

## The Technique in the Translation of English into Indonesian Abstracts

Heryanti Novitasari  
Universitas Bengkulu  
[novitasariheriyanti@gmail.com](mailto:novitasariheriyanti@gmail.com)

**Corresponding email:** [novitasariheriyanti@gmail.com](mailto:novitasariheriyanti@gmail.com)

### Abstract

This research aims to investigate the types of translation techniques and to find out what translation techniques are commonly used in abstract translation. This research used qualitative research methods and descriptive research design. Data were taken from 6 abstracts from 3 educational journal articles. The 6 abstracts consist of 3 abstracts in English as the source language and 3 abstracts which have been translated into Indonesian as the target language. It was found that the translation techniques used in this study were transposition (14 data or 51.85%), amplification (4 data or 14.82%), borrowing (4 data or 14.82%), reduction (3 data or 11, 11%), and established equivalence (2 data or 7.40%). In addition, from this research, it was also found that the most frequently used translation technique is the transposition translation technique.

Keywords: abstract; english abstract; indonesian abstract; translation technique.

### INTRODUCTION

Translation is the most common thing these days. In general, translation is the process of translating the meaning from one language to the target language (Febriani, et al. 2020). Based on Simanjuntak (2019), translation is a process of transferring text messages from the source language (SL) into the target language (TL). Simanjuntak (2019) added that the practical purpose of a translation is to help the reader of the target language text understand the message intended by the author of the original source language text. One of the uses of translation that is often found is in the abstract of a scientific paper. Abstract writing is very important in a scientific work because abstract is useful to attract readers' interest in the whole content of scientific writing (Simanjuntak, 2019). Kusumawati and Sugiarsi (2020) support this statement because they believe that the abstract is the result of a summary that contains the essence of a scientific paper. Usually abstract includes the background, the problem under study, the method used, the results obtained, conclusion of a scientific paper. Fitria (2018) states that an abstract is the last thing written in a paper, but the first thing people will read when they want to get a quick overview of the whole of a paper. In addition, the abstract helps readers who may be interested in the paper quickly decide whether the article is relevant to their purpose and whether they need to read the entire paper.

In some papers, abstracts were found that used two languages. English as the source language (SL) and Indonesian as the target language (TL). As stated by Sukirmiyadi, Tajana and Nababan (2014), University of Indonesia students are required to write their thesis or dissertation abstract in two languages, namely Indonesian and English. The use of two languages in this abstract is expected to help Indonesian readers whose mother tongue is not English to better understand the contents of the paper. Basically, in translating an abstract both from English to Indonesian and Indonesian to English, the translator must be good at both in terms of structure and the choice of translation technique (Fitria, 2018). A translation technique is the outcome of a translator's decision to employ it; its validity will be determined by a variety of factors such as context, translation purpose, audience expectations, and so on (Molina and Albi, 2002). Translation approaches, according to Molina and Albi (2002), include several essential characteristics:

1. Translation techniques affect the translation results.
2. Translation techniques are classified based on comparison with the original.

3. The translation technique affects the micro units of the text.
4. The translation technique is basically discursive and contextual.
5. The translation technique is basically discursive and contextual.

Molina and Albir (2002) classify translation techniques based on the following criteria:

1. To isolate technical concepts and other related meanings (translation strategies, methods and errors)
2. Focus only on procedures that characterize text translation and not those related to language comparisons.
3. To defend the idea that translation techniques are functional. The translation always depends on the situation in the text and the context and the method of translation that has been chosen.
4. To retain the most commonly used terms associated with the terminology.
5. Formulate a new technique to explain a new mechanism that has never been described.

Adaptation, amplification, borrowing, calque, compensation, description, discursive creation, established equivalent, generalization, linguistic amplification, linguistic compression, literal translation, modulation, particularization, reduction, substitution, transposition, and variation are the translation techniques described by Molina and Albir (2002). Adaptation is used to replace the cultural elements of the source language with one of the target cultures, amplification is used to introduce details that are not defined in the source language, borrowing is used to take words or expressions directly from another language, calque is a literal translation of a foreign word or phrase, it can be either lexical or structural, compensation is used to introduce elements of information or stylistic effects in SL in other places in TL because it cannot be reflected in the same place as in TL. Description is a translation technique to replace a term or expression with a description of its form or/and function, discursive creation is a technique for establishing transient equivalences that is completely unpredictable outside the context of a text, and Established equivalent is a translation technique to use terms or expressions recognized (by the dictionary or language used) as equivalents in TL.

The use of more generic or neutral terminology is commonly referred to as generalization. Linguistic amplification is the process of adding linguistic elements to a target language, linguistic compression is the process of synthesizing linguistic elements in the target language, and literal translation is the process of translating a word or phrase word for word. Modulation is a translation technique that suppresses the source language information system in the target language by changing the point of view, focus, or cognitive category in relation to the source language, which can be lexical or structural. Particularism is a more precise or concrete term, and subtraction is a translation technique that suppresses the source language information system in the target language. Substitution (linguistics, paralinguistics), which involves changing linguistic elements into paralinguistic elements (intonation, gestures) or vice versa, transposition, which involves changing grammatical categories, and variation, which involves changing linguistic or paralinguistic elements (intonation, gestures) that affect aspects of linguistic variation.

## RESEARCH METHODOLOGY

The research method used in this study is a qualitative method. The research design used is a descriptive research. The point is data collection through observation of scientific paper documents with the aim of describing the suitability of writing an abstract introduction in English into Indonesian (Kusumawati and Sugiarsi, 2020). This study chose to use a qualitative method because the data analyzed was described descriptively. The data analyzed were in the form of words, phrases, and clauses in the abstract. Data taken from 6 abstracts of 3 educational journals, there are "Journal of Mathematics Education", "Journal of The Association for Arabic and English", and "Jurnal Ilmu Pendidikan dan Ilmu Sosial (JIPIS)". 3 abstracts use English as the source language, while the other 3 are translations using Indonesian as the target language. The data source comes from a journal entitled "The Correlation between Students' Self-Confidence and Speaking Ability at Tenth Grade Students of SMAN 5 Tangerang Regency in Academic Year 2018/2019", "Improving Mathematical Problem-Solving Ability and Self-Confidence of High School Students through Contextual Learning Model", and "The Correlation between Self-Confidence and The Students' Speaking Performance of Amik

Global Kendari". The abstract was written using English as the source language and translated into Indonesian as the target language.

The data collection method in this research is the observation method. The observation method was applied in this study by carefully observing the source language of the text and its translation into the target language. Qualitative observation is when the researcher makes field notes about the behavior and activities of individuals at the research site (Creswell, 2014). The data collected and used in this study is primary data because the data studied were collected directly from the data source by using observation methods and note-taking techniques. In collecting data, the first step is to read the entire abstract of the source language text and target language text. Then, all examples of translation techniques contained in the abstract in the source language and their translation in the target language are underlined and recorded and then taken as data for analysis. After that, the translation techniques obtained were classified based on the types of translation techniques proposed by Molina and Albir (2002). After the data is identified and classified, the data will be translated using statistical formulas to determine student techniques in translating abstracts from Indonesian to English in the form of percentages.

## FINDINGS AND DISCUSSION

In this session, the researcher describes the types of translation techniques found in the abstracts studied. In addition, the author also describes the most dominant types of translation techniques found in the abstracts studied in this research. The abstract studied is an abstract that uses English as the source language and Indonesian as the target language. This research uses the theory of Molina and Albir (2002) on translation techniques. Based on Molina and Albir (2002), the translation technique is divided into 18 parts. Those 18 parts are adaptation, amplification, borrowing, calque, compensation, description, discursive creation, established equivalent, generalization, linguistic amplification, linguistic compression, literal translation, modulation, particularization, reduction, substitution, transposition, and variation.

After analyzing the data from 3 abstracts, the results obtained are then described by calculating the category of translation technique for each abstract and the percentage of the number. In this research, the researcher presents data in the form of the frequency of translation techniques and the percentage of translation techniques used in the analyzed abstracts. For this reason, the first step taken by the researcher was to identify the existing translation techniques in the 3 abstracts. Then, from the data that has been obtained, it will be classified into the category of translation techniques based on Molina and Albir (2002). After that, the researcher calculated the number of frequencies of translation techniques based on the types of translation techniques in the analyzed abstract. The last step, the researcher calculates the frequency of translation techniques by using the percentage calculation formula from Bungin (2005). The percentage of types of translation techniques made based on 3 abstracts of journal articles that have been researched. The researcher uses the following formula to get the percentage of translation techniques:

**Table 1. The Percentage of Technique of Translation**

No	Categories	Frequency	Percentage
1.	Transposition	14	51,85%
2.	Amplification	4	14,82%
3.	Borrowing	4	14,82%
4.	Reduction	3	11,11%
5.	Established Equivalence	2	7,40%
<b>Total</b>		27	100%

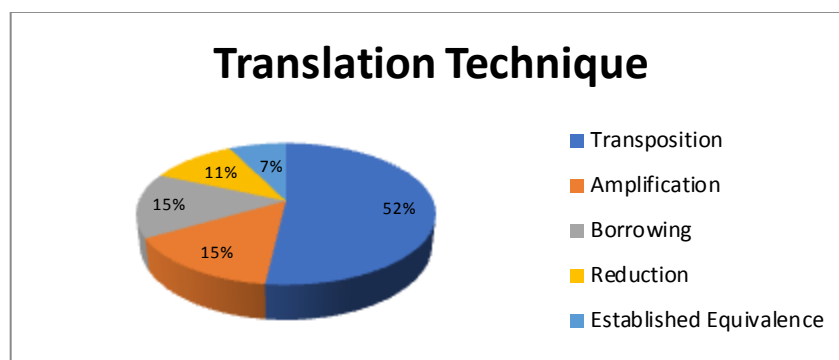


Figure 1. The Technique of Translation

From the table above, we can see that the translation techniques found in this research are divided into 5 types. The five types are Transposition (14 occurrences or 51, 85%), Amplification (4 occurrences or 14, 82%), Borrowing (4 occurrences or 14,82%), Reduction (3 occurrences or 11,11%), and Established Equivalence (2 occurrences or 7,40%). From the data that has been obtained, it is known that the most frequently used translation technique is Transposition with 14 frequencies or 51.85%. While the least used translation technique is Established Equivalence with a total of 2 frequencies or 7.40%. The analysis and description of translation techniques on the data above are as follows:

### 1. Transposition

Transposition is the most frequently used translation technique. According to Mozart (2014), this technique is the most common technique in translation. Mozart (2014) adds that this technique to accomplish the same result, replace the grammatical structure in the source language with one of a different type in the target language. When parts of speech are translated from one language to another, the sequence of the parts of speech changes, but the meaning remains the same (Fitria, 2018). Consider the following scenario:

*Example 1:* (in the "The Correlation between Self-Confidence and The Students' Speaking Performance of Amik Global Kendari" abstract)

SL: The research aims finding out the correlation between **the students'** self-confidence and their speaking performance.

TL: Penelitian ini bertujuan untuk mengetahui hubungan antara percaya diri dengan prestasi/penampilan **siswa** dalam berbicara.

The example above shows one of the uses of the transposition translation technique. In the example above, it can be seen that the word order from the source language is different from the target language, but the two sentences have the same meaning.

*Example 2:* (in the "Improving Mathematical Problem-Solving Ability and Self-Confidence of High School Students through Contextual Learning Model" abstract)

SL: The **purposes** of this study are . . .

TL: **Tujuan** penelitian ini adalah . . .

In this second example, the translation technique used is transposition too. The bolded word "purposes" in the source language translates to "tujuan" in the target language. In this transposition technique, the plural form of a word is changed to a singular form. If the bold word is translated in its actual form into the source language, it should be "tujuan-tujuan". Thus, the word becomes plural according to the source language before being translated into the target language. However, to make sentences in the target language easier to understand, changes are needed using this transposition technique. Thus, changing the plural into the singular form of the word is considered more appropriate.

*Example 3:* (In the "The Correlation between Students' Self-Confidence and Speaking Ability at Tenth Grade Students of SMAN 5 Tangerang Regency in Academic Year 2018/2019" abstract)

SL: . . . between **students'** self-confidence and speaking ability . . .

TL: . . . antara kepercayaan diri dan kemampuan berbicara **siswa** . . .

As with the previous two examples, this third example also uses the transposition translation technique. In this third example, the sentence structure of the target language is almost the same as that of the source language. However, the translation of sentences from the source language to the target language is more coherent so that it is more in line with the target language.

## 2. Amplification

Pelawi (2014) defines amplification as a translation technique used by translators to make explicit or paraphrase information that is implicit in the source language. This amplification technique is similar to the addition or gain technique. While Molina and Albir (2002) define amplification as additional information contained in the target language. In this research, this amplification technique ranks second as the most frequently used translation technique. For example:

*Example 1:* (in the "Improving Mathematical Problem-Solving Ability and Self-Confidence of High School Students through Contextual Learning Model" abstract)

SL: Two classes (60 students) are taken as sample.

TL: . . . dengan mengambil sampel dua kelas **berjumlah** 60 siswa.

Amplification to introduce details that are not defined in the source language, such as explanatory information and paraphrasing (Molina and Albir, 2002). As in the example above, in the target language there is no word that refers to the word "berjumlah", however, after being translated using amplification translation techniques in the target language, there is the word "berjumlah". The addition of words in this sentence can be additional information that really functions as a complement to the sentence for the readers.

*Example 2:* (In the "The Correlation between Students' Self-Confidence and Speaking Ability at Tenth Grade Students of SMAN 5 Tangerang Regency in Academic Year 2018/2019" abstract)

SL: The samples are 40 students . . .

TL: Sampelnya **terdiri** dari 40 siswa . . .

In this second example, there are additional words in the target language. The addition of this word is in the form of the word "terdiri" which in the source language is "consisting". However, as we can see in the source language, there is no such word. Therefore, the author added words that match the existing sentences to make the sentences better.

*Example 3:* (in the "The Correlation between Self-Confidence and The Students' Speaking Performance of Amik Global Kendari" abstract)

SL: Thesis of **Amik** Global Kendari.

TL: Tesis pada **akademi manajemen informatika** Global Kendari.

This third example still uses amplification translation techniques. In the example above, it can be seen that the target language provides additional information in the form of a translation of the word "AMIK". The word "AMIK" itself is an abbreviation of akademi manajemen informatika. The addition of this information is very useful for readers who do not know the abbreviation of the word.

## 3. Borrowing

Next, there is a borrowing translation technique. This translation technique is ranked third as the translation technique used in the abstract studied in this research. The borrowing translation technique takes words or expressions directly from other languages. The words and expressions taken are not changed at all from the source language to the target language (Molina and Albir, 2002). In fact, Fitria (2018) says that this translation technique takes words directly from one language to another without translating them first. For example:

*Example 1:* (In the "The Correlation between Students' Self-Confidence and Speaking Ability at Tenth Grade Students of SMAN 5 Tangerang Regency in Academic Year 2018/2019" abstract)

SL: . . . at **SMAN 5 Kabupaten Tangerang**.

TL: . . . di **SMAN 5 Kabupaten Tangerang**.

It can be seen from the example above that there is no change in the word "Kabupaten Tangerang". From the source language, the word "SMAN 5 Kabupaten Tangerang" is written and when translated into the target language, the word is still "SMAN 5 Kabupaten Tangerang". The example above is an example of a borrowing translation technique. The word used is not translated at all, in other words it still uses the original form of the word.

*Example 2:* (in the "Improving Mathematical Problem-Solving Ability and Self-Confidence of High School Students through Contextual Learning Model" abstract)

SL: students' **self-confidence** taught . . .

TL: peningkatan **self-confidence** siswa . . .

In the example above, the word "self-confidence" in the source language translates to "self-confidence" in the target language. This shows that this sentence uses borrowing translation techniques. There is no word change from the source language to the target language, it is enough to prove that the example above is an example of borrowing. Supposedly, the word "self-confidence" can be translated into "percaya diri" in the target language.

*Example 3:* (in the "The Correlation between Self-Confidence and The Students' Speaking Performance of Amik Global Kendari" abstract)

SL: and six **semester** students . . .

TL: tingkatan **semester** yaitu . . .

In this third example, there is no word change from the source language to the target language. The words used are still pure from the source language without any changes. That is, the words used are borrowing words from the source language to the target language.

#### 4. Reduction

Reduction has a function to suppress information items that exist in the source language in the target language (Molina and Albir, 2002). For Example:

*Example from* "The Correlation between Students' Self-Confidence and Speaking Ability at Tenth Grade Students of SMAN 5 Tangerang Regency in Academic Year 2018/2019" abstract:

SL: The result **of hypotheses** is alternative hypotheses (Ha) is . . .

TL: Hasilnya adalah hipotesis alternatif (Ha) . . .

From the example above, we can see if the sentence in the target language has undergone one of the translation techniques, namely "reduction". Reducing information in sentences contained in the target language is considered not too important. So, there is a reduction in the sentence above. In fact, the readers still understand the information the author wants to convey even though the sentence has been reduced.

#### 5. Established Equivalence

Next, there is an established equivalence translation technique. This technique serves to use terms or expressions recognized (by the dictionary or language used) as equivalents in the target language (Molina and Albir, 2002). For example:

*Example from* "The Correlation between Students' Self-Confidence and Speaking Ability at Tenth Grade Students of SMAN 5 Tangerang Regency in Academic Year 2018/2019" abstract:

SL: . . . 40 students of X **Social** 2.

TL: . . . 40 siswa X **IPS** 2.

SL: . . . the **tenth grade students** at SMAN 5 Kabupaten Tangerang.

TL: . . . **siswa kelas X** di SMAN 5 Kabupaten Tangerang.

In daily activity, people usually use the term "IPS" instead of "Social". Therefore, the author prefers to use the word "IPS" rather than the word "social". It is hoped that the reader will more easily recognize the sentence. Likewise with the second example, the change of the term "tenth" in the source language to the term "X" in the target language is considered more appropriate to the existing context.

From the explanation of the translation techniques used in 6 abstracts from 3 journal articles, it is known that the most frequently used translation technique is the transposition translation technique. After being analyzed, it was found 14 data with a percentage of 51.85% using transposition translation techniques. Transposition translation technique itself is a technique in translation that replaces the grammatical structure of the source language into the target language. Even so, changes in sentence structure in transposition translation techniques do not change the existing meaning from the source language to the target language.

**CONCLUSION AND SUGGESTION**

In reading a journal article, people will first read the abstract of the journal article. The importance of an abstract from a journal article makes many people translate their abstract from the source language into the target language. The translation that occurs is expected to be able to produce an equivalent text. Thus, readers can understand and determine whether they need to read the document in its entirety. This study focuses on analyzing the use of translation techniques on 6 abstracts from 3 educational journal articles. After analysis, it was found that there are 5 translation techniques used in this study, they are transposition (14 data, 51,85%), amplification (4 data, 14,82%), borrowing (4 data, 14,82%), reduction (3 data, 11,11%), and established equivalence (2 data, 7,40%). The technique most often used in translating abstracts in this research is the transposition translation technique. Meanwhile, the least or rarely used translation technique in this study is established equivalence.

**REFERENCES**

- Bungin, B. (2005). Metode penelitian kuantitatif. *Jakarta: Prenada Media*.
- Creswell, J. W. (2014). *Research Design : Qualitative, Quantitative, and Mixed Methods Approaches*. California: SAGE Publications.
- Febriani, R. B. (2020). *An Analysis of Translation Techniques Used in Powell 's Poem " You Are My Everything ."* 1(1), 53–59.
- Fitria, T. N. (2018). Translation Technique of English Abstract Translation in Journal EDUNOMIKA in 2018. *ELITE Journal*, 145-160.
- Kusumawati, E. A., & Sugiarsi, S. (2020). Analisis Penulisan Abstrak Bahasa Inggris pada Karya Tulis Ilmiah Mahasiswa D3 RMIK STIKes Mitra Husada Karanganyar. *Jurnal Manajemen Informasi Kesehatan Indonesia*, 66-70.
- Molina, L., & Albir, A. H. (2002). "Translation Techniques Revisited: A Dynamic and Functionalist Approach". *Journal Des Traducteurs*, 498-512.
- Mozart, M. 2014. "An Analysis of English-Indonesian Transposition in The Sony Ericsson K750i's User Manual". Thesis. Adab and Humanities, English Letter, State Islamic University Syarif Hidayatullah, Jakarta.
- Normawati, & Muna, W. (2015). The Correlation between Self-Confidence and The Students' Speaking Performance of AMIK Global Kendari. *Journal of The Association for Arabic and English*, 51-68.
- Pelawi, B. Y. (2014). Penerjemahan Teks The Gospel According to Matthew kedalam Teks Bahasa Indonesia. *LITERA*, 378-397.
- Seftiani, I., Mulyana, A., & Ramalia, T. (2018). The Correlation between Students' Self-Confidence and Speaking Ability at Tenth Grade Students of SMAN 5 Kabupaten Tangerang. *Jurnal Ilmu Pendidikan dan Ilmu Sosial (JIPIS)*, 12-17.
- Simanjuntak, F. (2019). A Study on Quality Assessment of the Translation of an Abstract Text English Idioms Errors Made by Jordanian EFL Undergraduate Students by Google Translate. *International Journal of Linguistics, Literature and Translation (IJLLT)*, 38-49.
- Sukirmiyadi, Tarjana, S. S., & Nababan, M. (2014). A Study on the Quality of Abstract Translation of Dissertation from Indonesian into English. *International Journal of Linguistics*, 276-296.
- Surya, E., Putri, F. A., & Mukhtar. (2017). Improving Mathematical Problem-Solving Ability and Self-Confidence of High School Students through Contextual Learning Model. *Journal on Mathematics Education*, 85-94.
- Tiwiyanti, L., & Retnomurti, A. B. (2016). Loss and Gain in Translation of Culture-Specific Items in Ahmad Tohari's *Lintang Kemukus*: A Semantic Study. *Lingua Cultura*, 1-6.
- Wijaya, I. M., Sosiowati, I. G., & Matradewi, N. K. (2020). Loss and Gain in the Translation of Indonesian Novel Entitled "Cantik itu Luka" into "Beauty is a Wound". *Humanis: Journal of Arts and Humanities*, 257-265.
- Yulandina, A., Anton, C., & Firmanda, A. (2018). Optimalisasi Unsur Live Shoot dan Motion Graphic untuk Promosi Digital Lembaga PAUD. *Journal of Digital Education, Communication, and Arts*, 1-19.

