



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

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Article History

Submitted: 2021-08-23

Accepted: 2021-11-14

Published: 2021-11-14

Keywords:

Translation , Technique of Translation, Modality , Hortatory Text

Abstract

This study aims at finding out the translation techniques of modality made by the third year English Department students of Universitas Negeri Padang in translating hortatory text. This study used a descriptive method. The data were the translation of hortatory text entitled Bersama Atasi Covid-19 done by the third-year English Department Students of Universitas Negeri Padang. The data were collected by using a test and were analyzed using the translation technique of modality which literal translation technique is the technique frequently used by the students in their translation with the frequency of 255 data (74,12%). Established Equivalence and Linguistic Compression (7.0%) are the second most frequent of translation techniques of modality used. Linguistic Amplification (6.68%), and the last is Reduction that is used 18times with (5.2%) percentage.

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How to Cite: Rahmadani, Y and Rosa, R.N. (2021). An Analysis of Translation Techniques of Modality in Hortatory Text by English Department Students of UNP. Journal of English Language Teaching, 10. (3): pp. 528-535, DOI: [10.24036/jelt.v10i3.11391](https://doi.org/10.24036/jelt.v10i3.11391)

INTRODUCTION

Almost every day, people use modality in communicating depending on the meaning of the message they want to convey. According to Moindjie (2015) modality deals with the assessment of the intrinsic and extrinsic meanings of a statement in terms of control over a situation and judgment of truth value.

Modality can be expressed by different elements and different languages express different modal by using different elements or technique. In English, modality is expressed by modal auxiliary verbs which indicate modality, which is defined as the grammaticalized expression of the subjective attitudes and opinions of the speaker (Lyons, 1977)

Modality is a way of writers to express their attitudes toward certain issues. Not all of the modalities contained in the source language can be translated well. There are several modalities which have not been translated into the target language or are still being translated into a different meaning from the source language.

One of the important elements to pay attention to in translation is the translation of modalities because different translations of modalities can affect

significant differences in meaning. Differences in the structure of the language in the text will affect the addition or omission of modalities in the text. Their use of the modalities that state the possibility (i.e. permission) and necessity (i.e. obligation) in a text is very different when translated from the source language to the target language.

In this case this study will analyze the translation techniques modalities in hortatory text from Indonesian-English. The subject of the study is third-year students of English Department of Universitas Negeri Padang because they take Indonesian-English translation course and they are considered to be able to translate the text properly. This is because students have had deeper knowledge about translation from previous semester. In this research, the researcher will analyze the students' work. From the previous studies, it can be seen there is small explanation about the translation technique in academic writing.

There are similarities between the previous studies and this present study. Brdar and Knežević (2011) conducted a research about translatability of Croatian deontic modals into English, and they also described a possible shift in modality that occurred in translation. Moindjie (2015) conducted research about the function of modality translation and translatability of expressing modality from Arabic into English and French to determine its effects in translation.

Pakpahan (2016) conducted a research about analyzing the meaning equivalence of modals used in the UNCLOS 1982 text in bahasa Indonesia, finding out the translation techniques used in translating modals used in the UNCLOS 1982 text into bahasa Indonesia; and analyzing the quality of the translation of modals used in the UNCLOS 1982 text into Bahasa Indonesia.

Khayrutdinov et al. (2017) conducted the category of modality in the process of bilingual translation of American Literature as an important aspect of achieving its adequacy. Category of modality reveals the features and structure of the English and Russian languages, which have their own specific grammatical and lexical units for expressing modality.

Perdana et al. (2018) conducted a research about The System of Modality in Indonesian – English Translation from Indonesia Tax Amnesty Law. This research aims to find out the system of modality in restricting interpersonal perspective. As a case research, it has been directed to analyze the modalization and modulation in legal translation. The data contained the modalities between source language (SL) and target language (TL) in Tax Amnesty Law. This research method is qualitative research. The results showed that the translation had several meanings: the text contained obligation sentence.

All of these studies talked about the translation modality. Compared to this study, the previous study took different participants and different texts. Some of them are interested in analyzing translation techniques in functional texts. Meanwhile, in this study the researcher will analyze the students' work, because of differences in language structure there can be addition or removal of modalities in sentences. Therefore, the researcher will conduct research on the technique of translating modality in hortatory texts about COVID-19 from Indonesia into English. The subject of this study is third-year English Department students of Universitas

Negeri Padang because they take Indonesia-English translation course and they are considered to be able to translate the text properly.

METHOD

This research used the descriptive method in analyzing translation technique in translating hortatory text from Indonesian into English. The data were the types of errors in translating hortatory text. The participants were 30 English Department students batch 2018 who are taking translation course in 2021. The research instrument was a translation test. In the translation test, they were asked to translate a hortatory text entitled “Bersama Atasi Covid-19.” The data were obtained by asking the students to send the answers via the WhatsApp group.

RESULT AND DISCUSSION

Research Finding

This research was conducted to know about this student’s translation techniques in the translation of modality in the hortatory text since the modality is one of language features in hortatory text. There are five translation techniques used by students in translation of modality in the hortatory text “*Bersama atasi covid-19*”. The percentage of each translation technique is shown in the table below:

Students’ Translation Technique of Modality

No.	Technique of translation	Number of data	Percentage
1	Literal Translation	225	74,12%
2	Establish Equivalence	24	7,0%
3	Linguistic Compression	24	7,0%
4	Linguistic Amplification	23	6,68%
5	Reduction	18	5,2%
Total		344	100%

From the table above, it can be seen there are 344 data of modality translated by the student of English Department. From 344 data, there are 5 techniques that were students in translation of modality in hortatory text” *Bersama Atasi covid19*”. The techniques would be analyzed from the higher into the lowest frequency:

1.Literal translation

Literal translation is the technique that is most frequently used by the students in translating modality found in the hortatory text entitled “*Bersama Atasi Covid-19*”. This technique is used to translate words, terms, or expression word for word. Based on this statement, the students used literal translation with a percentage 74,12% or 255 from total data. The use of literal translation is shown Datum 1 below:

Datum 1

ST: *Pemerintah perlu menenangkan warga.*

TT: The government *needs* to calm the citizens (student 1)

TT: The government *needs* to appease the people (student 2)

The ST in Datum 1 contains modality because the word “*perlu*” adds the meaning of obligation to the sentence. Based on the data above, the student 1 and 2 translate the ST word *perlu* into the word *needs* in the TT. This shows that both the students used literal translation technique to translate the modality *perlu* into English. Their choice of literal technique is motivated by the fact that “*perlu*” is equivalent with “need”, and “need to” is one of the phrases that indicate the modality meaning in English.

Another example of literal translation technique can be seen in Datum 2 in translating modality *akan*.

Datum 2

ST: ***Akan*** *sangat baik apa bila pemerintah*

TT: It *would* be better if the government (student 1)

TT: It *would* be very good if the government (student 2)

From the student's translation above, it can be seen that the student used the literal technique because the student translated *akan* into *would* where *would* is the second form of *will*. Which means the student translated word for word or also called literal technique.

2. Established Equivalence

Establish equivalence is another technique that is used by the student in translating modality found in the hortatory text. This technique applied recognized term or expression in dictionary or language to be used as the equivalent. Based on this statement, establish equivalence concerns on communicative translation than the other. The students used established equivalence with percentage 7,0 % or 24 from total data. The use of established equivalence is shown in Datum 3 below:

Datum 3

ST: Kita harapkan *akan dapat* menenangkan masyarakat

TT: Hopefully *will be able* to calm the public (student 1)

Establish equivalence or in Indonesian is referred to as common equivalent techniques. From the example student used Establish equivalence to translate the modality *akan dapat* into *will be able* which is the word *will be able* usual means general. The student focused on TT by using the easy language or the dictionary word, which used in daily social life. That is, Equivalent technique is a translator technique that prioritizes the inadeimical side or the fairness side of the translation in the target language.

3. Linguistic Amplification

This technique is used for adding linguistic elements. It is opposed to linguistic compression. Based on the data there are 6,68% or 23 from total data used the linguistic amplification technique. The example of this technique are shown below:

Datum 4

ST: Komunitas masyarakat membantu menyebarkan informasi akurat

TT: The community *will* help spread accurate information (student 1)

ST: Dan ekonomi membaik

TT: And the economy *will* improve (student 2)

Based on the data, it can be seen the students add modality will in TT that does not exist on the source language. It can be categorized as linguistic amplification because there is an addition of linguistic elements in the TT that is not mentioned in ST. However, this technique does not change the meaning that want to conveyed on ST.

4. Linguistic Compression

Linguistic compression this one technique is the opposite of the linguistic amplification technique. Basically, the linguistic compression technique is a translation technique that reduces the linguistic elements of a sentence. Based on the data above, there are 7, 0% data or 24 from total data. The student used of linguistic compression is shown on the example below:

Datum 5

ST: Kepanikan terlihat dari dari meningkatnya permintaasn masker hidung

TT: The panic *can* be seen from the increasing demand for mask to cover nose (student 1)

TT: It *can* be seen from the increasing demand for mask to cover the nose (student 2)

Based on the data above, the students change the element information and give suppressing linguistic elements in target language. The student change the word *terlihat* into *can* be seen. So the addition modality *can* there will reduce the linguistic elements of a sentence. It should *terlihat* into *bisa terlihat*. Surely it will weaken the meaning of the word *terlihat*.

Therefore it can be categorized as linguistic compression because the presence of modals in the target language creates a multilevel meaning, examples that in *terlihat* in the source language to be *can be seen*.

4. Reduction

Reduction is a technique used by translator by deleting word including omission and implication. Based on the data there are 5, 2% or 18 from total data used reduction. The examples of this technique are shown below:

Datum 6

ST: Kita harapkan akan dapat menenangkan warga

TT: The patient is hoped *can* put people at ease (student1)

TT: We expect to *be able* calm the public (student 2)

TT: We hope *will* be enjoyed by the community (student 3)

From the data above, the student 1, 2 and 3 translate all of the sentences by deleting modality in target language. In the TT student 1 and student 2 delete the modality *akan* in ST. Similar with the TT student 1 and 2 but in TT student 3 delete modality *dapat* in ST. From the all target language, it can be seen that there is a deleting modality in source language. Therefore it can be categorized as reuction because the deletion of the modalities in TT.

Discussion

The researcher could say English student department have done good job to use a technique translation of modality in hortatory text. However, student still needs to

learn more about the technique of translation. In case, there is another type of text should be translate. Based on data, the translation technique mostly used by English department students is the Literal translation technique. This technique becomes the dominant technique used because the students used to translate words, terms, or expression word by word in modality. It is related to Molina & Albir's theory, they state this technique will properly applied when the form coincides with the word and meaning.

This research finding is somewhat similar to research conducted by Ardi (2015) about translation technique of English to Indonesian in this study is the book "The Minang kabau Response to Dutch Colonial Rule in the Nineteenth Century ". This research found several technique used in translating: amplification, literal translation, common equivalents, modulation, pure borrowing, reduction / amplification, adaptation, addition, transposition, generalization, claue, inversion, particularization, omission, discursive Creation, description, natural borrowing and correction. It is because this research about translation technique of English to Indonesian.

This research finding is somewhat similar to research conducted by Pakpahan (2016) conducted a research about analyzing the meaning equivalence of modals used in the UNCLOS 1982 text in bahasa Indonesia, finding out the translation techniques used in translating modals used in the UNCLOS 1982 text into bahasa Indonesia. This research found several technique used in translating modality: Establish equivalent, literal, discursive creation, modulation, reduction, transposition, and linguistic amplification. From this research, they also conclude that the translator should consider about all aspects of meaning, form, and value must be taken into consideration when translating modality.

This research finding is somewhat similar to research conducted by Christy (2016) in Translation Techniques Analysis of English – Indonesian Manual Book of Smartfren Andromax. The data were adaptation, amplification, Pure borrowing, Naturalization, borrowing, claue. Generalization, literal translation, and description. It is because this research analysis about manual book smartfren andromext of English into Indonesian.

This research finding is somewhat similar to research conducted by Rahesa and Rosa (2020) in Translation Techniques used by English Department Students of Universitas Negeri Padang in Translating a Narrative Text. This research uses nine translation techniques. They are literal translation, established equivalent, discursive creation, amplification, generalization, adaptation, borrowing, modulation, and linguistic compression.

This research finding is somewhat similar to research conducted by Ilham and Oktaria (2020) in An Analysis of Translation Techniques of Modality in Hortatory Text by English Department Students of UNP. The translating techniques found were as follows: Established equivalence, variation, reduction, and amplification.

From the previous studies above, it can be conclude that that research has similarities and differences each other. The differences of the results happen because the different participant, theories, and texts used in each study.

CONCLUSION

Translation is one of the way important aspect in learning a foreign language. Translation is an activity to transfer, replace and reproduce word of sentene from source language (ST) to target language (TT). The reproduce word or sentence from the source language must be suited with the target language.

However, the student still find the difficulty to used technique translating in a hortatory text.

The purpose of this reseach was to find out the translation technique in a hortatory text from Indonesia into English by the third year English Department student of Unversitas Negeri Padang. This reseach used descriptive method whit the third year English Department student of Universitas Negeri Padang who take Indonesia-English translation class as the population, and 30 of them as the sample. The data were obtained in order to find out the translation technique made by student in translating a hortatory text from Indonesia into English. The translation technique was classified to find out the dominant technique translation made by the student in translating hortatory text from Indonesia-English. The reseacher found the translations technique that made by student in translating the text are literal translation, Establish equivalence, Linguistic compression, Linguistic amplification and Reduction technique (classified by Molina and Albir 2002).

Through the analysis of student test in translation of modality in hortatory text “Besrasama Atasi Covid-19”, the researcher found Literal translation technique is most technique used by students. Based on student test too, the researcher found almost all of the text translated by using Literal translation (74,12%) from 255 number of data, Establish Equivalent (7,0%) from 24 data, Linguistic compression (7,0%) from 24 number of data, Linguistic Amplification (6,68%) from 23 number of data and Reduction (5,2%) from 18 number of data.

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