

TEXT PRODUCTION FOR NOVICE TRANSLATORS

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Abstract: Translator is a writer. This is an essential understanding for “novice” translators, especially students in higher education that learn translation studies. Some cases (see Annisa, (2020), Nurlaila(2021), Aprianti(2021) show that students in the language department faced difficulty to conduct translation tasks. Therefore, students or novice translators have to conduct a writing practice that may enhance their translation skills. As translation is involved in a writing activity, students (novice translators) have to understand that text production ability is essential. In this case, the ability to write especially in the target language is necessary to ease them in constructing the meaning or idea of the source text in the target language. Their brain will think aloud to investigate what to say (the idea of source text), perform text structuring (finding a proper word to realize the idea of source text language), expression (construct the words regarding on target language linguistic aspect) and revision (to check the result of translation, figuring out the wrong thing that led to reducing the meaning of source text). Thus, it is hoped that the result of the translation task will be accurate, acceptable and readable.

Keywords: *target language, text production, translation*

INTRODUCTION

This study aims to figure out what model should be applied to enhance novice translator skills in translating text. Therefore, this present study will discuss text production and translation for novice translators. Both text production and translation involve a cognitive process that deals with writing activity. The cognitive definition in *the Collin* dictionary refers to the mental process involved in knowing, learning, and understanding things. Writing is a craft, and words are tools that writers use to craft meaning (Myers, 2003) in (Northey et al; 2015:47). Moreover, writing as a medium of language has its special features. Vocabulary, grammar, semantics, signs and symbols are those fundamental features on which this tool of communication relies (Din, 2018).

Translation is a juggling work. In this context, a person performs two different works as a translator as well as a writer, on one occasion. As a translator, he or she conveys the message of the source, language text to the target one, while as a writer he or she must write the idea of the source text in a target language, based on the context of the text. Therefore, translation requires competence in conducting words into a sentence is necessary. Thus, it cannot be denied that knowing how to produce a text is pivotal for translators (Iris et al. 2014;100).

Regarding the above explanation, this present study will discuss how the importance of students mastering text production ability on their translation skills. Some previous writings will be used to investigate the research gap, to avoid the similarity. The first previous writing entitles *Kompetensi Penulisan Dalam Bahasa Sasaran Sebagai Salah Satu Penunjang Kemampuan Penerjemah Pemula (Mahasiswa)*. This writing is conducted by Bramono (2016). He observed that writing competence in the target language may support translation skills for students. This opinion was based on his investigation that students' habit to write in Bahasa Indonesia on a blog has a better translation than another student. The second writing is an undergraduate thesis entitled *The Correlation between Students' Translation Ability and Their Writing Ability by the tenth-grade students of SMK Negeri 2 Jambi City in the academic year 2017/2018*. This was written by Lisa Agustini in 2018. The purpose of this study was to investigate the correlation between translation and writing skills in vocational students (SMK). The result mentions that translation ability contributes to writing ability. This is an interesting study since it uses vocational students (SMK) as subjects. Another interesting thing to note is the quality of the translations of SMK students whose bilingual skills have not been evaluated yet.

The third writing is written by Budiyanto (2019). His article entitles *The Correlation Between Translation Ability and Reading Habit Toward Writing Ability* discusses three aspects. First is the correlation between translation ability and writing ability. Both are reading habits and writing skills. And the third is translation skills and reading habits and their impact on writing skills. The object of this research is fourth-semester English students at Tridinanti University, Palembang. Data collection techniques were carried out using a questionnaire. Meanwhile, Darmawan uses the Product Moment Formula to find the correlation coefficient. The results of the study show that translation skills and reading habits improve writing skills.

Based on the above second and third previous writing, it can be said that translation may help students to improve their writing skills. Otherwise, the first one has different opinions for different purposes. Bramono has not discussed text production in detail and how it contributes to translation ability. He just mentions the result of the translation comparison between students who used to write on a blog and not. Since translation is involved as a writing activity. Thus, it is necessary to figure out how writing skills may contribute to improving translation skills. Therefore, this study will carry on writing about text production ability in language targets as the essential part of translation competence.

DISCUSSION

Some translation theorists provide their opinion about the correlation between translation and writing or text production. St- Pierre (1996, 233 and 253) in Risku (2016) states that “Translation cannot be separated from writing”, since it “is a form of writing, or more exactly of rewriting, and the two practices cannot be distinguished in any systematic way”. Moreover, another writing mentions that translation has become a means for creative writing, rather than a phenomenon for study as is commonly perceived in the field of translation studies (Xi Fang, 2018:1). Translation is a complex writing activity, in which the translator writes a similar message of a language into different language, with different linguistic form as well as cultural aspect.

Besides, Lefevere (1992a:9) in Munday (2016;200) also explains that translation is the most obviously recognizable type of rewriting, and it is potentially the most influential because it can project the image of an author and/or those works beyond the boundaries of their culture of origin. Moreover, Margareth Rogers in Babae (2016:1) clarified that. And as translation--whatever its nature--is a type of writing, translators are writers. The above explanation means that in the present day, there are no boundaries of language. A translator’s skills in rewriting a language form to reveal or convey such a message realize that.

Translation and writing are different. Not all writing is a translation product but a translation product can be called writing. What about text production itself? Dam-Jensen and Heine (2013) as cited by Schrijver et al. (2014; p12) explain that writing and translation are both processes aimed at producing a coherent written text for a target

audience, and can therefore be conceptualized as forms of text production, a superordinate category of which adaptation is also a member.

Moreover, Zock proposes that “text production involves several tasks: ideation (what to say?), text structuring (message grouping and linearization), expression (mapping of content onto linguistic forms) and revision”.

Text production in a monolingual context is different to translation. However, it still has similarities in terms of writing activity. The below table mentions the difference between writing and translation based on Damn-Jensen Heine and its development:

Table 1. The Difference between Writing and Translation and Their Development

| No | Translation | Writing |
|----|---|---|
| 1 | Requires two or more languages competence | One language competence |
| 2 | There is a text or content of source text to translate | Formulating ideas to write on |
| 3 | Adapting source text and target language culture as well as linguistic aspect | Focusing on one linguistic aspect |
| 4 | Requires language transfer competence | No need |
| 5 | Need two different languages dictionaries as additional references | Need a specific dictionary of the writer's language |

Furthermore, below is the similarity between writing and translation

Table 2. The Similarities between Writing and Translation and Their Development

| No | Translation | Writing |
|----|--|---|
| 1 | Generate new text which has a similar meaning to the source text | Generate new text from the ideas of the writer’s mind |
| 2 | Word choice is based on the context, target audience and emphasizing source text meaning | Word choice is based on the context and target audience |
| 3 | Translation result is based on target language readers | Writing is based on target readers |

Text Production in Translation

In explaining text production, this study applied what Michael Zock et al (2017) propose. Zock et al explain that text production involves several tasks: ideation (what to

say?), text structuring (message grouping and linearization), expression (mapping of content onto linguistic forms) and revision.

Based on what Zock propose above, students in translation studies may have to do several tasks in performing translation activities. **The First** is, they have to understand the meaning of the source text to realize *ideation*. The meaning of the source text is an essential part of the translation task. It is a source of what a translator to do. Meaning is a core of translation. In this phase, they have to investigate the meaning of the source text by reading it carefully. Translators must understand how sentences are built (Hashanah, 2017). Of course, they have also to pay attention to the context of the text. Context of the text will determine words or sentences to “say”.

Furthermore, in investigating the meaning of source text, students have to read a whole text to get a better understanding. They may identify the grammatical structure of each sentence, but it is necessary to highlight specific terms to recognize what the writer of the text means. The term sometimes provides several meanings regarding the context. Therefore, students have to research to discover the terms meaning instead since dictionaries do not provide what they need. It is done by reading an article that deals with text translated. For example, the word “breathable”. The context is sport shirt. The word “breathable” means “dapat bernafas”. However, the meaning of the text cannot be understood literally. It must base on the context of the text. Therefore, it can be meant as “berpori”.

The second is text structuring. After students have got the meaning of the source text, they have to conduct text structuring. However, it is necessary to note that, before directing to this step, students have to transfer the meaning of the source text into a target language. Therefore, transferring competence is necessary and a must.

Transfer competence proposed by Neubert is one of the competencies that must be mastered well by a translator. He insists that a translator must be able to find a proper strategy to transfer the meaning of one language to another. A translator, even a professional or novice has to be able to recognize what strategy or technique is used to translate a word, phrase, sentence, or clause from the source text into the target language.

In terms of text structuring, it is a phase to conduct the meaning into a text. The target language sentence must represent the source text's meaning. Every sentence must

be linked one to another, regarding context and target reader. The grammatical structure of the target text is different to source text, but it must have a similar meaning. Therefore, in this phase, the translator must pay attention to both language cultures. Language culture is a central point to understand that leads the translator to choose what word, or phrase they may put on the sentence. Translators may determine them based on both language cultures. For example, is the word you. In English, this word can be used for all ages. However, in Bahasa Indonesia, we cannot use the word “kamu“ to talk to older people. Thus, the translator may use the word “Pak or bu and (name of the person)”. it might be difficult and take time.

The third phase is expression. It is when the linguistic aspect of the target language is focused on. Meaning construction must pay attention to the linguistic system. Therefore, the translator constructs the sentences based on the target language's linguistic system, i.e., syntactical and morphological aspects. Word choice for example has to represent appropriate meaning even though it is linguistically different to a source. For example, the context is about financial, while the word is interest. Hence, a translator has to understand that it means not about the “feeling” but it is “a profit” or “a charge of borrowing money”. Thus, in Bahasa Indonesia, a translator must choose the phrase “bunga bank” not “bank bunga” or “menarik”. “Bank bunga” does not mean anything. It is linguistically not put in order. Hence, we observe from the source text the word “interest” is a noun. But in the target language, it transforms into a noun phrase. Thus, a message of the source text is put in the right order, conveying what the source text means.

The fourth phase or the last is revision. A translator has to act as a multitasking worker. He or she has to act as translator and editor. After translating a text, the next work is to revise the incorrect translation. It can be a typo, word choice, wrong sentence, punctuation, etc. This revision phase is necessary as it is a time for the translator to make his or her translation better and has a good response from the client.

Thus, all phases in text production above show the reader that the translator has some steps in performing the translation task. He or she works in two different languages with complicated linguistic and cultural aspects of both one. Nevertheless, there are two additional pieces of knowledge that the translator must have, to complete the above explanation. First is the topic of text and the second is time management.

Understanding the topic of the text is necessary for a translator. Another theory explains that “during the process of understanding the source text, the translator first identifies the meanings of words and their relationships at first in sentences, then in paragraphs and individual parts of the text and finally throughout the entire text. The translator then links this knowledge with the real-life situation that the text reflects, and which includes the author of the source and the target text recipient” (Seresova et al 2020).

Translators do multitask work, as a previous explanation. In this aspect, he or she has to understand the topic in the source text to get a swift understanding of information which ease them to get an idea of the source text. He or she has to read the article many times that has a similar topic with text translated. Still, it is also an aid to obtain essential information in the form of specific terms that deal with the source text. Additionally, the idea of source text helps the translator in two things. First, they understand the target reader, while second, the translator will construct a sentence that is based on what the target reader needs.

Furthermore, the knowledge above phase must be completed with time management. Translator, especially novice has to adapt to time management (time spent). Therefore, they have to work hard (think and type fast) based on what the client demand. For novice translator especially, think hard to obtain source text idea and what words in the target language is realized, cannot be done in a short time. It needs long-term practice. Thus, practicing a lot of translation work must be conducted to adapt to the above skills.

Then, if the novice translator can obtain an idea of the source text and can transfer it into a target language, the next step is practicing typing skills. Typing fast is necessary since it can accelerate translation work. The novice translator may practice it day by day to get faultless.

Two previous studies in the above explanation refer to focus on contributing translation in writing skills. In contrast, this study insists that novice translator upgrade their translating skill by writing, especially in the target language. By using writing in the target language regularly, novice translator understands how to construct words and phrases into sentences and link a paragraph with another to reveal ideas intended. Besides, it also trains them to choose a proper word or term that deals with the context

of the text based on the target reader's understanding. Hence, the above step will provide them with “what to do” and “how to do” in text production for performing translation tasks.

CONCLUSION

Translating a text is complicated work since it needs to be thought aloud and work within a certain time. It also needs a lot of practice to get more skills than just a task for short training at school. It also deals with a writing activity that aims to rewrite a meaning or idea in source text into a target one. Therefore, the novice translator must practice regularly.

Some activities may help novice translators to involve their skills. First is writing training to write text in the target language regularly. The second is practicing translation by translating a lot of text in a period will build text production ability. Since text production in translation involved a cognitive aspect, novice translator has to understand that writing skill is essential to improve translation competence. The ability to write especially in the target language is necessary to ease the novice translator in constructing the meaning or idea of the source text in the target language. Their brain will think aloud to investigate what to say (the idea of source text), perform text structuring (finding a proper word to realize the idea of source text language), expression (construct the words regarding on target language linguistic aspect) and revision (to check the result of translation, figuring out the wrong thing that led to reducing the meaning of source text). Thus, it is hoped that the result of the translation task will be accurate, acceptable and readable. Moreover, it also reduces novice difficulty in performing translation tasks.

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