An Analysis of Translation Techniques of Modality in Hortatory Text by English Department Students of UNP

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Abstract

This study analyzes the translation technique of modality in hortatory text and translation accuracy of hortatory text made by the students in academic year 2017 at the English Language and Literature Department. The purpose of this research is to find out the translation techniques used in translation of modality in hortatory text and translation accuracy in translating hortatory text entitled "Defend the forest". This study was descriptive qualitative research used in analysing the technique and the accuracy in translating hortatory exposition text. The instrumentation of this research was translation test. The translating techniques found were as follows: Established equivalence (86.8%) or 243 data, variation (6.8%) or 19 data, reduction (4.3%) or 12 data, and amplification (2.2%) or 6 data. The results of this study indicate that English Language and Literature Department students use the Established equivalence technique as a technique mostly used to translate hortatory text entitled "defend the forest". For the accuracy in translating hortatory text, the average score is 2,67 that is categorized as an accurate translation.

INTRODUCTION

Translation is not an easy job, According to Annisa, Saun, and Narius (2016) the different grammatical systems between the target and source language can be problems in translating. For instance *saya siswa* in Bahasa Indonesia is translated into "*I am student*" in English. There is no any articles on *saya siswa* while English has three kinds of article; a, an, the. Then, the meaning of a word or phrase can be different in a certain language

The other problem in translation is cultural background. As stated by Robinson (2003:186) translators usually interact with cultural knowledge and cultural difference, because both have been the major focus in translation theory for as long as either has been in existence. Culture indeed has a dominant role in translation. For example, a phrase *As white as snow* in English is not translated into "*Seputih Kapas*"

in Bahasa Indonesia. The phrase is still translated as *Seputih Kapas* in Bahasa Indonesia. Snow does not exist in Indonesian climate so the translator translates the word *snow* into *kapas* which have the same color as snow.

Then, Sukmaningrum (2016) states that a translator needs to apply some translation techniques in doing the translation work because it will help them to face the obstacles dealing with the structure, culture and linguistics from both languages. Ardi, H (2015) mentions that choosing an appropriate technique will influence the result of translation. Then the student are hope to produce an accurate translation since they are also learns Cross Cultural Understanding as a subject to provide students with cross-cultural knowledge. It has been exposed by Franscisca & Ardi (2019) the acceptability of food label made by English Department of UNP.

Based on the problems above, the researcher analyze about the technique used in translation. In conducting the research about translation technique, the researcher uses an English hortatory text. According to Gerot and Wignell (1994: 209) hortatory text consists of Thesis, argument and recommendation. The language features of hortatory text is using simple past tense, using modality, focus on generic human and non-human participants, using mental processes (to state writer think), material process (to state what happens) and relational processes (what is or should be).

Modality is a system of linguistic options that allows the speaker or the writer to express about their beliefs as to whether the preposition expressed is true, obligatory, desirable or actual by using modal word such as could, might, can and etc. Alwi (1992) in Silalahi (2018) classified modal into four categories, namely epistemic, deontic, dynamic and existential modality. Epistemic modality is related to knowledge. Deontic modality is related to permission and obligation. Dynamic modality is related to ability which in Indonesian is expressed by several words such as dapat, sanggup, bisa and mampu. Existential or intentional modality includes "wish", "hope", "offer" and "request".

Hortatory text is a text that gives information and persuades the reader for what should happen and what should not happen. Since the use of modality is related to the purpose of hortatory text. That is why modality is an important language features on Hortatory text. Then, this text is chosen because this text is familiar for student and this text also use modality more than other text. By knowing these aspects, the researcher thinks the students have a good comprehension of hortatory text. Then, it will be easier for them to translate hortatory text.

This research is somewhat similar with the research conducted by Silalahi, R. Mono, U. & Pakpahan, M, F. (2018) entitled "Translation Typology of Modal in Unclos 1982 in Indonesian". Their research was analyse the type of translation of modal used by the student at Universitas Sumatera Utara but they do not analyze about the technique used. While on this research the researcher analyse about the technique used in translation of modality. Moreover, the research related to modality as politeness markers have been studied (Ardi, Nababan, Djatmika, & Santosa, 2018) however this study focus narrative text.

METHOD

This research is a descriptive qualitative research used in analysing the technique used in translation of modality in hortatory text. By using this type of

research, the technique and the accuracy in hortatory exposition text as the data is described into a percentage. Descriptive qualitative research answers the research questions in the first chapter that consists of some problem that should be solved. Cresswell (2014) argue that qualitative research is a type of research by drawing the illustration of the result

The sample of this study is 20 students in academic 2017 of English Language and Literature Department. They are asked to translate a hortatory exposition text in 60 minutes. The instrumentations that used in this research is translation test and table analysis to collect the data of translation technique used in modality and the accuracy made by the student. Then, the data is percentage to find out the technique used and the accuracy in translating hortatory exposition text

RESULT AND DISCUSSION
Research Finding
1. The technique of translation

This research was conducted to know about students' translation techniques in translation of modality in hortatory text since the modality is one of language features in hortatory text. There are 4 translation techniques used by students in translation of modality in the hortatory text "Defend the forest". The percentage of each translation technique is shown in table 4:

Table 4. Students' Translation Technique in modality

NO	Technique of translation	Number of data	Percentage
1	Established equivalence	243	86.8%
2	Variation	19	6.8%
3	Reduction	12	4.3%
4	Amplification	6	2.2%
	Total	280	100%

From the table above, it can be seen there are 280 data of modality translated by the student of English Department. From 280 data, there were 4 techniques that were used by students in translation of modality in hortatory text "Defend the forest". The techniques would be analyzed from the higher into the lowest frequency:

a. Estalished equivalence

Establish equivalence is the technique that most frequently used by the student in translating modality found in hortatory text entitled "Defend the forest". This is a technique that translator used to translate by using standard word and language in dictionary or society. Based on this statement, establish equivalence concerns on communicative translation than the other. The student used established equivalence with percentage 86.8 % or 243 from total data. The used of established equivalence is shown on the examples below:

SL: and to fear the effect that this destruction will have on our descendant.

TL: dan takut akibat dari kerusakan ini akan mempengaruhi keturunan kita (student 3)

(TL: dan kita takutkan akan berdampak pada keturunan kita (student 4)
TL: dan takut dari kerusakan ini akan berdampak terhadap keturunan kita (student 5)

Based on the data above, the student 3,4 and 5 translate the word *will* into the word *akan*. It can be seen from those two examples the students used Established equivalence to translate the modality will The students focused on TL by using the easy language or the dictionary word, which used in daily social life. . In Bahasa Indonesia modality will is translated into akan which indicates willingness or intention. Based on the test, establish equivalent technique had been chosen as the favorite technique.

Another example of Established equivalence technique can be seen on the example in translating modality *should* which indicates suggestion to the reader. The example is shown on the example below:

SL: They should only take as many paper napkin as they need
TL: Mereka seharusnya mengambil serbet sebanyak yang mereka perlukan (student 1)
TL: Pertama mereka seharusnya hanya mengambil beberapa serbet (student 11)

The students above used the same technique to translate modality *should.* From these two examples, it can be seen that students 1 and 11 translate the modality *Should* into *Seharusnya* by using established equivalence technique. These two words have the same purpose in SL and TL that indicates a suggestion from the writer. The students find the equivalent word on TL dictionary or language from the modality *should.* Also, the students used the easy language or the dictionary word used in daily social life.

b. Variation
Variation is technique that changes the linguistic elements that affect aspects of linguistic variation, textual of tone, style, dialect, and social. Based on the data above, there are 19 or 6.8% data of variation techniques. The students translate the modality *will* which indicates intention or willingness. The examples are shown below:

SL: These measures will solve environmental problem.
TL: Tindakan ini *dapat* menyelesaikan masalah lingkungan (student 5)
TL: Langkah-langkah tersebut *mampu* memecahkan permasalahn lingkungan
(student 16)

As stated by Molina & Albir, Variation technique happen when the translator change linguistic elements that affect textual of tone. It can be seen from the example above that the students used this technique to translate modality will into *mampu* and *dapat.* The students change the textual of tone from the modality will that indicate willingness from the writer into *mampu* and *dapat* that indicate ability in TL.

c. Reduction

Reduction is technique used by translator by deleting a word. Based on the data, there are 12 students or 4.3% used reduction technique. The examples of this technique are shown below:

SL: Recycling vast amount of paper could do more harm than good to environment
TL: Mendaur ulang lebih berbahaya daripada bermanfaat bagi lingkungan (student 1)
TL: Mendaur ulang sejumlah kertas lebih membahayakan daripada bermanfaat bagi lingkungan (student 5)

From data above, the students 1 and 5 translate all of the sentences by deleting modality in source language. In first example, student 1 and 5 delete the modality in the target language. Similar to first example, the student 2 on the second sentence deletes the modality *could* in the target language. From the example above, it can be seen that there is a deletion in SL. However, the sentence still received well by reader.

d. Amplification

Different from reduction, this technique is a technique when the translator adds word, phrase, or information which did not acquire in SL. In Ardi (2015) this technique is also called addition. Based on the data, there are 6 (2,2%) data of reduction technique. The example of amplification technique is shown on the example below:
SL: American *might be* surprised
TL: Orang amerika *mungkin akan* terkejut (student 4)
TL: Orang amerika *mungkin akan* terkejut (student 10)
TL: Orang amerika *mungkin akan* terkejut (student 16)

Based on data above, it can be seen that the student 4, 10 and 16 translate the modality might into *mungkin akan* by using amplification technique. This technique called Amplification or addition in Ardi (2015) because from the example above, it can be seen that the students add modality *akan* that does not exist on the SL. However, this technique does not change the writers meaning that want to be conveyed on SL.

2. The accuracy of students' translation on hortatory text

This research was also conducted to know about students' translation accuracy in translation of hortatory text entitled "Defend the forest". Since accuracy is the

aspect that that has the highest proportion in the assessment. The score of the accuracy made by 20 students of English Department is shown on the table 10 below:

Table 10. The Score of Accuracy in Translating Hortatory Text

Student	Score	Criteria
Student 1	2.5	Less accurate
Student 2	2.7	Accurate
Student 3	2.76	Accurate
Student 4	2.83	Accurate
Student 5	2.6	Accurate
Student 6	2.63	Accurate
Student 7	2.83	Accurate
Student 8	2.73	Accurate
Student 9	2.8	Accurate
Student 10	2.5	Less accurate
Student 11	2.46	Less accurate
Student 12	2.66	Accurate
Student 13	2.76	Accurate
Student 14	2.56	Accurate
Student 15	2.8	Accurate
Student 16	2.83	Accurate
Student 17	2.73	Accurate
Student 18	2.5	Less accurate
Student 19	2.8	Accurate
Student 20	2.6	Accurate
Average Score	**2.67**	Accurate

The parameters proposed by Nababan (2012) classify the score of accuracy into three scales; 1, 2 and 3. The researcher specified the scale into the three ranges because the data are mostly in decimal numbers. The scales as follows:
   a. Scale 3 is specified from score 2.51 up to 3.0 for accurate translation.
   b. Scale 2 is specified from score 1.51 up to 2.50 for less accurate translation.
   c. Scale 1 is specified from score 1.0 up to 1.50 for inaccurate translation.

The score for students' translation shows that their translation accuracy is accurate with score 2.67 in a scale of 3.0. According to Nababan (2012) the data classified as accurate are those where the content in the source text is accurately and clearly transmitted into the target text without any distortion of meaning.

From the table above, it can be seen that there were 16 students or 80% from the total data make the accurate translation. Students who make the accurate translation are translated almost all the sentence of the text. For example:

SL: American seem to be especially concerned about their environment
TL: orang amerika tampaknya sangat memperhatikan lingkungan mereka (student 4)

On the examples above, the researcher categorized the TL as an accurate translation because the student 4 translated SL and delivered the meaning of SL into TL accurately without any ambiguity or distortions in meaning.

Although almost all of the students translate the text accurately, there were 4 students or 20 % from total data make the less accurate translation. It is happens because the students make a translation that has some meaning distortions or ambiguity on their TL. The examples are shown below:

SL:… they use to many paper in the bathroom into
TL: ..mereka menggunakan terlalu banyak kertas di kamar mandi
(student1)
TL: …mereka menggunakan terlalu banyak kertas di kamar mandi umum
(student 11)

From these two examples above, student 1 and 11 translate the word paper into kertas in the target language while to appropriate one is tisu because people do not use kertas in the bathroom. They translate the word literally without consediring the meaning in TL. However the students translate the other word on the example above accurately. That is why this translation becomes less accurate. It happens because the student used literal translation without considering the meaning in TL.

Discussion
The technique of translation

The researcher could say English student department have done good job to use a technique and which fit with modality in hortatory text. However, student still need to learn more about the technique of translation. In case, there is another type of text that should be translated. Based on data, the translation technique mostly used by English department student is established equivalence message (Ardi, 2017; Rosita, 2017). This technique becomes the dominant technique because the students used dictionary or online resources to translate the modality.

Moreover, related to Molina & Albir's theory, equivalence happens when the translator uses term or expression which is recognized in dictionary or language in use as an equivalent in TL. This finding is related by the theory stated by Nida & Taber in 1982. They said that translating consists of 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. It means that the students should find an equivalent term or word in TL to deliver the correct meaning from SL. The research from Arvianti (2016) found that established equivalence technique produces equivalency, both meaning and forms, in the target language if the translation has already adapted to the context of the text. So, this technique produces a natural translation in the target language

The accuracy of hortatory text

The accuracy is one of criteria to create a good quality translation. Based on findings of the research, the average score of accuracy in translating hortatory text entitled "Defend the Forest" made by 20 students are 2.67 in a scale 3.0. The score

of accuracy is categorized as accurate translation based on Nababan theory in 2012 who stated the accurate translation is a translation that delivered all the meaning without any distortion or ambiguity on TL. There are 16 students make an accurate translation and 4 students make a less accurate translation. The researcher found several ambiguity and meaning distortion found on their translation result that make the translation becomes less accurate. Different with this research, Savitri (2018) in analyzing the quality of informative text found that the score of accuracy were 47% accurate, 48% less accurate and 5% inaccurate. It might happen becuase the translator do not consider the meaning that need to be delivered on the TL accurately without any ambiguity and distortion of meaning.

Similar to Savitri, Cromico (2015) also found that the student makes less accurate translation more that accurate translation. He found that 16 data or 15.10 %, accurate and 61 data or 57.54 less accurate. Also, Cromico found that literal translation technique is a dominant technique used. The use of literal translation technique can affect the accuracy of SL because it translates the word literally without considering the meaning that contains on SL.

The finding of this study is somewhat similar to the study conducted by Silalahia, Monoa & Pakpahan (2018). Their research in translation typology of modality in Unclos 1982 found that the translator make a high accuracy with the percentage 81%. This research also found the high accuracy in translating hortatory text with the scale 2.67 based on to Nababan theory. From this two researches can be concluded that in making an accurate translation the translator should consider about the context that can be either internal context (the sentence in which the modal is used) or external context (the genre of the translated text) where it is used should be taken into account since it will affect the translation quality.

CONCLUSION

Through the analysis of student test in translation of modality in Hortatory text "Defend the forest", the researcher found Established equivalence technique is most technique used by students. Based on student test too, the researcher found almost all of the text translated by using Established equivalence (86.8%) from243 number of data, variation (6.8%) from 19 number of data, reduction (4.3%) from12 number of data and amplification (2.2%) from 6 number of data.

There are 4 students who get less accurate score in translating hortatory text and 16 students who get the accurate score in translating hortatory text. It might happen because the students do not consider the cultural aspect and the meaning that would be expressed by the students.

Based on the analyze and result of the research, these are some suggestions for English learning and study of translation. The result of the research shows student translated with proper technique of translation in several part of text. However, they focus to make understand TL reader and forget about other technique which suitable for a sentence. Students need to improve their knowledge about technique of translation to give more suitable product of translation and also think about the accuracy of the translation result.

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