RESEARCH ARTICLE

THE EVALUATION OF STUDENTS' ABSTRACT TRANSLATION OF KUPANG STATE AGRICULTURE POLYTECHNIC IN INDONESIA

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ABSTRACT

This is the descriptive qualitative research. It aimed to know the quality of translation abstract as target language. As usual, students should write abstract in Indonesian as source language (SL) and in English as target language (TL). Besides that, the translation of abstract should be known the quality of translation, The quality of translation was based on the impact of translation technique towards on acceptable, accruable, and readable translation. Techniques of data collection were survey, observation, and taking note. The data was in form of sentences which consist of words and phrases. Each sentence obviously had their own translations. The eighteen translation techniques of SL sentences to TL sentences, as Molina suggested, were identified and analyzed in the detail explanation. The findings of the study indicated that the literal translation techniques were dominant to translate 146 sentences. The sentences were in 141 present tenses, 131 past tense, zero present continuous tense, 11 present perfect tense, 1 present future tense, and 21 no clear tenses. Based on literal translation technique that was used to translate all sentences impacted to less accuracy and inaccuracy, the accept of enough natural translation sound and the unnatural and clumsy translation, one or more words, phrases, clauses and sentences should be read twice and confusing translation. Present tense and future tense cannot be used in the abstract if the abstract expresses the past activity. According to the suitable tenses in abstract are past tense and present perfect tense.

Keywords: the translation evaluation, translation technique, Tenses

Introduction

Language is a system of sound symbols that are used by community for communication purpose. The sound symbols are arbitrary. Language is a system so it is systematic and systemic. Systematically language has a specific rule. Systemically it has a subsystems of phonology, grammar, and lexical (Sudaryat 2009 in Bentang 2018)

The same opinion by Sugono that all sentences have at less a predicate. On the other word, if the statements have predicate, they are called sentences, while word series that have no predicate are mentioned phrase (Sugono. 1999)

If there are two languages or more, both of languages will be different. So it can be difficult for us to translate from one language to another. So we should master of them. In order that we can be translators who know both of language.

Nefriza (2022) had opinion that students of English department in writing proposal still had problem of tenses. The number of students were 293 (37,66%). As we know some of languages have no tenses, like Indonesian. But students should know the function of tenses in English in order to translate Indonesian into suitable tense of English. Further more, Fitri (2022) stated that each tense has function, so to change tense to change the form of predicate of sentence. So the verb can be the regular verb, irregular verb, and auxiliary verb.

The purpose of translation explained by the famous expert of translation (Newmark, 1988 in Bentang 2018). He mentioned five purpose, namely 1. To contribute to understanding and peace between language communities and groups, 2. To promote information and technology transfer, particularly to third and fourth world countries, 3. To explain and clarity ethnic cultures and their differences, 4. To make works of high moral religious and aesthetic importance in the arts and the humanities, as well as scientific works available throughout the world (its original purpose), and 5. To facilitate foreign language learning

Kupang State Agriculture Polytechnic is located in Kupang, East Nusatenggara province, Indonesian country. It is one of vocational educations in Indonesian. It has some departments, namely Dry Land Department, Food Plant and Horticulture Department, Husbandry Department, Forestry Department, and Fishery Department.

Each department has two or more study programs. The study program of Land Dry Agriculture Extension is diploma four (D4). The program study of Cattle Food Technology is diploma four (D4). All students in diploma four (D4) should write scrimption to fulfill one of the requirements to get degree of Bachelor. So two study programs should write abstract in Indonesian as source language (SL) and translation in English as target language (TL).

Some of students can not translate their abstract into English by themselves. Of course they gave to translators. As we know translator should have translators' license. The cost of translators who have license is expensive. Sometimes they use translation Google. Google can help to translation their abstract if the sentence in SL is grammatically. If not, Google can not translate the sentence grammatically. So the abstract translation should be known its translation quality   .

Review Literature

1.   Abstract

Abstract sometimes is written in two language, namely in Indonesian as mother tongue where the research was done and in English as general language. The purpose of two languages is used in abstract, in order that the abstract can be read by people who knows English or mother tongue. https://blog.ling-go.net/translate-abstrak-skripsi-ke-bahasa-inggris

2.   Sentence

Sentence is a set of words that is complete in itself, typically containing a subject and predicate, conveying a statement, question, exclamation, or command, and consisting of a main clause and sometimes one or more subordinate clauses.   https://www.google.com/search?client=firefox-b-d&q=what+is+sentence. Beside that every sentence in the beginning uses the capital letter and ends with full stop, question mark and exclamation.

3.   Tenses

Tense is a form of verb that expresses the time and sometimes the continuity of an action or state in relation to the time of speaking. https://www.google.com/search?client=firefox-b-d&q= definitio n+of+tenses. There are five tenses that will be described their function and use, namely present tense, past tense, present continuous tense, present perfect tense, and future tense.

a. **Present tense** is used to express habits, general truths, repeated actions or unchanging situations, emotions and wishes; to give instructions or directions; to express fixed arrangements, present or future; to express future time, after some conjunctions: after, when, before, as soon as, until. https://www.google.com/search? q=the+ function+of+ present+tense.

b. Past tense is used to talk about events that happened in the past; to talk about moods or states of being in the past; to talk about repeated actions in the past. https://preply.com/ en/blog/the-past-simple-tense-how-to-form-it.

c. The present continuous tense is a grammatical tense that can be used to describe when an action happened, or may happen. You can use it to describe both events that are happening in the present – right now, while you are talking about something, or in the future – something that may or will happen later on. https://www.google.com/search?client=firefox-b-d&q=the+function+of+ present+ continuous+tense.

d. The present perfect is used to indicate a link between the present and the past. The time of the action is before now but not specified, and we are often more interested in the result than in the action itself. https://www.google.com/search?client=firefox-b-d&q=the+ function+of+ present+perfect+tense.

e. The simple future tense is used to *refer to actions or states that begin and end in the future*. These events have not happened yet, but will. https://www.google.com/search? client= firefox-b-d&q=the+function+of+simple+future+tense.

4.   Eighteen Techniques of Translation By Molina and Albir

Molina and Albir (2002 in Bentang (2018), propose eighteen techniques of translation, they are:

a). Adaptation

In adaptation, the translator changes the content and form of the ST in a way that conforms to the rules of the target language and culture. In general, this procedure is used to deal with culturally-bound words or expressions, metaphors and images in translation.

In short, adaptation is an important procedure of translation. It enhances the readability of the TT and eases the receptor's understanding of the ST's ideas, images, metaphors and culture through his own language and culture. To replace a ST cultural element with one from the target culture, e.g. to change *baseball*, for *kasti* in a translation into Indonesia.

b). Amplification

To introduce details that are not formulated in the ST: information, explicative paraphrasing, e.g. adding *bulan puasa kaum Muslim* when translating a noun *Ramadan,* so it becomes *…Ramadan, bulan puasa kaum Muslim,..* Footnotes are also a type of amplification. It is in opposition to reduction.

c). Borrowing

Borrowing refers to the case where a word or an expression is taken from the SL and used in the TL, but in a 'naturalized' form. That is, it is made to conform to the rules of grammar or pronunciation of the TL (Harding & Riley 1986).

Borrowed words may sometimes have different semantic significations from those of the original language. Borrowing in translation is not always justified by lexical gaps in the TL. It can also be used as a way to preserve the semiotic and cultural aspects of the original word in translation.

To take a word or expression straight from another language. It can be pure (without any change), e.g. to use the English word *harddisk or ballpoint* in an Indonesian text, or it can be naturalized (to fit the spelling rules in the TL), e.g. the term *stylus* translated into *stilus* in Indonesian.

d). Calque

Calque means literal translation of a foreign word or phrase; it can be lexical or structural, e.g. *secretariat general* becomes *sekretaris jenderal* in Indonesian.

e). Compensation

In general terms compensation can be used when something cannot be translated, and the meaning that is lost is expressed somewhere else in the translated text. As Louise M. Haywood from the University of Cambridge puts it, "we have to remember that translation is not just a movement between two languages but also between two cultures.

To introduce an ST element of information or stylistic effect in another place in the TT because it cannot be reflected in the same place as in the ST, e.g. *tikar* which is translated into *sleeping mat*.

f). Explicitation vs. Implicitation.

Explicitation is to introduce information from the ST that is implicit from the context or the situation, e.g., to make explicit the patient's sex when translating *his patient* into French. Description is to replace a term or expression with a description of its form or/and function e.g. to translate *panettone* as *kue tradisional Italia yang dimakan pada saat malam tahun baru*.

g). Discursive creation

To establish a temporary equivalence that is totally unpredictable out of context, e.g. to translate *Sukreni Gadis Bali* as *The Rape of Sukreni*.

h). Established equivalent

To use a term or expression recognized (by dictionaries or language in use) as an equivalent in the TL, e.g. to translate the English word *teacher* as *guru* in Indonesian.

i). Generalization

To use a more general or neutral term, e.g. to translate the Indonesian words *ikan mujair* as *fish* in English.

j). Linguistic Amplification

To add linguistic elements. This is often used in consecutive interpreting and dubbing, e.g. to translate the English expression *just kidding* into Indonesian as *cuma main-main saja, bukan beneran* instead of using an expression with the same number of words, *hanya bercanda*.

k. Linguistic compression

To synthesize linguistic elements in the TT. This is often used in simultaneous interpreting and in sub-titling, e.g. to translate the English question *Yes, then?* With *Lalu?* in Indonesian, instead of using a phrase with the same number of words, *Ya, kemudian?*.

l). Literal translation

It may be useful to distinguish from word-for-word and one-to-one translation. Word-for-word translation transfers SL grammar and word order, as well as the primary meanings of all the SL words, into the translation.

In one-to-one translation, each SL word is translated by one word in the TL, but their primary (isolated) meanings may differ. According to Newmark (1988) literal translation goes beyond one-to-one translation. It ranges from one word to word through group to group, collocation to collocation, clause to clause, sentence to sentence. The longer the unit, the rarer the one-to-one.

To translate a word or an expression word for word, e.g. *I will love you* as *aku akan mencintai kamu* in Indonesian. The translation of the English word *ink* as *tinta* in Indonesian is not a literal translation but an established equivalent.

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m). Modulation

Modulation is defined by Gérard Hardin and Gynthia Picot (1990) as **"**a change in point of view that allows us to express the same phenomenon in a different way."

To change the point of view, focus or cognitive category in relation to the ST; it can be lexical or structural, e.g. to translate *you are going to have a child* as *anda akan menjadi seorang bapak*, instead of, *anda akan mempunyai seorang anak*. Another example is *shall we?* translated into *mari, kita berangkat!* in Indonesian.

n). Particularization

To use a more precise or concrete term, e.g. to translate *vehicle* in English into *mobil* in Indonesian. It is in opposition to generalization.

o). Reduction and expansion

These two procedures are usually used in poor written texts and lead to a change in lexical and stylistic aspects. Expansion refers to the case where the translator exceeds the number of words of the SLT in translation.

In reduction procedure, the translator is more likely to reduce the number of elements that form the SLT. This procedure should respect the principle of relevance. That is, the translator ought to make sure that no crucial information is omitted in the translation. An example of reduction in translation is 'sciences politiques:' 'politics.' Here, the SL adjective plus noun becomes a general noun (politics) in the TL. To suppress an ST information item in the TT, e.g. to translate *the month of fasting* as *Ramadan*. It is in opposition to amplification.

p). Substitution (linguistic, paralinguistic)

To change linguistic elements for paralinguistic elements (intonation, gestures) or vice versa, e.g. to translate the Arab gesture of putting your hand on your heart as *Thank you*. It is used above all in interpreting.

q). Transposition

Transposition, or shift as Catford called it, reflects the grammatical change that occurs in translation from SL to TL.

In short, transposition concerns the changes of grammatical categories in translation. This procedure is very common among translators, for it offers them a variety of possibilities that help avoiding problems of untranslatability. It should be noted that translators mostly use transposition intuitively while looking for ways to transfer the ST into the TT.

r). Variation

To change linguistic or paralinguistic elements (intonation, gestures) that affect aspects of linguistic variation: changes of textual tone, style, social dialect, geographical dialect, etc. to introduce or change dialectal indicators for characters when translating for the theater, changes in tone when adapting novels for children, etc.

From the techniques of translation above, it can be seen that some of them are oriented toward the source language culture, some are oriented toward the target language culture, and some are partially oriented to the source language and target language cultures.

The techniques of translation which are considered source language oriented techniques are borrowing; pure borrowing, calque, and literal translation. Target language oriented techniques are naturalized borrowing, adaptation, compensation, description, discursive creation, established equivalent, generalization, modulation, particularization, reduction, substitution, transposition, variation.

In addition, some techniques can also be considered techniques partially oriented toward the source language.Ege and target language cultures such as amplification and combinations of source language oriented and target language oriented techniques of translation.

It means that the identification of techniques of translation used by the translator in the translations of cultural terms can lead the researcher to the ideology of translation applied by the translator to his translations.

Methodology

In this research, the researcher applied a descriptive qualitative methodology. By using descriptive qualitative method, the researcher only collected, classified, analyzed the data and then drew a conclusion. Qualitative research was applied in this research because the data are not statistical data. Beside that quantitative method is only applied to count the impact of translation technique to the translation quality, namely acceptable, accruable, readable translation.

The object of the research is abstract This research was designed to be conducted in the following stage: (1). To read abstract and its translation; (2). To Collect primary data of declarative sentence; (3). To sort the primary data from the corpus; (4). To distribute questionnaire to the raters; (5). To analyze primary data in order to find translation technique and the impact of translation technique to the translation quality.

The researcher used three techniques to collect the data which were observation technique, taking note, and questionnaire. The data was in form of sentences which consist of words and phrases. Each sentences obviously had their own translations. The eighteen translation techniques of SL sentences to TL sentences, as Molina suggested were identified and analyzed in the detail explanation.

Findings and Discussion

The primary data was obtained from abstracts two program studies. The primary data were classified into 5 tenses, namely present tense, past tense, present continuous tense, and present perfect tense. The data could answer the research question, "What kinds of tenses were there in the abstract?" There are two data that will be explain, as follows

a.   **Data Primary**

Table 4 The Kinds of Tense in Abstract

No	Tenses	Total
1.	Present Tense	141
2.	Past Tense	131
3.	Present Continuous Tense	0
4.	Present Perfect Tense	11
5.	Present Future Tense	1
6	No Clear Tense	21
	Total of sentences	**305**

Table 4 above shows five tenses, namely there are 141 present tenses, 131 past tense, zero present continuous tense, 11 present perfect tense, and 1 present future tense, and 21 no clear tense.

b.   **Data Secondary**

The secondary data for the translation quality after validating by raters. To answer the research question, "How is the translation quality?". are used the assessment scale for the translation's accuracy, acceptability readability after the raters gave assessment.

In this research the translation techniques suggested by Molina and Habir are applied to know translation techniques used by translators of abstract

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Table 5 Translation Technique in Abstract

No	Translation Technique	Number
1	Adaption	Zero
2	Amplification	Zero
3	Borrowing	Zero
4	Calque	Zero
5	Compensation	Zero
6	Explicitation vs. Implicitation.	Zero
7	Discursive Creation	Zero
8	Established Equivalence	Zero
9	Generalization	Zero
10	Linguistic Amplification	Zero
11	Linguistic Compression	Zero
12	Literal translation	146
13	Modulation	Zero
14	Particularization	Zero
15	Reduction and expansion	Zero
16	Substitution	Zero
17	Transposition	Zero
18	Variation	Zero
	Total	146

Table 2 indicates that 146 sentences in Indonesia were translated into English by using literal translation. The other translation techniques were not applied by translator. **Penelitian ini** *telah dilaksanakan* **dikebun Politani selama 5 bulan**. Translator translated into present perfect tense, " **This research** *has been carried out* **in Politani gardens for 5 months.** Translator applied literal translation word by word.

Table 6 on Accuracy The Quality of Translation based

Score	Level	Present	Past	Conti	Perfect	Future
3	Accuracy if the meaning of the source language sentences is accurately conveyed into the target language text. There is no meaning distortion	0	0	0	0	0
2	Less accuracy if the meaning of the source language sentence is less accurately conveyed into the target language. There are some meaning distortions.	0	131	0	11	0
1	Inaccuracy if the meaning of the source language sentence is definitely not accurately	141	0	0	0	1

conveyed into the target language. It is omitted or deleted					

Adapted from Nababan 2004 et. al in Bentang 2018

Present tense and past tense are so different in their function and use. The translators should not use present tenses to express the past activity. They should use past tense to express the past activity in English, One of example in abstract, *"Penelitian ini bertujuan untuk mengevaluasi kadar mineral (kalsium, fosfor, dan kalium) hijauan pastura alam yang telah diintroduksi jenis rumput dan legum yang berbeda."* Translator translated into English, " **This study *aims*** to evaluate the levels of minerals (calcium, phosphorus, and potassium) natural forage pastures that have been introduced by different types of grass and legumes." Actually translator should use past tense no present tense. Because this study did in the past no in present. So the translation should be 'this study **aimed** no this study **aims.**

Past Tense can be used to express the activity in the past. One of example in abstract is *"Penelitian ini dilaksanakan di pastura alam Kelurahan Tuatuka Kecamatan Kupang Timur selama 4 bulan (Juli – Oktober)"* Translator translated this sentence into past tense. "**This research was conducted** in nature pasture of Tuatuka Sub-District, East Kupang Sub-district for 4 months (July – October 2017)."

Present perfect tense can be used to express the activity in past because it is not important of time but the most important is action. For example in abstract, *Penelitian ini telah dilaksanakan* dikebun Politani selama 5 bulan. Translator translated into present perfect tense, " **This research *has been carried out*** in Politani gardens for 5 months.

Present Future Tense is used to express the activity in the future that have been planed before. One of example in abstract is "*Penelitian ini akan dilaksanakan pada bulan Maret- Agustus 2020 di Kabupaten Malaka khususnya Kecamatan Malaka Tengah."* The translator translated into English "**This research will be conducted** in March-August 2020 in Malaka Regency, especially Central Malaka District"

Table 7 on Acceptable Quality of Translation

Score	Level	Present	Past	Conti	Perfect	Future
3	The source language sentences are translated naturally. It does not feel like a translation product. There is no grammatical mistake. The terms of the source language are suitable with the culture of the target language	0	0	0	0	0
2	The translation sound natural enough but it feels like translation. It is rather clumsy and not in accordance with the language system and culture of target language.	0	131	0	11	0
1	The translation extremely sounds like translation, unnatural, and clumsy. It is not grammatically and culturally accepted	141	0	0	0	1

Adapted from Nababan 2004 et. al in Bentang 2018

The translators should not use present tenses to express the past activity. They should use past tense to express the past activity in English, One of example in abstract, *"Penelitian ini bertujuan untuk mengevaluasi kadar mineral (kalsium, fosfor, dan kalium) hijauan pastura alam yang telah diintroduksi jenis rumput dan legum*

yang berbeda." Translator translated into English, " **This study *aims*** to evaluate the levels of minerals (calcium, phosphorus, and potassium) natural forage pastures that have been introduced by different types of grass and legumes." Actually translator should use past tense no present tense. Because this study was done in the past no in present. So the translation should be 'this study **aimed** no this study **aims.**

Past Tense can be used to express the activity in the past. One of example in abstract is *"Penelitian ini dilaksanakan di pastura alam Kelurahan Tuatuka Kecamatan Kupang Timur selama 4 bulan (Juli – Oktober)"* Translator translated this sentence into past tense. "**This research was conducted** in nature pasture of Tuatuka Sub-District, East Kupang for 4 months (July – October 2017)." **The verb of to conduct** is not acceptable to express activity for this research. It can be replaced with **the verb of to do. The verb of to conduct** is used to express activity of behavior, while the verb of to do is used to express activity that is done in the place.

Present perfect tense can be used to express the activity in past because it is not important of time but the most important is action. For example in abstract, *Penelitian ini telah dilaksanakan* dikebun Politani selama 5 bulan. Translator translated into present perfect tense, " **This research *has been carried out*** in Politani gardens for 5 months. Based on translation above Indonesian into English *dilaksanakan* should be translated **done.** Although **carry out** and **do** are synonym but there is a different in the use. **To do verb** is used to express activity in the place while **to carry out verb** is used to express activity from one place to another place.

Translator should not use Present Future Tense to express the activity in the past. One of example in abstract is "*Penelitian ini akan dilaksanakan pada bulan Maret- Agustus 2020 di Kabupaten Malaka khususnya Kecamatan Malaka Tengah."* The translator translated into English "**This research will be conducted** in March-August 2020 in Malaka Regency, especially Central Malaka District" The translation should be " The research was done on March till August 2020 in Central Malaka District, Malaka regency, Indonesia.

Table 8 on Readable Quality of Translation

Score	Level	Present	Past	Conti	Perfect	Future
3	All words, phrases, clauses and sentences are understandable for readers easily.	0	0	0	0	0
2	In general all words, phrases, clauses and sentences can be understandable for readers. But there is still one or more words, phrases, clauses and sentences should be read twice.	0	131	0	11	0
1	The translation is difficult to understand for readers and makes them confuse	141	0	0	0	1

Adapted from Nababan 2004 et. al in Bentang 2018

The readers rated the readable quality of abstract in score two and one. They gave score two for sentences of past tense and present perfect tense because they ought to read words, phrases, clauses, and sentences twice. One of example in abstract is "**This research has been carried out for 2 months starting from October-December2017, located on Oesao Entrepreneurship Animal Husbandry Unit Technical UPT's land owned by Kupang State Agricultural Polytechnic, Oesao Village, Kupang Timur District, Kupang Regency, East Nusa Tenggara Province (NTT)..** The reader ought to read this translation sentence twice because this sentence is long.

Beside that the reader gave score one for present tense and future tense because the two tenses ought not be used in the abstract. The suitable tenses are past tense or present perfect tense. Make sure the suitable tense in TL of English.

Conclusion and Suggestion

Some tenses that were used in the abstract were 141 sentences in present tense, 131 sentences in past tense, no sentence in present continuous tense, 11 sentences in perfect tense, and 1 sentence in future tense.

Literal translation were dominant to translate all sentences in abstract. So that the impact of literal translation technique made translation quality, less accuracy and inaccuracy, the accept of enough natural translation sound and the unnatural and clumsy translation, one or more words, phrases, clauses and sentences should be read twice and confusing translation

It can be concluded that the present tense and future tense are not suitable to express the past activity. The suitable tenses are past tense and present perfect tense to express past activity. Beside that there were 21 sentences in no clear tenses because they did not have predicate to indicate tense. All sentences should have predicate.

Don't make a long sentence in SL but make a short sentence. In order that all people can understand a short sentence easily than a long sentence. Beside that a short sentence easily to translate to TL. Make sure the acceptable and accruable tense in TL of English.

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