

An Annotated Translation Of “Techniques And Principles In Language Teaching” (Teaching Techniques In English As A Second Language)

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ABSTRACT

This study is an annotated translation. The object of the study is a book which is entitled techniques and principles in language teaching by Diana Larsen - freeman. The problems of this study are: (1) “what are the difficulties encountered by the researcher when translating techniques and principles in language teaching into Indonesian, and (2) ‘how are those difficulties solved in the translation?’”. The purposes of this study are: (1) to attain factual information concerning the problems faced the researcher in translating the source text; and (2) to give plausible solutions to the difficulties. In conducting this annotated translation, the researcher answers the questions that emerge in the introspective and retrospective study. The result of the study covered two main points. First, finding revealed that from the twenty five most difficult problems, eight were in the form of grammatical structures, and seventeen.

Key Words: Annotation and Translation

BACKGROUND

In this study, the researcher wants to find out the difficulties during the process of translation from English into Indonesian faced by the translator to analysis several grammatical structure and lexical that pose problems for his. This area, namely analysis on the translation from one language into another is chosen by the researcher in order to widen his experience in translation which is in line with his study and to detect the problems emerging during the process of the translation. The problems encountered will then be analyzed and given plausible reasons for their translation. The translation from english into indonesian is taken due to the familiarity of the language, indonesian, mostly known by the researcher as his native language. The researcher chooses analysis on the translation of techniques and principles in language teaching in order that indonesian learners who study the english language can understand more about the book in english verses. It is important to carry out this study as annotated translation applies in practical sense the theories the researcher has studied in class, namely theories of translation, theories of the english as well as indonesian language. Furthermore this deepens the study's ability in

analyzing source language and target language texts, especially for those who are interested in translation.

The Aim of Study

The purpose of this study is to attain factual information concerning the problems faced by the researcher in the course of translating the source text, and to give plausible solutions to the difficulties.

Theoretical Framework

Larson (1984) in the translation work, a translator usually encounters some difficulties both in the source language text and in the receptor language text. The difficulties are dealing with words, phrases, clauses, and sentences, situation communication, and cultural context (pp.3-11). And Newmark (1988), affirmed that first sign of translation problem is where authomatic procedure from language to language, apperently without intercession of thought are not adequate.

If the problem is about clause, Newmark (1988) suggested, within the clause, you may takenext the two obviously cohesive types of collocation, adjective - plus noun verb plus object, or the various groups that are lest context - bound' (p.32). If the problem is about the sentence translation Newmark (1988) explained

'your problem normally how to make sense of a difficult sentence. You should bear in mind, however, if long sentence and complicated structure are an essential part of text, are characteristic of the author rather than of the norms of the source language, you should reproduce a corresponding deviation from the target language norms in your own version.

Definition of Translation

Translation, by dictionary definition, is the process of changing something that is written or spoken into another language., and according to Hornby (2000) translation as a text or that has been changed from language into another (p. 328). According to Catford (1965) translation may be defined as the replacement of textual material in one language (SL) by equivalent textual material in another language (TL). He also stated that translation is an operation performed on languages; a process of substituting a text in one language for a text in another. (1965; pp.1 – 20). Larson (1984) stated that translation consist of transferring the meaning of the source language into the receptor language. This done by going from the form of the first language to the form of a second language by way semantic structure. (p.3). it is meaning which is being transfered and must be held constant; only the form changes.

According to Newmark (1988) translation is rendering the meaning of a text into another language in the way that the author intended the text. Hence in many types of text (legal, administrative, dialect, local, cultural) the temptation is to transfer as many SL (Source Language) words to the TL (target language) as possible. (p.9). Eugene A. Nida and Charles R. Taber (1982) in their book *The Theory and Practice of Translation* state that translating consist in 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. The elements that have to be concern in translating are: reproducing the message, equivalent rather than identity, a natural equivalent, the natural of translating, the closest equivalent, the priority of

meaning, the significance of style, and system of priorities. (pp. 12-14)

Definition of Translation Strategies

The theory of cultural words and the theory of translation strategies are the main theories used in this research. The theory is taken from Mona Baker, in other words (1997) and Newmark a *Textbook of Translation* (1988) the use of translation strategies and cultural categories was analyzed using their definitions.

While Newmark (1988) stated "while translation methods relate to whole texts, translation procedures are used for sentences and the smaller units of language" (p.18). it means translation strategies are more appropriate to translate cultural items, but in this case the researcher will use the term strategies to analyze the data. According to Baker (1997) "the more common types of cultural words which often pose difficulties for the translator and some attested strategies for dealing with them". (p.18) the choice of suitable strategies may be deal with non equivalent in the context. Baker (1997) divided translation strategies into eight types which are:

Translation by a more general word

According to Baker (1997) "this is one of the commonest strategies for dealing with many types of cultural words which have no meaning, particularly in the area of propositional meaning. It work equally well in most, if not most, language, since the hierarchical structure of semantic fields is not language specific, (p, 26 – 27).

Translation by a more neutral word

Here a translator uses a more neutral word to give closest natural equivalence. The following example is the example of the use of these strategies given by Baker: source text (English): many of the species growing wild here are familiar to us as plants cultivated in European garden – species like this exotic lily.

Translation using a loan word plus explanation. This strategies is particularly common in dealing with culture specific items, modern concepts, and buzz words. The loan word with an explanation is very useful when the word in question is repeated several times in the

text. As with the strategy of cultural substitution, the freedom with which translators use loan will often depend on the norms of translation prevailing in their societies. Once explained, the loan word can then be used on its own; the reader can understand it and is not distracted by further lengthy explanation.

Translation by Cultural Translation

This strategy involves replacing a cultural specific item or expression with a target language item which does not have the same propositional meaning but is likely to have a similar impact on the target reader. The main advantage of using this strategy is that it gives the reader a concept with which she or he can identify something familiar and appealing. Translation by paraphrase using a related word This strategies tends to be used when the concept expressed by the source item is lexicalized in the target language but in a different form, and when the frequency with which a certain form is used in the source text is significantly higher than would be natural in the target language. Source Text (English); there is strong evidence, however, that giant pandas are related to the bears. Target Text (Chinese); but there is rather strong evidence that shows that big pandas have a kinship relation with the bears. Translation by paraphrase using unrelated words. If the concept expressed by the source item is not lexicalized at all in the target language, the paraphrase strategy can still be used in some context. Instead of a related words, the paraphrase may be based on modifying a super ordinate or simply on unpacking the meaning of the source item, particularly if the item in the question is semantically complete.

Translation by Omission

This strategy may sound rather drastic, but in fact it does no harm to omit translating a word or expression in some contexts. If the meaning conveyed by a particular item or expression is not vital enough to the development of the text to justify distracting the reader with lengthy explanations, translator can and often do simply omit translating the word or expression in question.

Translation by Illustration

This is a useful option if the word which lacks of meaning in the target language refers to a physical entity which can be illustrated, particularly if there are restriction space and if the text has to remain short, concise, and to the point.

Principles of Translation

Duff (1981) stated that principle of translation consist of: Meaning. The translation should reflect accurately the meaning of the original text. Nothing should be arbitrarily added or removed, though occasionally part of the meaning can be transposed. Form. The ordering of the words and ideas in translation should match the original as closely as possible. (this is particularly important in translating legal documents, guarantees, contracts, etc) but different in language structure often require changes in the form and order of words. Register. Language often differ greatly in their levels of formality in a given a context (say, the business letter). To resolve these differences, the translator must distinguish between formal and fixed expression and personal expression, in which the writer or speaker sets the tone. Source language influence. One of the most frequent criticisms of translation is that 'it does not sound natural'. This is because the translator's thoughts and choice of words are too strongly molded by the original text. Style and Clarity. The translator should not change the style of the original. But if the text is sloppily written, or full of tedious repetitions, the translator, for the reader sake, correct the defects. Idioms. Idiomatic expressions are notoriously untranslatable. These include similes, metaphors, proverbs and saying (as good as gold), jargon, slang, and colloquialism (user friendly, the Big apple, yuppie, etc), and (in English phrasal verbs. (p.40) Larson (1984) translation may always start with the clearest situations, the most concrete messages, the most elementary universals. But as it involves the consideration of a language in its entirety, together with its most subjective messages, through an examination of commons situations and a multiplication of contacts that need

clarifying, then there is no doubt that communication through translation can never be completely finished, which also demonstrates that it is never wholly impossible either. (p.36). It is clearly the task of the translator to find a solution to even the most daunting of the problems. Newmark (1981) translation is par excellence the process by which the thrust behind the verbal works of man ...can be directly transferred, carried on, allowed to continue...work of literature are highly organized instances of such thrust...these blocks force themselves on, through time, from culture to culture. (p.34). In translation, texts are reborn, given new life, stimulated with new energy. Graham (1981) much that has been written on the subject of translation yields very little when sifted for theoretical substance because it has always been written as if spoken in the workshop. The personal anecdotes and pieces of advice may well provide some help, but certainly not the coherent and consistent theory required for translation. (p.23). The translation style nearly written in spoken in the workshop.

Process and Procedure of Translation

For the purpose of this accountability to his finding of the equivalent in his acronyms, researcher that is also the translator is necessary to adopt the theory of the process of translation is for which the translator referred to the theories of Larson (1984) and Nida and Taber (1982). In this theory, Larson (1984) reminded, "the translator's goal should be to reproduce in the receptor language but using the natural grammatical and lexical choices of the receptor language. (p.3) his goal is an idiomatic translation. An idiomatic translation reproduces the meaning of source language (that the meaning intended by original communication) in the natural form of receptor language'. In order that this naturalness can be achieved, Nida showed his process of translation. He said 'translation', then consists of studying in lexical, grammatical structure, communication situation, and cultural context'. Meanwhile Nida and Taber (1982) stated five elements comprised by his theory of dynamic translation such as; (1) Reproducing message; to reproduce the message

one must make a good many grammatical and lexical adjustments (2) equivalent; the translator must strive for equivalence rather than identity (3) natural equivalent; the best translation must does not sound like translation (4) closest equivalent; (5) priority of meaning; meaning must be given priority. (p.33). According to Nida 'the dynamic equivalent translation is not more meaningful to receptor but also more accurate' (1982; p.28) In order to find the acceptable equivalent researcher used theory of translation procedures as directed by Newmark (1988) which are describe based on the application in research as follows; Transference; is the process of transferring a source language word to a target text as a text translation procedure. It is the same as Catford's transference, and includes transliteration, which relates to conversion of different alphabets. The word then becomes loan words. Example; a mall - mal, ambition - ambisi, product - produk, etc. Naturalization; this procedure succeeds transference and adapts the SL word first to the normal morphology (word forms) of TL. Example' distribution becomes distribusi, test becomes tes, etc. Shift or Transpositions; is a translation procedure involving a change in the grammar from the normal morphology (word forms) of TL. Examples; thus, for your info - *demikian harap maklum*. (Noun Phrase sentence). Modulation; is a variation though a change of viewpoint, of perspective and very often of category of thought. Example; I broke my leg - *kakiku patah*.

Translation Techniques

John Dryden in Schulte and Biguenet in theories of translation; an anthology of Essays from Dryden to Derrida stated that translation may be reduced to these three heads. First, that of metaphrase, of tuning an author word by word, and line by line, from one language into another, the second way is that of paraphrase, or translation with latitude, where the author kept in view by the translator, so as never to be lost, but his words are not altered. The third way is that imitation, where the translation of imitation, where the translator (if now he has not lost that name) assumes the liberty, not only to vary from the words and sense, but to forsake

them both as he sees occasion; and taking only some general hints from the original, to run division on the groundwork, as he pleases. Translation technique, according to Newmark (1988), can be described as follows; Naturalization; this procedure succeeds transference and adapts the SL word first to the normal pronunciation, then to the normal morphology (word - forms) of the TL. Cultural Equivalent; this is an approximate translation where a source language culture word is translated by a target language cultural word. The main purpose of the procedure is to support or supplement another translation procedure in a couplet. Functional equivalent; this is common procedure, applied to cultural words, requires the use of a culture free word, sometimes with a new specific term, it therefore neutralizes or generalizes the source language word; and sometimes adds a particular. This procedure, which is a cultural componential analysis, is the most accurate way translating i.e deculturising a cultural word. This procedure occupies the middle, sometimes the universal, are between the SL language or culture and the TL language or culture. If practiced one by one, it is an under translation. Descriptive equivalent; description sometimes has to be weighed against function. Description and function are essential elements in explanation and therefore in translation. Shift or Transposition; is a translation procedure involving a change in the grammar from SL to TL. One type, the change from singular to plural, or in the position of the adjective. A second type of shift required when an SL grammatical structure does not exist in the TL. Here there are always options. The gerund can be translated by verb noun, or sub ordinate clause, with a recast main clause, or in some language, a noun infinitive, or an infinitive. The third type of shift is one where literal translation is grammatically possible but may not in accord with natural usage in the TL. Note, additions, glosses; there is a rule about when and when not to use notes or supplying additional information in a illustration. The additional information a translator may have to add to his version is normally cultural (accounting for difference

between SL and TL culture), technical (relating to the topic), or linguistic (explaining way ward use the words), and is dependent on the requirement of his, as opposed to the original, readership. In expressive text, such information can normally only given outside the version, although brief 'concessions' for minor cultural detail can be made to the reader. (pp. 45 - 93).

Definition of Terms

Hornby (1987) defined terms as words used to express an idea, especially specialized concept. But in his newer dictionary, he stated that terms is a word or phrase used of the name of something, especially one connected with a particular type of language; technical/ legal/ scientific term (p.891). and Hornby (2000) term is word or combined of word which accurately express the meaning of concept, process, situation, or specific characteristic in certain field (p.1340). specific term is the term which is used and/ or its meaning is limited in the specific field.

Annotation

An annotation is a note that is made while reading any form of text. This may be as simple as underlining or highlighting passages. [Annotated bibliographies](#) give people a source that is useful to an author in constructing a paper or argument. Creating these comments, usually a few sentences long, establishes a summary for and expresses the relevance of each source prior to writing. The term also has a special meaning in a number of other fields. Text annotation is the practice and the result of adding a note to a text, which may include highlights or underlining, comments, footnotes, tags, and links. Text annotations can include notes written for a reader's private purposes, as well as shared annotations written for the purposes of collaborative writing and [editing](#), commentary, or social reading and sharing. In some fields, text annotation is comparable to metadata insofar as it is added post hoc and provides information about a text without fundamentally altering that original text. Text annotations are sometimes referred to as [marginalia](#), though some reserve this term specifically for hand-written notes made in the

margins of books or manuscripts. This article covers both private and socially shared text annotations, including hand-written and information technology-based annotation, as well as Web-based text annotation. For information on general annotation of Web objects. It is an annotation research. How the annotation is known in the translation, researcher adopts Hatim's and Newmarks' explanations. Hatim (2001) stated, annotation is a translation that seek with its annotations and its accompanying glosses to locate the text in a rich cultural and linguistic context' (p.137). As it is a gloss of text, Newmark (1988) explained in his theory of Notes. Addition and glosses of translation which mean 'supplying additional information in translation (p.91). Additional information in the translation may take various forms; (1) within text (2) Notes at bottom of page (3) Notes at end of chapter (4) Notes or glossary at end of book'. The Communication Situation in Translating. In order to interpret a text correctly, it is necessary for the translator to know certain thing about the communication situation. The meaning is determined in part by; who the author was, the purpose of the communication for whom the information was intended, the relationship between the author the audience, the culture of the source text, how much common information is shared by the audiences who read the source text and the audience for whom the translation is being prepared, and other factors of the communication situation.

The Author

Larson (1984) states that "the goal of the translator is to communicate to the receptor audience the same information and the mood as was conveyed by the original document to the original audiences. To do this, he must have the author's intent firmly in mind as he translates' (p.421 - 422). In this respect, the following are significant; intent (some language begin each discourse with an appropriate performative statement), style appropriate to a particular discourse, emotional tone (which is often the key to communication effectiveness), and attitude (some language have lexical signals to indicate

the attitude of the author toward the information).

The Audiences

Larson (1984) explains, 'the author's attitude towards the audience also plays an important part in the communication situation. Every good writer writes with his audience mind. He write to a certain person or group of people. The translator must be aware of who the original text was written for. But he also has a further factor; who is his translation intended for" (p.426). in this respect, the following are significance; effective information transfer depends on the extent to which the information has been adjusted to the level of education of the audiences, to the cultural context of the audience and to the purpose of the audience. In some language, special attention may have to be given to the social relationship between author and audience to render the information significant. These can involve questions of age, status, and appropriate recognition of superiority and inferiority.

The Relationship between the Author and Audiences

Larson (1984) states that 'the social relationship between the original author and his audience affects the content and form of the original document. These relationship may have to do with such matters as age, status, and the culture's ideas of superiority and inferiority (p.49).

Introspective and Retrospective Research

The researcher also uses the terms of introspective and retrospective research. These definition of terms are taken from Webster's Third New International Dictionary (1993). Introspection is "the examination of one's own thought and feeling; a looking into one self; self examination; also such examination including one's sensory and perceptual experience undertaken under controlled conditions of experiment opposed to retrospection.' And introspective is 'of or belonging to introspection, employing, marked by, or tending to introspection' (p.1187) so the term of introspective research is a research that investigates one's own thought and feeling; a

looking into oneself; in line with translation, asking oneself, in which part the researcher had difficulty and what the solutions are. Retrospection is an observation of mental processes through primal memory immediately after their occurrences.' And retrospective is contemplative of or relative to past event; characterized by; given to, indulging in retrospection' (p.1941). so the term of retrospective research is a research where the researcher is contemplating of what theories and strategies he has used in the process of translating.

Research Design

In this research, researcher employed introspective and retrospective research methods showing that the researcher is the translator and the annotator of the texts. As it was described in the definition of the terms that introspective means examining one's own thoughts, feeling, etc., oxford learner dictionary (1980). Its a method looking into the translator's feeling thoughts of why and how the text are translated. The problem he faced and the procedures he takes to solve are in involved in his annotation. Meanwhile, retrospective means looking back on the past oxford learner's dictionary (1980). It is also the research method. It means that when the researcher performed his annotation, he consider by looking back on his problematic and reasons of why he did such and else when he translated the text .

DISCUSSION

In this section, there are two categories of annotations in connection with the translation of techniques and principles in language teaching, i.e. grammatical structure and lexical Source Language Text

In order to come to an understanding of this method, let us now enter a classroom where the Audio - lingual method is being used. We will sit in on a beginning level english class in Mali. There are thirty four students, thirteen to fifteen years of age. The class meets for one hour a day, five days a week.

Target Language text

Untuk memahami metode ini, sekarang mari kita masuk ke kelas tempat metode audio lingual digunakan. Kita akan mulai dari kelas bahasa Inggris tingkat pemula/dasar di Mali. Ada tiga puluh empat siswa, yang berumur tiga belas sampai lima belas tahun. Mereka belajar bahasa Inggris satu jam sehari, lima hari seminggu.

The Gramatical Structure

SLT

some of your decisions are relatively mirror ones - should homework be assigned that particular day, for instance.

TLT

Misalnya, keputusan yang kurang penting - haruskah pekerjaan rumah diberikan pada hari tertentu.

Annotation

the position of the word for instance in the SLT is at the end of the sentence, i.e. Between commas and period. This position is natural according to the english structure but in Indonesia is not. If the sentence is translated following the order of the SLT sentence, the translation will not sound natural in Indonesia, as in: *keputusan yang kurang penting - haruskah pekerjaan rumah diberikan pada hari tertentu. Misalnya*, indeed, the translation sounds very strange. In order to make the translation of this sentence natural, the structure of the sentence should be reordered , that is, the translation of the word for instance should be put at the beginning of the sentence. As a result, the translation will be: *misalnya, keputusan yang kurang penting - haruskah pekerjaan rumah diberikan pada hari tertentu.*

Lexical

SLT

A second purpose for this book is to encourage you to examine your own beliefs about teaching and learning and about how you put these into practice.

TLT

Tujuan kedua buku ini adalah menganjurkan untuk mencermati keyakinan anda mengenai mengajar dan belajar dan bagaimana anda mempraktekannya.

Annotation :

The word examine is defined as “to look at something carefully in order to find out or decide something (Oxford Dictionary, p.201). in a bilingual dictionary, English – Indonesian by John Echols and Hasan Shadily (1996, p. 221) the word examine is equal to *memeriksa*, but when the word examine is translated into *memeriksa*, it is does not reflect the meaning of the context and the translation becomes unnatural. The word *memeriksa* is synonymous with the word *mencermati* and this selection is suitable with the existing context. Thus, in this context, the researcher used the word *mencermati* instead of *memeriksa* to achieve naturalness of the translation of the word examine. As a result, the translation becomes. *Tujuan kedua buku ini adalah menganjurkan untuk mencermati keyakinan anda mengenai mengajar dan belajar dan bagaimana anda mempraktekkannya.*

CONCLUSION

This study solved the problems that were detected when the researcher translated the English source text into Indonesian. The finding revealed that the hardest problems to solve which amounted to twenty five items were in the aspect of grammar. Those twenty five items were eight grammatical structure and seventeen lexicons. The theories used in solving the problems besides theories of translation. The difficulty in the course of translating the text that should be overcome by using the relevant theories forms the application of what the researcher has studied in class.

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