

Methods of Translation among Graduates

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Abstract

Malaysian philosophy, purpose and objective of the education system is rooted and based on policies stated in the National Education Policy 1956 and Education Act 1961. Whereas the Education Ordinance 1952 urged all Chinese and Tamil schools to be given equal opportunity to learn English and Malay language together with their mother tongue. This policy has open up opportunity to the non-Bumis to learn their mother tongue without any fixed rules. The learning of mother tongue was not only limited to the basic level, but it continues to the university level. There were 10 methods of translation used by these local university graduates; borrowing, copying, literal, functional, transposition, modulation, adaptation, expansion, reduction and generalization method. The findings of this research is important especially in generalising latest information in a language.

Keywords: Translation Methods, Graduates

Background

Translation is very important in our life due to the fast growing of world of knowledge, technology and education. The world today will not be this advance if people from a country do not communicate with people from another country. Therefore, the afford of translation happens almost everyday in order to share knowledge and disseminate information in the communitiee (Ahmad Khair, 2003). Nowadays, lecturers are using translation in the their teaching materials for the teaching and learning purposes. Most probably it was not the job of a teacher to decide whether translation is important in the education or not but as an educator, teacher could determine the use of translation in teaching. Nevertheless, translation is considered as a fast-spread-field due to the establishment of the National Translation Institute Incorporation (ITNMB) on 14 September 1993 in Malaysia. Malaysia consists of people from different races and majority of them are bilingual or multilingual. Those who are involved in education, broadcasting and publishing realising it or not experienced the L1 interference during translation. Thus, the outcome of the work will spoil the purity and decrease the prestige of Bahasa Melayu.

Literature Review

Noor Aina Dani (2001) did a research on mother tongue interference in the process of learning Malay language among the form 4 students from the Dusun tribe who came from Sekolah Menengah Kundasang, Ranau, Sabah. The study involved 109 Form 4 students. The findings on the content analysis of the students' essay produced from the formal learning process showed that the language process on the Malay consonant phoneme in the lexical aspect recieved the most influenced of the mother tongue. From the sentence aspect, the interference was representing by the sentence structure of the verb phrase that has a verb and a preposition. The interference like the replacement of L1 in the Malay language aspect was the most obvoius one. Students who use Malay language as their daily medium of instruction would commit in making glaring language errors. Unlike those who rareky use the language would be more sensitive to the parallel exercise. She summarised by saying that the language substituting/replacing process in the higher performace students' essay can be categorised as changes in phonetics and loan words. The speaking skills of the Malay Dusun students were still below intermediate level. If this interference of L1 increases, the marks for the essay will go very down. Awang Sariyan (2000) analysed the interference of English syntax in Malay language with specific reference to the academic language structure. He choses the academic Malay language as the material to be analysed because this material has close relationship with educators and students.

Besides that, these academics who used this academic language long before the birth of the other academics received their education via Malay language as the medium of instruction was the cohort that was educated in English. Therefore, concepts and the academics transitional signals went into the Malay language through English, especially from the field of translation and English referic materials. He analysed almost 10 books that comprised of text and reference books from the secondary and unversity level. The books covered both fields pure and social sciences. The findings revealed that 15 aspects of English syntax interfered these academic discourse. He also found that there were 11 obvious aspects; sentence structure, common pattern, indefinite quantifiers, articles, subject-predicate, active-passive, ‘called’ passive structure, copula, definition and relative definition. There was one case study on the interference of mother tongue in the learning process of Malay language among Indian students done by Suthanthiradevi J.N.J. Money (1996). The findings showed that, the were many problems faced by these Indian students in learning Malay language. One of the problems detected was the pronunciation of the /r/ sound. This was due to factors like lack of exposure of the target language, attitudes of both teachers and students and interference of L1 on L2.

Teo Kok Seong (1992) also had a study on L1 interference and his involved a group of mixed Chinese in Kelantan. The findings revealed the interference of Malay language in the form of Kelantan Malay dialect onto these mixed Chinese students’ L1 from the aspect of words arrangement in the development of a phrase. Data were collected through the interview sessions between the researcher (original speaker of Chinese Hokkien dialect) and his middle-aged friends who have been using the dialect for ages to ensure the reliability of the data.

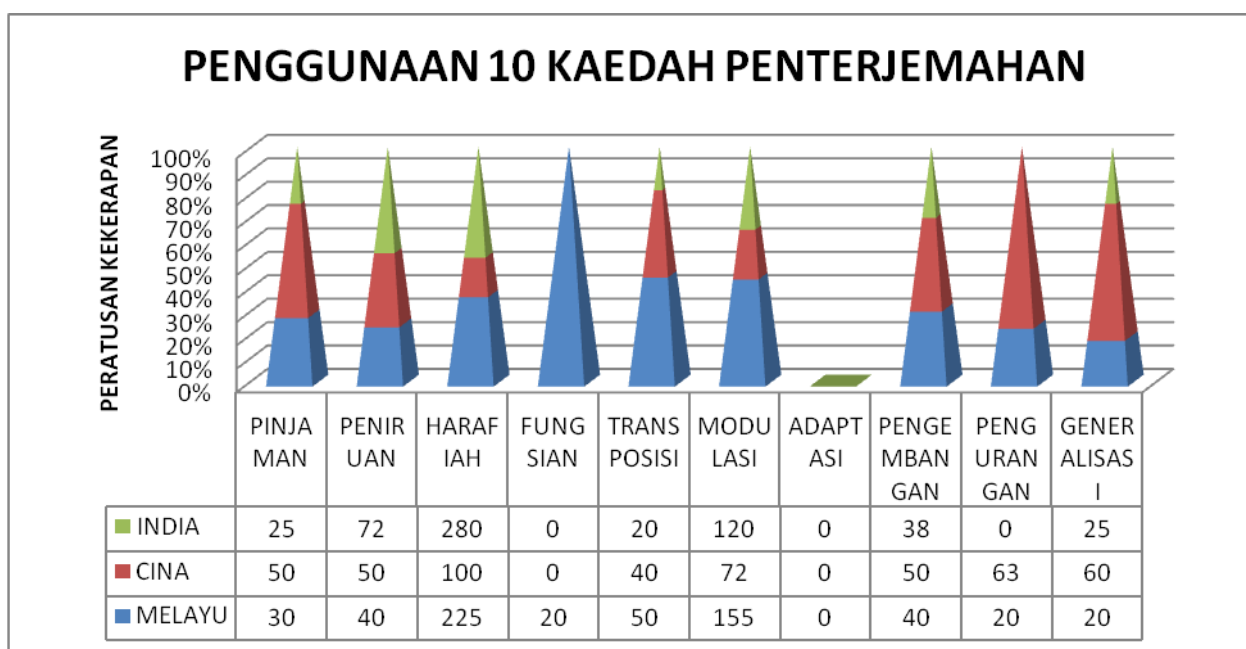
Methodology

Researcher chose eight universities that have Language Department and they are Universiti Putra Malaysia (UPM), Universiti Kebangsaan Malaysia (UKM), Universiti Malaya (UM), Universiti Sains Malaysia (USM), Universiti Pendidikan Sultan Idris (UPSI), Universiti Teknologi Malaysia (UiTM, Kelantan), Universiti Teknologi Mara (UTM, Skudai) and Universiti Darul Iman Malaysia (UDM). The respondents were the university graduates that comprised of Malay, Chinese and Indian. Respondents were given questionnaire and one English text to be translated into Malay language.

Findings of the Study

Translation process is an activity of transferring information from the source language to the target language. During the translation process, translator will normally face variety of methods to transfer the information from the source language to the target language. Translator is trying his best to act as a ‘bridge’ to beautifully pass the knowledge without any doubts and somehow very similar to the original text. For this aim, researcher has analysed frequency in methods of translation which have been applied by the Public Institution of Higher Education students in translating materials in 10 methods of translation based on their race. This can be shown in Chart 1 as follows:

Chart 1: Translation Method Application



Based on Chart 1 above, researcher has analysed a few translation materials and divided them into 10 translation methods according to their frequency of usage. The analysis showed that, the highest frequency of the translation method among the Malay graduates were literal method with 225 times. However, the least frequent method used was the functional method (20 times), expansion (40 times) and generalisation (20 times). The frequent usage of this literal method has proven that these Malay graduates translated the source text and written in a simple language. Moreover, this literal method usually was used by lending the terms in the source language and changing them according to the spelling of the target language. This simplified the translation process among the Malay graduates. The literal method also has made the changing of every word in the source language to the target language possible. The structure of the source language also was moved to the target language without any big changes happened.

The literal translation has made every word in the source language to be replaced with the suitable target language. This is shown as examples below:

- *Spending more time around the family dinner table-and less time in front of the TV-can help prevent children from getting fat, a new study shows.*
Meluangkan lebih masa makan malam bersama keluarga dan mengurangkan masa menonton televisyen dapat membantu mencegah kanak-kanak dari menjadi gemuk, dapatan kajian yang dijalankan.
- *“Families need to work together to help children maintain a healthy weight,” Gable said. “Even the simple things, like how often families eat together and the amount of time that children spend watching television, play a role in children’s weight status.”*
“Keluarga memainkan peranan penting dalam membantu kanak-kanak dalam menjaga kestabilan berat badan mereka secara sihat”, kata Gable. “Walaupun nampak remeh iaitu seperti berapa kerap sesebuah keluarga yang mengamalkan makan bersama dan jumlah masa yang digunakan oleh kanak-kanak untuk menonton televisyen, ianya memainkan peranan dalam menentukan status berat badan seseorang kanak-kanak itu.”
- *To identify factors associated with being or becoming overweight, Gable and her team divided the 8,000 children who were participating in a national, long-term study into three group.*
Untuk mengenal pasti faktor yang dikaitkan dengan kegemukan atau yang akan menjadi gemuk, Gable beserta rakan-rakannya telah membahagikan 8,000 orang kanak-kanak yang telah menjadi peserta peringkat kebangsaan kepada pendidikan jangka panjang dalam tiga kumpulan.
- *The risk of being persistent overweight increased by 3% for every additional hour a child spent watching TV each week, the researchers found, while each family meal missed per week increased the risk of persistent overweight by 8%.*
Risiko untuk kenaikan berat badan meningkat sebanyak 3 % setiap tambahan jam seseorang kanak-kanak menonton televisyen setiap minggu. Para penyelidik mendapati apabila sesebuah keluarga yang terlepas untuk makan bersama setiap minggu mempunyai risiko peningkatan berat badan sebanyak 8 %.
- *Living in a neighborhood perceived as unsafe for outside exercise also substantially increased the risk of being overweight.*
Tinggal di kawasan kejiranan yang dilihat tidak selamat untuk melakukan sebarang senaman di luar rumah turut mempengaruhi risiko mengalami berat badan yang berlebihan.
- *Children who stayed at a normal weight throughout the study watched 14.12 hours of TV a week*
Kanak-kanak yang mengekalkan berat badan yang normal sepanjang pembelajaran menonton tv selama 14.12 jam seminggu
- *Children who did not become overweight ate 10.26 meals a week with their families, compared with 9.54 for children who became overweight and 9.57 for persistently overweight children.*
Kanak-kanak yang tidak mengalami penambahan berat badan telah makan sebanyak 10.26 untuk setiap hidangan pada setiap minggu bersama dengan keluarga, jika dibandingkan dengan 9.54 setiap hidangan untuk kanak-kanak yang menjadi gemuk dan 9.57 hidangan untuk kanak-kanak yang gemuk.
- *“Children rely on parents to initiate such things as family mealtimes and to set limits on children’s TV time,” Gable told Reuters Health.*
“Kanak-kanak bergantung kepada ibu bapa untuk memulakan sesuatu seperti makan bersama keluarga dan menetapkan had jam bagi kanak-kanak untuk menonton televisyen,” kata Gable kepada Reuters Health.
- *“Teaching children about healthy habits requires the whole family’s involvement; children are not going to learn these things on their own.” -Anne Harding, Reuters*

“Mengajar kanak-kanak mengenai tabiat yang sihat memerlukan penglibatan seluruh ahli keluarga kerana kanak-kanak tidak akan belajar mengenainya dengan sendiri.” – Anne Harding, Reuters

As for the Chinese graduates, modulation method had the highest frequency in translating the translation materials with 72 times. While, the least frequent method was borrowing (50 times), copying (50 times) and expansion (50 times). The modulation method was used with similar purpose to the transposition method that is to send message with a neutral, relax and easy to be understood kind of way. Through this method there was a slight different at the lexical level in the translation method but the meaning of the text remained. There was also a change in the way the message was being presented in the source language but it did not touch the meaning. Through the qualitative analysis conducted even though the Chinese graduates adapted this method, the researcher found that the original meaning has been changed and it affected the real meaning of the source language. The meaning sent in the translation materials had the interference of the mother tongue especially from the aspect of meaning. Besides that, through the questionnaire the information on the respondents' background showed that the respondents had high exposure and academic achievement in their mother tongue. This was proven by looking at their reading and level of mastering the source language was low until it affected the translation meaning. It was shown as examples below:

- *And the fewer meals children ate each week with their families, the more likely they were to put on excess kilos.*
Kekerapan makan bersama ahli keluarga yang rendah juga akan menyebabkan kanak-kanak menjadi lebih berat dari sebenarnya.
- *And the fewer meals children ate each week with their families, the more likely they were to put on excess kilos.*
Kanak-kanak didorong dalam penambahan berat badan sekiranya mereka makan bersama ahli keluarga pada setiap minggu berkurangan.
- *“Families need to work together to help children maintain a healthy weight,” Gable said. “Even the simple things, like how often families eat together and the amount of time that children spend watching television, play a role in children’s weight status.”*
Gable berkata bahawa ahli keluarga memainkan peranan yang penting dari segi keadaan berat badan budak. Maka, ahli keluarga haruslah bekerjasama untuk membantu budak mengamalkan tahap berat badan yang sihat. Ia sebenarnya mudah seperti makan dan menonton televisyen bersama keluarga.
- *those who had never been overweight: those who began the study at a normal weight, but then become overweight throughout the study*
kumpulan pertama ialah kanak-kanak yang tidak melebihi berat badan, kedua ialah kanak-kanak yang berada dalam keadaan biasa dan menjadi lebih berat atau bagi kanak-kanak yang telah melebihi berat badan.
- *The risk of being persistent overweight increased by 3% for every additional hour a child spent watching TV each week, the researchers found, while each family meal missed per week increased the risk of persistent overweight by 8%.*
Peningkatan 3% menjadi lebih berat badan jika kanak-kanak menambahkan masa menonton TV dalam satu minggu. Selain itu, kajian juga menunjukkan bahawa jika sebuah keluarga mengurangkan masa makan dalam setiap minggu, ini akan menyebabkan peningkatan berat badan kanak-kanak sebanyak 8%.
- *The risk of being persistent overweight increased by 3% for every additional hour a child spent watching TV each week, the researchers found, while each family meal missed per week increased the risk of persistent overweight by 8%.*
Bagi budak yang menonton televisyen selama tiga jam seminggu, risiko menghadapi berat badan berlebihan adalah sebanyak tiga peratus. Bagi mereka yang tidak makan dalam seminggu, risiko menghadapi berat badan berlebihan adalah sebanyak lapan peratus.
- *Living in a neighborhood perceived as unsafe for outside exercise also substantially increased the risk of being overweight.*
Mereka menyedari bahawa aktiviti luar bagi kehidupan dalam suasana kejiranan adalah tidak selamat. Faktor ini juga akan membawa risiko berat berlebihan.
- *Children who stayed at a normal weight throughout the study watched 14.12 hours of TV a week, compared with 15.63 hours for those who became overweight and 16.09 hours for those who were overweight for the entire study period.*

Sepanjang kajian ini, budak dalam berat badan normal, menonton televisyen selama 14.12 jam berbanding dengan budak berbadan berat berlebihan selama 16.09 jam dan budak dimana berat badan mereka menjadi lebih dalam kajian ini ialah 15.63.

Last but not least, the Indian graduates also had literal method as the highest translation method from the study with 280 times. The least obvious method was the transposition method (20 times). The range of the frequency was big. Nevertheless, the outcome of the translation was different compared to the Malay graduates through the qualitative analysis. The mother tongue interference was very low in the meaning aspect of translation materials. This happened because the Indian graduates had exposed themselves highly to the English language. This factor also has contributed to these students to frequently borrow terms from the source language or modify the spelling to the target language. The Indian graduates managed to translate the materials in the simplest format but packed with both the implicit (knowledge) and explicit (knowledge and experience) linguistic knowledge. The knowledge in linguistics has been applied by these students in their translation. Examples are shown as follows:

- *Spending more time around the family dinner table-and less time in front of the TV-can help prevent children from getting fat, a new study shows.*
Lebih kerap makan bersama keluarga dan kurangkan masa menonton TV boleh menghalang kanak-kanak menjadi gemuk. Demikianlah hasil kajian yang telah dijalankan.
- *University of Missouri, Columbia - Universiti Missouri, Columbia.*
- *from kindergarten to third grade - kelas tadika sehingga ke gred 3*
- “Families need to work together to help children maintain a healthy weight,” Gable said. “Even the simple things, like how often families eat together and the amount of time that children spend watching television, play a role in children’s weight status.”
“Keluarga memainkan peranan penting dalam menentukan berat kanak-kanak,” kata Dr. Gable. Walaupun ia kelihatan biasa sahaja seperti berapa kerap keluarga makan bersama dan jumlah masa kanak-kanak menonton TV memainkan peranan penting dalam menentukan berat kanak-kanak.
- *To identify factors associated with being or becoming overweight, Gable and her team divided the 8,000 children who were participating in a national, long-term study into three groups: those who had never been overweight; those who began the study at a normal weight, but then become overweight throughout the study.*
Bagi menentukan faktor-faktor berkaitan dengan masalah berat badan, Gebel telah membahagikan 8000 kanak-kanak kepada 3 kumpulan. Yang pertama, kanak-kanak yang tidak gemuk, kedua kanak-kanak yang berat badan yang biasa pada mulanya dan menjadi gemuk kemudiannya; yang ketiga ialah kanak-kanak yang gemuk sepanjang tempoh kajian.
- *The risk of being persistent overweight increased by 3% for every additional hour a child spent watching TV each week, the researchers found, while each family meal missed per week increased the risk of persistent overweight by 8%.*
Risiko menjadi gemuk pada kadar yang tetap meningkat sebanyak 3% bagi setiap jam tambahan seorang kanak-kanak menonton TV setiap minggu, menurut para pengkaji, manakala setiap masa makan bersama keluarga yang ditinggalkan dalam seminggu menaikkan risiko menjadi gemuk secara tetap sebanyak 8%.
- *The risk of being persistent overweight increased by 3% for every additional hour a child spent watching TV each week, the researchers found, while each family meal missed per week increased the risk of persistent overweight by 8%.*
Keputusan kajian menunjukkan bahawa risiko sentiasa gemuk naik 3% setiap tambahan jam seseorang kanak-kanak menonton TV setiap minggu. Kajian yang sama menunjukkan bahawa seorang kanak-kanak yang tertinggal makan sekali satu minggu, risiko sentiasa berat naik 8%.
- *Children who did not become overweight ate 10.26 meals a week with their families, compared with 9.54 for children who became overweight and 9.57 for persistently overweight children.*
Kanak-kanak yang tidak menjadi gemuk mencatatkan 10.26 masa makan bersama keluarga, berbanding 9.54 bagi kanak-kanak yang menambah berat badan berlebihan dan 9.57 bagi kanak-kanak yang sememangnya gemuk.

- *Children who did not become overweight ate 10.26 meals a week with their families, compared with 9.54 for children who became overweight and 9.57 for persistently overweight children.*
Kanak-kanak yang tidak obesiti telah makan bersama keluarga sebanyak 10.26 kali seminggu berbanding 9.54 bagi kanak-kanak yang mula obesiti dan 9.57 bagi kanak-kanak yang selalu mengalami obesiti.
- *“Children rely on parents to initiate such things as family mealtimes and to set limits on children’s TV time,” Gable told Reuters Health.*
Kanak-kanak bergantung kepada ibu bapa mereka untuk memudahkan sesuatu agenda seperti masa makan bersama keluarga, dan untuk menetapkan had masa mereka menonton TV,”demikian kata Gable kepada Reuters Health.
- *“Teaching children about healthy habits requires the whole family’s involvement; children are not going to learn these things on their own.” -Anne Harding, Reuters*
“Mengajar kanak-kanak mengenai tabiat kesihatan yang baik memerlukan sokongan padu dan kerjasama seluruh ahli keluarga; kanak-kanak tidak boleh mempelajarinya sendiri,” Anne Harding, Reuters.

Conclusion

Overall, the two most frequent methods used by the graduates in this study were the harfiah and modulation methods. The method that was used by any of the race was the adaptation method. This method was not applied in the translation because the source of the translation texts was suitable to the culture of the target texts readers. Therefore, graduates did not have to think of any new condition in translation in order for what they have translated being excepted by the target reader.

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