TEACHING STUDENTS TO SELF-EDIT IN INDONESIAN-ENGLISH TRANSLATION

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Abstract

The paper deals firstly with some theoretical reflections about translational process and self-edit technique in translation. Then, a sequential work procedure which can be carried out with undergraduate translation students is described. This methodology consists of step-by-step either sequential or successive procedure for workshops. The teacher is understood as a facilitator of the translation task. The students do the Indonesian into English translation following the procedures given. The self-edit technique is accomplished by students in pairs first and then by individual. The technique proposed and the corresponding evaluation steps are discussed. The point is that on the editing process including focusing on form, recognizing major error types, and self-editing practice. The first one deals with form of sentences, for examples an omitted plural marker and the misused of relative pronoun. To raise the students' awareness of the importance of editing, the teachers use in-class activities in which the students look at sentences in or short student essays that contain a variety of editing problems. The second one focuses on patterns of errors which are frequent, global, and stigmatizing. The teachers sensitize students to these error patterns by going over the targeted categories, letting them practice identifying them in sample students essays, and then looking for these errors in peer-editing exercises. The third one is about finding and correcting errors in their own and other students' essay drafts. Editing is an aspect of the writing Indonesian-English texts process which has been somewhat neglected by ESL translation teachers. A new technique introduced will help them to be better translators or interpreters.

Key words: Self-edit technique, Indonesian-English translation.

A. INTRODUCTION

The teaching strategy of translation in university level has greatly improved over the past decade. In Indonesia, some universities have Indonesian-English translation subject to be taught at class. This is, of course, very challenging activity for some lecturers since they should be able to guide their students to produce the acceptable, readable, and reasonable translation text. In this case, some troubles arise when the lecturer find her/his students confused about how to make a good written translation following the writing convention. Though the students may be much better in invention, organization, and revision they had before, too many written products are still riddled with grammatical and lexical inaccuracies. An excess of sentence – and discourse – level errors may distract and frustrate instructors and the other readers. Because this may lead to evaluation of the students' overall writing abilities, ESL writing teachers need to help students develop and improve their editing skills. In writing, editing refers to finding and correcting grammatical, lexical, and mechanical errors before submitting a final reports. Dealing with translation, the students are hoped to produce correct grammatical sentences following English grammar rules. A number of studies claim that a lack of grammatical accuracy in ESL students' writing may impede students' progress in the university at large (Richards & Renandya, 2001). In response to this situation, teachers of ESL should pay more attention and be aware of the need to help students self-edit writing in translating text from Indonesian into English.

B. PHILOSOPHYCAL ASSUMPTION
The writer based the editing process on the following principles:
1. Students and teachers should focus on major patters of errors rather than attempt to correct every single error.
2. The errors to focus should be those that are most frequent, global (interfere with the comprehensibility of the text), and stigmatizing (would cause a negative evaluation from native speakers).

C. INDONESIAN – ENGLISH TRANSLATION

The synthesized definition of translation:

Translation is the process of replacing/reproducing/transferring from the SL written text/material/concept into its TL equivalent in such a way that you retain the meaning and style. Translation consists of changing from one state or form to another, to turn into one's own or another's language. Translation is basically a change of form. When we speak of the form of language, we are referring to the actual words, phrases, clauses, sentences, paragraphs, etc., which are spoken or written. These forms are referred to as the surface structure of a language. In translation the form of the source language is replaced by the form of the receptor (target) language.

Though several writers define translation rather differently, they use common key terms such as "equivalent (similar), textual material (SL text, written message, SL message), and reproducing (replacement). Translation equivalent can be in rank of word for word, phrase for phrase, sentence for sentence for sentence and so on. The students' knowledge of grammar plays important role when they translate Indonesian phrases or sentences into English or vice versa.

The statements above show that translation consists of transferring the meaning of the source language into the receptor language. This is done by going from the form of the first language to the form of a second language by way of semantic structure. It is the meaning which is being transferred and must be held constant. It is only the form changes. The form from which the translation is made will be called the SOURCE LANGUAGE and the form into which it is to be changed will be called the RECEPTOR LANGUAGE. Translation, then, consists of studying the lexicon, grammatical structure, communication situation, and cultural context of the source language text, analyzing it in order to determine its meaning, and then reconstructing this same meaning using the lexicon and grammatical structure which are appropriate in the RECEPTOR LANGUAGE and its cultural context. The process may be diagrammed as shown below.

SOURCE LANGUAGE	RECEPTOR LANGUAGE

Text to be translated

Translation

Discover the meaning   Re-express the meaning

Meaning
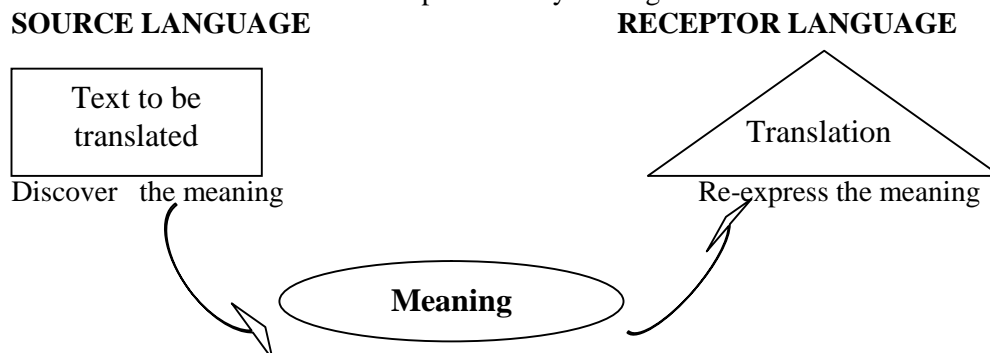
It is true that people who know both the SOURCE LANGUAGE and the RECEPTOR LANGUAGE well can often make the transfer from one form to the other very rapidly without thinking about the semantic structure overtly. However, it will arise troubles for them in complicated texts when the translators may not be equally fluent in the two languages (if they are mother-tongue speakers of only one).

A "word-for-word" translation which follows closely the form of the source language is called a literal translation. A literal translation is useful if one is studying the structure of the source text as in an interlinear translation, but literal translation does not communicate the meaning of the source text.

Translation equivalent could be in the rank of word for word, phrase for phrase, sentence for sentence. Some other elements include meaning, style, craft, and process. Look at the example below:

1. Rumah sakit = hospital
2. Jururawat rumah sakit = hospital attendant
3. Saudara perempuanku jururawat = My sister is a hospital attendant

Catford (1989: 15) states that there two main kinds of translations. One is form-based and other is meaning-based. Form-based translations attempt to follow the form of the source language and known as literal translations. Meaning-based translation makes every effort to communicate the meaning of the source language text in the natural forms of the receptor language. Such translation is called idiomatic translation. Idiomatic translations use the natural forms of the receptor language, both in the grammatical constructions and in the choice of lexical items. A truly idiomatic translation does not sound like a translation. It sounds like it was written originally in the receptor language.

What is the best way to do the Indonesian English translation?
Just like any other languages, some Indonesian sentences can be translated into English literally, which is therefore makes it so easy. But on the other hand, there are also other sentences which can not be translated as easily as that, and phrases fall into this category. Therefore, a good translator will try to translate idiomatically. This is his goal. However, translation is often a mixture of a literal transfer of the grammatical units along with some idiomatic translation of the meaning of the text. In the latter learning process, the learners will have to learn how to do the Indonesian English translation for more complex sentences and phrases which are commonly used in daily conversation. When they have understood the basic sentence structures, it would not be difficult at all for them to learn the more advanced sentence structures, and eventually be able to construct their own complex sentences. Just like any other world languages, beginners should learn the very basic sentence structures which would make it much easier to comprehend. In this process they will learn some basic English grammar as well as improve their vocabulary lists which are essential in building sentences.

In the latter process, the learners will have to learn more complex structures as well as some mostly used phrases. It is highly suggested that the learners try to memorize a number of words and phrases and try to make sentences out of them and also try to use them in daily conversation. A professional's help is needed to support this activity so that the learners can progress much faster.

D. THE EDITING PROCESS

Bates, Lane, and Lange (1993) and Hendrickson (1980) advocate teaching students a discovery approach through which they will become independent self-editor. The writer plans to teach the ESL students through a three-stage discovery approach to become self-sufficient editors in Indonesian-English translation.

a. Stage 1: Focusing on Form

Although some teachers assume that all ESL students are obsessively concerned with grammar to the detriment of developing and presenting their ideas to translate, there are some assumptions that many students have little interest in and pay limited attention to editing their work. They may find editing tedious or unimportant or they become overly independent on teachers or tutors to correct their work for them. A crucial step in teaching students to become good editors is to convince them of the necessity of doing so.

To raise awareness of the importance of editing, the teacher can use in-class activities in which the students look at sentences or short students translation that contain a variety of editing problems. Rather than simply finding and correcting errors, they may discuss **for** these errors impede their understanding of the texts. The examples are below:

1. *Orang tua saya* sering memberikan uang yang cukup kepada saya.   *My parent* often gave enough money to me.

2. Orang *yang* ada di dalam ruang itu adalah paman Ali.   The person *which* in that room is uncle Ali.

3. Dia mempunyai *banyak pengalaman* tentang perbankan.   He has lot of *knowledges* about banking.

The italized portions of these three sentences contain common ESL writing errors: respectively an omitted plural marker, inappropriate use of **relative** pronoun, and misuse plural

marker. However, none of the sentences immediately appears ungrammatical – *parent* can be singular, the meaning of *which* is *yang* in the dictionary, and *knowledges* does shows number following *many*. But once the students look closely at the texts, they can see that the use of *parent* is confusing and non-idiomatic (if you really had only one parent, you would identify him or her as your father and mother), that the use of *which* is not appropriate to show the **relative** pronoun of somebody or people, and that *knowledge* is uncountable noun so it can not be in form of *knowledges*. Even fairly minor errors can lead to problems in text processing and comprehension.

To convince the students of the necessity of developing editing skill, the teachers can give them diagnostic essay assignment and then provide them with written feedback about their translation, detailed information about their editing problems, and indication of what grade they would receive if still translate at this level at the end of the semester. Giving students an immediate sense of what their final grade could be is motivating, but does not seem to be intimidating if it is made clear that these final grades are for the students' information only and will not be counted in their final course evaluation.

b. Stage 2: Recognizing Major Error Types

It seems to be true that it is easier to find mistakes in others' work than in one's own. Exercises in recognizing error patters of other writers' work help students become more aware of similar problems in their own writing. Focusing on patterns of error will be the most effective for both teachers and students rather than on individual errors. So, the teachers can train their students to recognize various types of errors.

During the stage of editing process, teachers may also give brief, focused instruction on major patters of error if there are particular errors to which most students are prone. For instance, the teachers give more understanding to the students on when to use simple past and when to use simple perfect. In-class instruction should deal directly with this difficulty rather than attempting to give students a complete overview of the English verbs tense system or even of the various uses of the present perfect.

The categories may vary depending on the students' needs, but they should be selected from error types which are most frequent, global (interfere with the comprehensibility of the text), and stigmatizing (would cause a negative evaluation from native speakers). The teachers sensitize students to these error patterns by going over the targeted categories, letting them practice identifying them in sample students' essays, and then looking for these errors in peer-editing exercises (see activities 1 and 2).

Activity 1:
Editing: Major Error Categories
Type 1: Nouns
    a. Noun endings
       I need to buy some book.
       I gained a lot of knowledges in high school.
    b. Articles
       I need to buy ^ book.
       A good jobs is hard to find.

Type 2: Verbs
    a. Subject-verb agreement
       The boys was hungry.
       That TV show come at 8:00.
       Many students in the class is failing.
    b. Verb tense
       Last year I come to Italy.
    c. Verb form
       My car was stole.

My mother is miss her children.

Type 3: Punctuation and Sentence Structure
   a.   Sentence fragments
         Wrong: After I got home. I washed the dishes.
         Right: After I got home, I washed the dishes.
   b.   Comma errors
         When I got home ^ I discovered my house was on fire.
         I studied hard for the test ^ but I still got a bad grade.
   c.   Run-on sentences
         I studied hard for the test I still got a bad grade.
   d.   Semicolon errors
         Although I studied hard for the test; I still got a bad grade.
         I studied hard for the test ^ I still got a bad grade.

Type 4: Word Form Errors
Examples:
My father is very generosity.
Intelligent is importance for academic success.

Type 5: Preposition Errors
Examples:
I do lot of work on volunteer organization.
For an American, I like baseball and hot dogs.

 Editing Worksheet
Instruction: Read the sample essay. First, find all the nouns and underline any noun errors. Then do the same with verbs, punctuation/sentence structure, word forms, and preposition. Count the errors of each type and fill in the worksheet below. Turn in both your marked essay and this worksheet.
(This is an example of text prepared by the teacher)
The Influence of Smoking on Pregnant
The embryo grow up into a fetus need good nutrient from mother. The nutrient is took in from the placenta who is channeled in through an umbilical cord. All substance contain in the mother's blood do affect the fetal growth. A healthy pregnant mothers who eats healthy diet, does not smoke, does not consume alcohol is a great help for the fetal growing. Placenta are composed of, among others, tender arteries and also barriers placenta that stops certain substances from entering the fetus' body.

Type 1 (Noun Errors)
Total number of noun errors in essay:………….
Example/s (from essay), underline the error :

Type 2 (Verb Errors)
Total number verns errors in essay:………….
Example/s (from essay), underline the error:

Type 3 (Punctuation and Sentence Structure Errors)
Total number punctuation errors in essay:………….
Example/s (from essay), underline the error:

Type 4 (Word Form Errors)
Total number word form errors in essay:………….
Example/s (from essay), underline the error:

Type 5 (Preposition Errors)
Total number of preposition errors in essay:………….
Example/s (from essay), underline the error:
(note: the ategories of this activity were taken from Fox, 1992)

Acitivity 2:
   A. Instruction: translate the following Indonesian text into good English.
Beberapa spesies sangatlah besar. Ikan paus biru, yang bisa mencapai panjang lebih dari 30 meter, adalah binatang terbesar yang pernah hidup di bumi. Sepintas ikan paus tampak mirip ikan biasa, namun bila dicermati terdapat perbedaan pokok pada struktur luarnya. Ekornya terdiri dari sepasang "sirip" lebar, pipih, dan mendatar (sementara ekor ikan biasa tegak). Ikan paus mempunyai satu lubang hidung di atas kepalanya yang besar dan lebar.
Translated text by the students:
         ………………………………………………………………………
         ………………………………………………………………………
         ………………………………………………………………………
   B. Peer-/Self-Editing Worksheet
Your Name   :
Writer's Name :
Instruction: Read your partner's essay, looking specifically for errors in grammar, spelling, and punctuation. Mark the paper using the following symbols:
   • If there is a spelling error, circle it.
   • If there is a grammar error, underline the word or phrase that has the problem.
   • If there is a missing word, put a ^ to show that something is missing.
   After you have read and marked the essay, complete the worksheet below.
Error types
Type 1 (Noun Errors)
Total number found in essay:………….
Example/s (from essay): …………………………………………………………………

Type 2 (Verb Errors)
Total number found in essay:………….
Example/s (from essay): …………………………………………………………………

Type 3 (Punctuation and Sentence Structure Errors)
Total number found in essay:………….
Example/s (from essay): …………………………………………………………………

Type 4 (Word Form Errors)
Total number found in essay:………….
Example/s (from essay): …………………………………………………………………

Type 5 (Preposition Errors)
Total number found in essay:………….
Example/s (from essay): …………………………………………………………………

c. Stage 3: Self-Editing Practice
   In the final phase, teachers require students to find and correct errors in their own and other students' translation (see activity 2). Also, throughout the semester, students may keep a log of their error frequencies in the different categories so they can observe their progress. It is hoped that as the semester progresses and the students get more editing practice, the teachers can gradually

decrease the amount of editing feedback and turn the editing task over first to peer editors and then to the writers themselves.

Activity 3 shows teachers one of various categories to be focused by teachers at class. The students can have exercises on finding and correcting noun errors from the sentences the teachers gave.

Activity 3:
Grammar focus: Nouns
  I. Definitions: A noun is a word that names a person, place, object, idea, emotion, or quantity.
Nouns can be concrete: physical, can be touched, seen, felt, etc. (book, table, gas).
Nouns can be abstract: nonphysical (friendship, sadness, hope).
Both concrete and abstract nouns can be classified into two types:
      a. Countable nouns: may be counted (apples, students, chairs)
      b. Uncountable nouns: are not counted (money, coffee, happiness)
  II. Noun trouble spots for ESL writers
      a. Plural nouns must have plural markers:
          1. English teachers are good spellers.
          2. One of the ways to improve your spelling is to have more practices.
      b. Subject nouns must agree in number with their verbs.
          1. One of the reasons I came here is to study English.
          2. People who immigrate to the United States are usually very happy.
          3. English teachers are good spellers.
      c. Singular countable nouns must be preceded by a determiner (*a/an, the, some, my, this, that, etc.*).
          1. I have *a friend*.
          2. My friend owns *a car*.
          3. *The car* is old.
          4. She bought *her car a long time ago*.
          5. *Some people* think she should get *a new car*.
          6. *These people* have more money that she does.
  III. Exercises: Find and correct the noun errors.
          1. One of the way teacher help her students is to talk to them outside of class.
          2. Teacher in general are very hardworking.
          3. This is the reason that many people don't want to be teacher.
          4. Each of the students is important to a good teacher.
          5. Student should come to class every day and do homework.
          6. Students should treat their teacher with respect at all time.
          7. Student who came to United States have to learn English.
          8. Students is very nervous.
          9. A teacher who gives a lot of high grade is good teacher.
          10.   All of student should give present s to their teacher at the end of the semester.

For peer-/self-editing exercise, the teachers can ask the students to do such kind of exercise below.

Activity 4:
  A. Translete the following Indonesian text into English.
Pengaruh Merokok pada Kehamilan
Polutan yang terdapat dalam asap rokok dapat mempengaruhi tingkat fertilitas wanita dan pria. Secara umum, pengaruh yang terjadi akibat pulotann dalam asap rokok adalah terjadinya penyempitan pembuluh darah halus, pengingkatan denyut jantung dan kebutuhan akan oksigen yang meningkat. Nikotin merupakan penyebab menyempitnya pembuluh darah dan peningkatan denyut jantung. CO akan berkompetisi dengan sangat baik dengan oksigen untuk berikatan dengan hemoglobin (Hb). Ikatan CO dengan Hb lebih baik dibandingkan dengan

oksigen, dan hal ini berarti tingkat oksigenasi jaringan akan berkurang pada perokok. Pengaruh nikotin dan cadmium pada sel telur adalah mengganggu proses pembelahan-pematangan sel telur, demikian pula pada sperma. Oksigen radika bebas juga akan mengganggu kemampuan gerak dan kapasitasi sperma.

Translated text by the students:

………………………………………………………………………………………………………. ………………………………………………………………………………………………………..

B. Peer-/Self-Editing Worksheet

Your Name   :
Writer's Name :
Instruction: Read your partner's essay, looking specifically for errors in grammar, spelling, and punctuation and write the correct ones. .Mark the paper using the following symbols:
- If there is a spelling error, circle it.
- If there is a grammar error, underline the word or phrase that has the problem.
- If there is a missing word, put a ^ to show that something is missing.

After you have read and marked the essay, complete the worksheet below.

Error types

Type 1 (Noun Errors)
Total number found in essay:………….
Example/s (from essay): …………………………………………………………………………
Correction: …………………………………………………………………………………………...

Type 2 (Verb Errors)
Total number found in essay:………….
Example/s (from essay): …………………………………………………………………………
Correction: …………………………………………………………………………………………...

Type 3 (Punctuation and Sentence Structure Errors)
Total number found in essay:………….
Example/s (from essay): …………………………………………………………………………
Correction: …………………………………………………………………………………………...

Type 4 (Word Form Errors)
Total number found in essay:………….
Example/s (from essay): …………………………………………………………………………
Correction: …………………………………………………………………………………………...

Type 5 (Preposition Errors)
Total number found in essay:………….
Example/s (from essay): …………………………………………………………………………
Correction: …………………………………………………………………………………………...

In exercise B, the students should make correction of the errors found in the essay. The activity provokes the students' awareness of how to write correct grammatical English. Editing is an aspect of the writing Indonesian-English texts process which has been somewhat neglected by ESL translation teachers. A new technique introduced will help them to be better translators or interpreters.

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