



Analysis of Self-Revision in Translation Process of Analytical Exposition Text by the Third Year English Department Students of Universitas Negeri Padang

Chintya Yuliantika¹, Rusdi Noor Rosa²

English Language and Literature Department, Faculty of Languages and Arts, Universitas Negeri Padang, Padang, Indonesia

Correspondence Email : chintyasungles@gmail.com

Article History

Submitted: 2022-01-27

Accepted: 2022-03-27

Published: 2022-03-27

Keywords:

Translation, Translation process, Self-revision, Online resources

Abstract

This research was aimed to find out the types of self-revision done by the third year English Department students of Universitas Negeri Padang in translating an analytical exposition text from Bahasa Indonesia into English and to find out kinds of online resources used by students in doing self-revision in translating the analytical text from Bahasa Indonesia to English. A descriptive qualitative method used in this research. The participants of this study were three English Department students of Universitas Negeri Padang in academic year 2020-2021. The data of this research were the translation process collected by using Translog II and Camtasia Studio 8. The findings of this research were (1) the type of self-revision most frequently used by the students was word substitution with the frequency of 30.1% and (2) Google translate was the kind of online resources most frequently used by the students in doing self-revision in their translation process. From this research, it is concluded that self-revision has an essential role in the translation process.

©2022 The Author(s) Publish by Jurusan Bahasa dan Sastra Inggris FBS UNP. This is an open access article under the CC-BY-NC license (<https://creativecommons.org/licenses/by-nc/4.0/>)

How to Cite: Yuliantika, C., Rosa, R. N. (2022). Analysis of Self-Revision in Translation Process of Analytical Exposition Text by the Third Year English Department Students of Universitas Negeri Padang. *Journal of English Language Teaching*, 11. (1): pp. 121-128, DOI: [10.24036/jelt.v11i1.115750](https://doi.org/10.24036/jelt.v11i1.115750)

INTRODUCTION

Language is a tool that is used by people to communicate their thought and feelings. It has a very important role in human life because without a language, they cannot communicate with each other. In this modern life, English becomes one of the international languages used in the whole world. Furthermore, English has an essential role in education life. English as a foreign language is learned by students at school to make them understand and know its importance in their life. They are expected to be able to communicate with other people by using English as their foreign language as well. Whether they can or not produce some words on their own, but in education life, it is not expected that they have to master that language.

There are several skills needed in learning English, including listening, reading, speaking, and writing. However, apart from the four skills mentioned above, there is also another important skill in language learning, that is translation. Translation is the process of changing the meaning contained in a text written in a certain language into a text in another different language (Rachmadie et al., 1988). As well-intentioned as the other skills in English, translation is also an important skill that should be learned. In the process of learning new language, translation has an important role in language learning. Translating two different languages may have structural or even differences in grammar and vocabulary but in the translation, language learners are able to know how the source language is transferred to the target language and can also know how the two languages are compared. Translation is related to changes of meaning from the source language (SL) text into the target language (TL) (Bassnet, 2002:12). In language learning, as learners who wants to master the target language, they must carry out the translation process to get the meaning of unknown words and to better understand the language.

Students have more time to think as they write down their line of thinking and they have more time to reflect on what happened at a specific point in the translation process (Alvarez, 2007). Hasibuan, Lubis, Saragih, and Muchtar (2018) conducted a research that the translation process also requires appropriate techniques in translating cultural text so that the results of the translation process carried out by the translators are good and accurate. Rosa, Sinar, Ibrahim, Bell, and Setia (2018) did a study focusing on how the translation process is carried out by students' translators and professional translators using pause when translating the text. Abbas et al (2019) state that "analytical exposition text is a text which elaborates the idea from the writer about an issue happening in the society". From the explanation and the statement before, an analytical exposition can be said as a text that develops and presents the writer's idea about something that happens in society or we can say that the current issue that happens in daily life.

Focusing on the use of online resources in translation, Sofyan and Rosa (2015) explored self-corrections done by students' translators by using Translog II as the instrument. In addition, in the research conducted by Sofyan and Tarigan (2017), they conducted a study in which the use of online resources in the translation process was carried out by three people who were not translation students in translating the text and doing self-revision of the translated text. Furthermore, Rosa, Amri, and Zainil (2020) used their findings to develop a self-revision oriented translation model. The work done by Rosa et al. (2020) was also motivated by the research done by Shih (2013) who explored translators' end-revision processing patterns and maxims. However, the difference between their works is that Shih (2013) collected the data by using think aloud protocols.

This present study completes the studies done by the previous researchers. This study does not only explore the types of self-revisions done by translators, but it is also exploring the kinds of online resources used by the translators in doing self-revisions. This study is aimed to: (i) find out the types of self-revision done by the English Department students of Universitas Negeri Padang in translating an analytical exposition text from Bahasa Indonesia into English; and (ii) to find out the kinds of online resources used by the English Department students of Universitas Negeri

Padang in doing self-revision in translating an analytical exposition text. The results of this study are expected to give useful resources of how self-revisions play a very important role in the translation process.

METHOD

1. Design of The Research

This study was conducted using a descriptive qualitative method. Qualitative method is a procedure of research that is designed to obtain descriptive data in writing focus. The data deal with human beings and their speeches as well as their behavior that appear. The data were described descriptively in the form of words rather than numbers or quantity. The information delivered was about the students' translation process in translating an analytical exposition text. The use of this method was intended to find out the types of self-revision done by the students in translating the text and the kinds of online resources that were used by the students in doing self-revision while translating the text.

2. Data and Source of Data

The data in this research were the translation process by the third year English Department students of Universitas Negeri Padang in the academic year 2020-2021 in translating an analytical exposition text from Bahasa Indonesia into English. The data were the recording of all keyboard activities performed by the students while doing self-revisions in the translation process. Besides that, the activities of screen recording by the students in the process of translating the text were also be used as the data. The researcher used Camtasia Studio 8 as the support device to record all the activities on the monitor.

3. Participants

The researcher used simple random sampling in choosing the participants. The researcher considered a standard for choosing translation in the study. That is because the researcher had taken a course unit named Translation Class. So, the researcher took the study on translation process at Universitas Negeri Padang. The participants of this research were 3 (three) third year English Department students. They were in the academic year 2020-2021. They were chosen as the participants of this research because they were also taking translation class.

4. Instruments

The instruments of this study were Translog II and Camtasia Studio 8. These instruments were used to collect the data of translation process done by the students in doing in translating the text given. These two instruments were needed in order to make the research run successfully.

5. Technique of Data Collection

The first data were collected by using Tanslog II in the students' laptop, then the use of Translog II in the device recorded all the keyboard activities from each of the students while doing self-revision in the translation process in translating an analytical exposition text from bahasa Indonesia into English. After the translation process was

done by the students by using Translog II, the results of the data were presented as the log file in the Translog II. The second data were collected by using Camtasia Studio 8, which was the device that recorded the entire screen or monitor activities of the students in the translation process. Before translating the texts, both devices, Translog II and Camtasia Studio 8, have been installed in the students' laptop.

6. Technique of Data Analysis

The data were analyzed qualitatively from Translog II and Camtasia Studio 8. The data were analyzed to find out the types of self-revision in doing the translation process by English Department students in translating the text and also to find out the kinds of online resources that were used by the English Department students in doing the translation process. The results of the data after the students finished their work were saved in the form of XML document in Translog II. Then the data were opened from Translog II where the researcher opened it through the Translog II Supervisor and then by clicking the button replay in that device, the file in the form of XML document would be open. From the work that had been done by the students in the translating the text, the first thing done by the researchers was analyzing the types of self-revisions done by the students in translating the analytical exposition text. The researchers then classified them in the types of self-revisions in the translation process. After the researchers classified them into the types of self-revision, the researchers counted the most frequent type of self-revisions done by the students in their translation process in translating the analytical exposition text. Besides, in the term of using Camtasia Studio 8, it supported the researchers to analyze the data from the students in recording the monitor activities and helped the researchers in finding out what kind of online resources that were used by the students in doing self-revision in translating the analytical exposition text.

RESULT AND DISCUSSION

Research Finding

The researchers got the data from Translog II and Camtasia Studio 8 that has been used by the researcher as the instruments to collect the data from the students. The researchers used these two instruments to find out how the student's translation process carried out self-revision in translating the given text. The researcher presented the results of data collection carried out on the third year of English Department students of Universitas Negeri Padang in the academic year 2020-2021.

Translation that can produce good translation results certainly has a process in carrying out the translation. The result of the translation will not be perfect without going through the stages in the translation. From various stages in the translation process there is self-revision. Self-revision in the translation does have the main goal, namely to make improvements for the quality of the translated text. It is undeniable that the translation process was carried out without any correction or revision of the employed text. In revising the translated text, the translator can delete words, respelling, adjusting the meaning and substituting words (Malkiel, 2009; Sofyan & Rosa, 2015; Sofyan & Tarigan, 2017). According to Sofyan and Rosa (2020), there are seven types of self-correction consisting of word substitution, word deletion, word addition, capitalization, meaning, grammar and spelling.

Table 1 The frequency of self-revision done by the students

No.	Types of Self-Revision	Student I	Student M	Student B	Total	%
1.	Word Substitution	23	19	11	53	53%
2.	Word Deletion	10	8	11	29	29%
3.	Word Addition	2	3	1	6	6%
4.	Meaning correction	0	2	0	2	2%
5.	Grammar Correction	2	0	3	3	3%
6.	Capitalization	0	0	2	2	2%
7.	Spelling Correction	0	2	3	5	5%
8.	Return Correction	0	0	0	0	0%
Total		37	34	29	100	100%

Based on the results presented in table 1 above, it showed the types of self-revision and the frequency in the translation process done by English Department students. It can be seen that the various types were applied in the translation process doing by English Department students in the table. The table also shows that students did self-revision 83 times in total, divided into eight types of self-revisions. As stated from the Table 1 above, the type that is most frequently used by the students in the translation process is word substitution, which is 25 times in total (30.12%). The next type of self-revision used by students in the process of translation is word deletion and spelling correction, which have the same frequency 19 times in total (22.89%). The other types of self-revision in the translation process done by students are in the term of grammar correction 8 times in total (9.6%), word addition 6 times in total (7.23%), capitalization 3 times in total (3.61%), meaning correction twice in total (2.41%), and return correction once in total (1.20%).

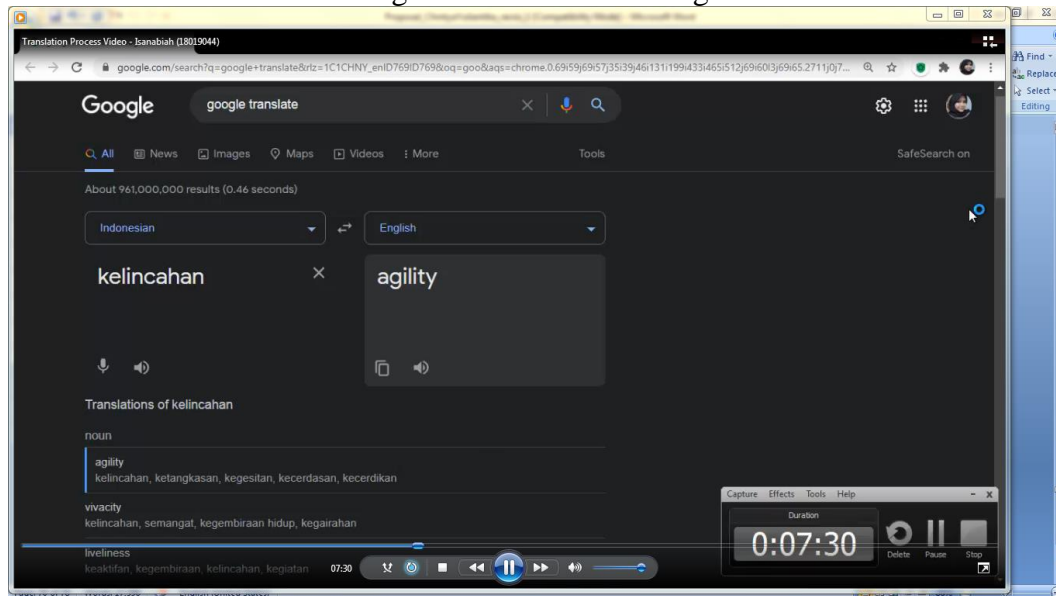
Table 2 Online resources in the translation process

Online Resources	
Post Drafting	
Student I	Google translate
Student M	Google translate Merriam Webster
Student B	Google translate

From table 4.2, Google translate is used most frequently as the online resources that help students in translating the text in translation process. In the process of translating the text, the uses of online resources help translators in doing translation in order to make the improvement to the translation done by the translators (Sofyan and Rosa, 2020).

In collecting the data, in addition to using Translog II as the instrument in doing the translation process, the researcher also used Camtasia Studio 8 to record the activity of the monitor. By using screen recording Camtasia Studio 8, it is easier for the researchers to conduct their research to find and see what activities are carried out by the students in translating the text. Camtasia Studio 8 is used for recording all the students' activities during the self-revision in the translation process.

Figure 1 Screen Recording



As shown in Figure 1, the students used Google Translate to find out the equivalent of the ST word “*kelincahan*” in English (target language). In addition to using Google Translate, the students also used online dictionaries to help them find the equivalents in English.

Discussion

The research that had been done by the researcher point out that in the translation process carried out by students in translating a text there were some aspects where the students perform self-correction in the term of process-oriented translation. Depending on the definition of self-revision, it means the revision or correction done by the translator himself/herself. In this discussion section, the researcher would like to show and describe the results of the analysis that has been carried out on self-revision in the translation process done by English Department students. In this research, the results of this study will be described with the aim of knowing the types of self-revision carried out in the process of translating a text.

Based on the results of the research done by the researcher, the researcher analyzed the translation process by English Department students. In the process of translating the text done by the students, the research indicated that there were various types that can be used as the self-revision in the translation process. Besides that, in collecting the data from the students in doing the translation process, Translog II and Camtasia Studio 8 was the instruments that used by the researcher in order to collect the data. From the results of the data, the most type of self-revision used by the students

are in the term of word substitution 30.1%, word deletion 22.8%, spelling correction 22.8%, grammar correction 9.6%, word addition 7.2%, capitalization 3.6%, meaning correction 2.4%, and the last is in the term of return correction 1.2%.

This finding indicates that the students tended to use literal meaning of the words in the target language before they changed them with other more appropriate and representative words. This finding is not in line with the findings of the research done by Sofyan and Rosa (2015) who found that word deletion is the type of self-revisions most frequently done by the student translators. The difference is possible because of the use of different research participants. Sofyan and Rosa (2015) used graduate students as the participants, while this research used undergraduate students as the participants.

Furthermore, the finding of this research show that there are only two kinds of online resources used by the students in doing self-revision, i.e., translation machine (Google Translate) and online dictionary (Merriam Webster). This finding indicates the students' weaknesses in utilizing online resources as their assistant in doing self-revisions during the translation process. There are many kinds of online resources that they actually use. Sofyan and Tarigan (2017) divided online resources helpful in translation into eight kinds: (i) encyclopedias, (ii) general monolingual online dictionaries, (iii) specialized monolingual dictionaries, (iv) general bilingual dictionaries, (v) specialized bilingual dictionaries, (vi) free machine translation services, (vii) online news, and (viii) national agency of language development and construction. There are many available resources in the categories.

CONCLUSION

Based on the results of data analysis and the discussion, several conclusions are drawn. First, there were eight types of self-revisions used by three students in the process of translating of the analytical exposition text from Bahasa Indonesia into English text. The types of self-revision are word substitution (53%), word addition (29%), spelling correction (5%), grammar correction (3%), word addition (6%), capitalization (2%), meaning correction (2%), and return correction (0%). Second, the online resources used by the English Department students of Universitas Negeri Padang in doing self-revisions are translation machine (Google Translate) and online dictionary (Merriam Webster), indicating the students' lack of knowledge of utilizing online resources in doing self-revisions during the translation process.

Based on the conclusions, it is suggested that translators, especially student translators, should consider self-revisions as one of the important points in the translation process. They should allocate their time to do self-revisions. In addition, they are suggested to learn helpful online resources in translation, so they can utilize online resources optimally.

REFERENCES

- Abbas, M. F. F., & Asy'ari, N. F. (2019). Mixed method: Students' ability in applying writing mechanics in analytical exposition text. *ELT-Lectura*, 6(2), 147-157.
- Álvarez, A. M. G. (2007). Evaluating students' translation process in specialised translation: Translation commentary. *JoSTrans – The Journal of Specialised Translation*, 139-163.

- Bassnet, S. (2002). *Translation studies*. New York: Routledge.
- Batubara, L. S., Lubis, S., Sinar, T. S., & Muchtar, M. (2018). Translation of Mangkobar text by novice translators and distribution of time on translation tasks in their translation process: An analysis. *International Journal of English Language & Translation Studies*, 6(2), 20-28.
- Hasibuan, Z., Lubis, S., Saragih, A., & Muchtar, M. (2018). Study of translation quality and techniques used in translating mandailing folklore Anak Na Dangol Ni Andung into English. *Language & Translation*, 6(2), 62-68.
- Malkiel, B. (2009). From antonia to my antonia: Tracking self-corrections with translog. In S. Göpferich, A. L. Jakobsen & I. M. Mees (Eds.), *Behind the mind: Methods, models and results in translation process research* (pp. 149-166). Copenhagen: Samfundslitteratur Press.
- Nida, E. A., & Taber, C. R. (Eds.). (1982). *The theory and practice of translation* (Vol. 8). London: Brill Archive.
- Rachmadie, S., Suryawinata, Z., & Effendi, A. (1988). *Materi pokok translation*. Jakarta: Kurnia.
- Rosa, R. N. (2021). Strategies in solving equivalent-related problems in translation: Implications to cross-cultural understanding. *International Journal of Comparative Literature and Translation Studies*, 9(3), 8-15.
- Rosa, R. N., Sinar, T. S., Ibrahim-Bell, Z., & Setia, E. (2018). Pauses by student and professional translators in translation process. *International Journal of Comparative Literature and Translation Studies*, 6(1), 18-28.
- Rosa, R. N., Amri, Z., & Zainil, Y. (2020). Developing self-revision oriented translation model: Promoting human's role as a post-editor. *Proceedings of ICO-ASCNITY 2019*. Ghent: EAI.pp. 1-9.
- Shih, C. Y. Y. (2013). Translators' end-revision processing patterns and maxims: a think-aloud protocol study. *Arab World English Journal*, 4(3), 31-44.
- Sofyan, R., & Rosa, R. N. (2015). Using Translog to investigate self-corrections in translation: A pilot study on translation process. *Proceedings of 15th International Conference on Translation (ICT15)*, pp. 500-508
- Sofyan, R., & Rosa, R. N. (2020). *Kajian terjemahan: Panduan praktik dan penelitian terjemahan*. Tangerang: Mahara Publishing.
- Sofyan, R., & Tarigan, B. (2017). Online resources management in self-corrections and translation quality. *International Journal of Sciences: Basic and Applied Research*, 35(2), 212-224.