence of the translators. Here, the researcher can ask questions to the translators about the process they experienced. A process-based translation research is not always easy because most of the researchers do not have access to contact the translators. The translators might be unknown or passed away.

Hatim and Munday (2004: 10) mention that translation strategy is related to process. They also quote Jacobson's opinion that cognitive experience can occur in any existing languages. In other words, translation strategy deals with the translator's cognitive experience, so that only the translator understands the strategies he uses.

Because the researcher (that is the lecturer in this method) has access to contact or to ask the translators (i.e. the students), it is very possible that the process-based translation research be done in classes. The objective of the research is not merely to assess the students' works, but at the same time the result of the research reflects the students' learning process. The lecturer can make an informed teaching through describing the students' competence, analyzing the students' performance, and interpreting the learning process. Lecturer can analyze types of sentences which cause difficulties for the students. He can also analyze which aspects are considered difficult for students and give more exposure on those aspects.

C. EXPLORATIVE STEPS

Based on the writer's experience in teaching translation (translating and interpreting), there are some explorative steps that might be applied in doing this method in teaching translation. Below is the description of each step.

```
PREPARATION            Giving brief descriptions to students about business
                       in translation; Introducing students to available
                       publishers

PROCESS                Guiding students in writing proposal for fieldwork;
                       Conducting advisory during fieldwork

DESCRIPTION            Interviewing students about their difficulties during
                       their projects; Class discussion and finding
                       alternatives of the translation

ANALYSIS
of students' major problems

INTERPRETATION
of the students' competence                    DEVELOPMENT

FOLLOW UP
Process-based research
```

Figure of the Explorative-Experience-Based Translation Project Stages

1. Giving Brief Descriptions to Students about Business in Translation

In this step, the lecturer gives the students the general view on the business of translation. It covers what types of texts often translated into Bahasa Indonesia, what the translator should do as a part of the publisher, what sections a publisher have related to book translation, what an editor do, how books are selected, how they promote and sale the book, etc. This matter should be given to students in the first meeting, so that they are ready to face the business.

2. Introducing Students to Available Publishers

This translation project can only be done when the participants (the lecturer and the students) have close relation with publishers as parts of the stakeholders. Therefore, it is important to introduce the students to publishers around the university or those in the nearby cities. Orientation might have to be given because certain publishers translate only books which have identical or similar ideology. They have aimed the target readers of their books.

3. Guiding Students in Writing Proposal for their Translation Fieldwork

The next step is guiding the students to write good proposals which will be sent to publishers. The proposals are written to ensure the publishers that the students need to have more practice in translating various texts that the publishers will give the opportunity to 'work' with them. It is better to include in the proposals the course description, objectives, duration of the fieldwork, mutual networking, and some forms for the publishers giving feedback. Some of the forms can be seen in the appendix.

4. Conducting Advisory during the Students' Fieldwork

100

Some publishers will probably ask the students to work at their offices, but some other will let the students work at home. Both are acceptable. Established publishers usually provide the students advisors so that they can consult their advisors when they find difficulties. These advisors help the students a lot. However, not all publishers provide advisors (or good advisors). When it happens, the lecturer has to be ready to provide advisory for the students.

5. Interviewing Students about Their Difficulties during Their Projects

In working on their jobs, there must be some difficulties. As an advisor, the lecturer can investigate the students about the problems they face during their activities. Students sometimes find troubles with the subject matter. The materials that they are working on are not always familiar for them. Their knowledge on the subjects is limited. For example, when they have to translate a book talking about chemistry, they will find the terminology difficult, as well as when they face books talking about philosophy. The lecturer might help them or support them with some resources, such as suitable dictionary, encyclopedia, or parallel texts.

6. Class Discussion and Finding Alternatives of the Translation

The lecturer will get information about the students' difficulties after the interview. Different students will find different problems. This is the lecturer's responsibility to share the problems to other students in class. The lecturer can present certain sentences, which are considered difficult for some students, and offer other students to translate. This is interesting because the problems probably can be solved by one or two members of the class. The main objective of the class discussion is to provide them with alternatives of the translation. Discussing the problems leads to the more accurate, clearer, and more natural translations.

7. Recording Students' Major Problems

Through the interview and class discussion, the lecturer can identify the students' major problems. The lecturer makes list of the problems and tries to reformulate the teaching materials given to the students of the lower grade. The lecturer can prepare the students to face these problems earlier. In other words, this might be the results of the previous learning process; a reflection of the process. Some improvement must be done to equip them with more cases in translation.

8. Interpreting the Students' Competence

In this step, the lecturer interprets the students' competence in translating texts. The interpretation is based on the analysis that is done through the previous stages and the note given by their advisor in the fieldwork. This interpretatioin can be used to score and to give the final mark of the students. Hence, the students' final mark is not based on merely their works, but also based on their process. This also gives contribution to the students' character building in terms of honesty, because the process they have followed shows that the translation is their own hard work.

9. Expanding the Method with a Process-Based Translation Research

As the follow up, the lecturer can continue this method with a process-based translation research which is also important to improve the students' learning process in the future.

D. CONCLUSIONS

Lesson study and informed-teaching are two trending methods which are usually conducted to improve the students' learning process. Both can also be the means for teachers and lecturers to make reflection on the way they teach. The method that the writer proposes in this article is almost similar. The main difference is that the first two methods are done in groups of teachers or lecturers who are collecting, analyzing, and interpreting data together. While the method proposed by the writer, the explorative-experience-based translation project, can be done by the teacher or the lecturer himself. The main similarity is that all methods try to get information from the field, describe the phenomena, analize the data, and make interpretation. All method can also be done to improve the students' learning process and to improve the lecturer's strategy in teaching.

BIBLIOGRAPHY

Hatim, Basil and Jeremy Munday. 2002. *Translation, An Advanced Resource Book.* London: Routledge.

Molina, Lucia and Albir, Amparo Hurtado. 2002. 'Translation Techniques Revisited: A Dynamic and Functionalist Approach'. Dalam *META: Journal des traducteurs/Meta: Translators' Journal*. XLVII, No. 4 hal. 498-512

Nida, E & Taber, C. 1982. *The Theory and Practice of Translation*. Leiden. Ej Brill.

Appendices
Forms of the students' fieldwork.

Appendix 1

Form 1. Deskripsi Praktik Pengalaman Lapangan "*Translation Practicum*"
     Program Studi Bahasa dan Sastra Inggris UNY
     Semester Gasal (Oktober – Desember) Tahun …..
Tempat Praktikum   : …………………………….
Alamat   : ………………………………….
     ………………………………………

No.	Nama Mahasiswa	Topik / Judul	Lama Pengerjaan	Jumlah Halaman Jadi	Keterangan
1					
2					
3					
4					
Dst.					

Yogyakarta, ………………………..
Pembimbing/Penilai Lapangan

(…………………………….)

Appendix 2

Form 2. Lembar Penilaian Praktik Pengalaman Lapangan "*Translation Practicum*"
Program Studi Bahasa dan Sastra Inggris UNY
Semester Gasal (Oktober – Desember) Tahun.....

Tempat Praktikum : …………………………….

Alamat : …………………………………….

……………………………………..

No.	Nama Mahasiswa	Aspek Penilaian				Total	Nilai
		Accuracy	Naturalness	Acceptability	Clarity		
1							
2							
3							
4							
Dst							

Catatan: Scoring and Marking System (Sistem Penilaian)

0-40   : E (Kurang Sekali)   66-79   : B (Baik)

41-55   : D (Kurang)   80-100 : A (Baik Sekali)

56-65   : C (Sedang)

Yogyakarta, ………………………..

Pembimbing/Penilai Lapangan

(…………………………….)

Padang, October 5-6, 2013

Appendix 3

Form 3. Deskripsi Kemampuan Mahasiswa
Praktik Pengalaman Lapangan "*Translation Practicum*"
Program Studi Bahasa dan Sastra Inggris UNY
Semester Gasal (Oktober – Desember) Tahun.....

Tempat Praktikum : …………………………….
Alamat : ………………………………….
………………………………….

No.	Nama Mahasiswa	Kelebihan dan kelemahan	Masukan
1			
2			
3			
Dst.			

Yogyakarta, ……………………….. 2008
Pembimbing/Penilai Lapangan

(…………………………….)