

# A Monograph on E-Litrans Tool Application for Literary Translation

**Rudi Hartono**  
**Zulfa Sakhiyya**  
**Arif Suryo Priyatmojo**





## e-Litrans

A LITERARY TRANSTOOL

E-Litrans tool is like an online electronic literary translation tool or translation memory device that is specifically designed to help translators translate idioms, proverbs, and language styles from English into Indonesian and vice versa. This transtool is designed to be able to translate proverbs, idioms, and figure of speech natural and accepted in target language. It uses free, adaptation, idiomatic, and communicative methods. The tool is packaged with techniques of addition, deletion, amplification, modulation, and description.





**A Monograph on  
E-Litrans Tool Application for  
Literary Translation**





**A Monograph on  
E-Litrans Tool Application for  
Literary Translation**



**Rudi Hartono  
Zulfa Sakhiyya  
Arif Suryo Priyatmojo**



**2019**

Copyright © 2019 by Rudi Hartono, et al.  
All rights reserved. This book or any portion thereof  
may not be reproduced or used in any manner whatsoever  
without the express written permission of the publisher  
except for the use of brief quotations in a book review.

Printed in Semarang, Indonesia  
First Printing, 2019  
ISBN 978-623-7618-16-4



Publisher LPPM UNNES Press  
Gedung Prof. Retno Sriningsih Satmoko Lantai 2  
Kampus Sekaran Gunungpati Semarang  
Kode Pos: 50229  
Telp: (024) 8508089 Fax: (024)8508089  
Email: [lppm@mail.unnes.ac.id](mailto:lppm@mail.unnes.ac.id)  
Member of the Association of Indonesian Publisher (IKAPI)



## *Preface*

By saying Alhamdulillah to the presence of Allah Subhanahu Wa Ta'ala, finally this research progress report can be completed smoothly. Research progress report entitled E-LITRANS TOOL: ONLINE APPLICATION FOR TRANSLATION OF LITERATURE TEXT FROM ENGLISH TO ENGLISH, hopefully can be useful for teachers who are able to take Translation courses, students who contract Translation courses, and researchers in the field translation.

For completing this research progress report, the researcher would like to thank:

1. Prof. Dr. Fathur Rokhman, M.Hum, Rector Universitas Negeri Semarang.
2. Dr. Sri Rejeki Urip, M.Hum., Dean of Languages and Arts, Universitas Negeri Semarang.
3. Dr. Suwito Eko Pramono, M.Pd., Chair of Research and Society Service Centre and Universitas Negeri Semarang.
4. All colleagues in English Department of FBS UNNES.
5. All students who participated in the research.

Hopefully all good deeds get a double rewards from Allah the Almighty. Aameen.

Semarang, October 28, 2019

Researchers



## *Acknowledgment*

Alhamdulillah, thank Allah for His Blessing in helping me compile this book of “A Monograph on E-Litrans Tool Application for Literary Translation”. Sholawat and Salam, be up to him, the Prophet Muhammad SAW, the leader of Islam leading the man from the darkness to the lightness.

In relation to this book, I thank everybody who contributes materials of literary translation, particularly for those who provided very valuable materials as the main source of this book, BPMPK Semarang Regency, the web owner, maker, or provider and whoever attached photos or pictures in general. May Allah the Almighty give you the rewards.

I hope this book will be useful for those who want to learn how to translate texts, especially students who are concerning with literary translation, and practicing how to translate literary texts.

Thanks for your attentions and have A Monograph on E-Litrans Tool Application for Literary Translation.



## *Table of Contents*

Preface	iv
Acknowledgment	v
Chapter 1 Introduction	1
Chapter 2 Review of Literature	7
Chapter 3 Results and Discussion	31
Chapter 4 Conclusion	39
References	41

**A. Background**

This research is based on the concerns on the quality of students' translation of literary texts, especially the translation of idioms, figures of speech, and proverbs from Indonesian into English. E-Litrans Tool as an online translator application is a solution to improve the quality of translations. The main objective of this research is to help translators improve the quality of their translation to be more natural and acceptable. The specific target of this research is to improve the quality of translation of literary texts (idioms, figures of speech, and proverbs) from Indonesian to English in the translation class. The research method used is an experimental method that uses two classes as a control group and an experimental group with one treatment using the E-Litrans Tool. The population was 40 students from two classes selected by using total sampling technique. The data were analysed using the t-Test formula. This research is planned to be completed in 8 months.

Translating is difficult and complicated (Soemarno, 1988). This statement is very relevant to the conditions of the translator's process and the quality of the translations that we often find in everyday life. Difficulties in finding matching words and grammatical complexities in the translation process result in inaccurate, unnatural and difficult to understand translations, so the translation results are considered to be of inferior quality.

In connection with the above phenomenon, researchers find some lexical, grammatical, and structural translation errors in literary works (Hartono, 2001). This translation error results in an inaccurate, unnatural and difficult to understand translation (Nida and Taber, 1982; Larson, 1984; Silalahi, 2009), so that it can be said that the translation results are lacking or even not of quality.

The problem of translation as above encourages researchers to analyze the problem further and provide a solution for translators of literary texts in general and students of the translation classes in the English Language and Literature Department of FBS UNNES in particular. In connection with these problems the researcher made an E-Litrans Tool to be applied in the process of translating proverbs and language styles from Indonesian to English. The application of the E-Litrans Tool will greatly assist translators and the results of this research will be a significant solution and contribution to the development and development of science and technology in general and the translation of literary works in particular.

This research is very urgent to do because The E-Litrans Tool will be an online application for translation of proverbs and language styles that can help translators of literary texts from Indonesian to English or vice versa. With the E-Litrans Tool, translators of literary texts will produce more accurate and acceptable translations of proverbs and language styles. Literary texts that have been translated using the E-Litrans Tool will be more easily understood and accepted by the users of the target language according to the local cultural context.

To see the improvement of students' translation quality before and after the application of the E-Litrans Tool, we used a one-cycle action research design. We only conducted the one-cycle action research because with only one cycle the results of the improvement have been revealed. In conducting this research, there are six cycling steps: 1) giving the initial test (i-Test) without using E-litrans Tool, 2) collecting the translation test results (i-Test scores), 3) assessing the data of translation thoroughly, tabulating the data, and displayed on the table and chart, 4) applying the E-Litrans Tool to improve the students' translation because the scores of the initial test (i-Test) were still poor, 5) giving the final test (f-Test) with the E-Litrans Tool application. The test items were the same as the i-Test items, 6) assessing the final test (f-Test), tabulating, and comparing to the i-Test results, counting the progress score, and displaying the data in the table and chart, 7) checking the impacts and benefits of E-Litrans Tool application on the students' translation naturalness by distributing the questionnaire and interview, and 8) drawing a conclusion and giving suggestions.

In this study we used the total sampling technique because we only had two classes and needed all students to involve in the research. Totally there were 40 students as the participants assigned to take the initial test (i-Test) and final test (f-Test). All data were gained through three types of data collection techniques or using three types of research instruments: tests, a questionnaire, and interview guide. In gathering the data through the tests, we gave two tests, the initial test (i-Test) and final test (f-Test). The tests given consist of 25 test items that cover 5 proverbs, 5 idioms, 5 metaphors, 5 similes, and 5 personifications. The followings

are the steps of conducting the tests. First, we gave students the initial test (i-Test) with 25 test items of translation to 40 students without the E-Litrans Tool application. Second, we gave students the final test (f-Test) with the E-Litrans Tool.

To know the students' responses on the E-Litrans Tool application and gain the data, we distributed the questionnaire to 40 students. In this data collection, we used Likert scale in designing the questionnaire that contains five choices of response: 1) 5 points for Strongly Agree, 2) 4 points for Agree, 3) 3 points for Neither Agree Nor Disagree or hesitated, 4) 2 points for Disagree, and 5) 1 point for Strongly Disagree. The questionnaire contains ten questions that cover the students' difficulties in translating proverbs, idioms, and figure of speech before using E-Litrans Tool, the usefulness and significance of E-Litrans Tool, their translation naturalness after the E-Litrans Tool application.

To check the students' responses on the E-Litrans Tool benefits and impacts on their translation naturalness, we interviewed 20 students chosen randomly from 40 students. The interview covers five questions of the students' understanding on the E-Litrans Tool, their comments of the E-Litrans Tool usage, the benefits or impacts of E-Litrans Tool, the translation quality after using the E-Litrans Tool, and the strengths and weaknesses of E-Litrans Tool. All data were classified based on the three categories: data from the tests, questionnaire, and interview. The data from the tests were assessed by using the naturalness scale and analyzed by using contrastive analysis model. The data from the questionnaire were analyzed by using the Likert scale analysis while the data from interview were analyzed and interpreted qualitatively.

## **B. Research Problems**

The research problems cover:

1. How is the quality of the translation of proverbs and language styles without using the E-Litrans Tool?
2. How is the quality of the translation of proverbs and language styles using the E-Litrans Tool?
3. What is the difference between the translation of proverbs and language styles that do not use and those that use the E-Litrans Tool?

## **C. Research Objectives**

The aim of this research is:

1. Assess the quality of the translation of proverbs and language styles without using the E-Litrans Tool.
2. Assess the quality of the translation of proverbs and language styles using the E-Litrans Tool.
3. Comparing the translation of proverbs and language styles that do not use and those that use the E-Litrans Tool.



**2.1 Literary Translation**

This section is taken from the book "Literary Translation: An Anthology" (Hartono, 2019). Translating literary works is different from translating non-literary works. This process requires literary knowledge in relation to the language that contains aesthetics and artistic, cultural understanding and moral goals, as well as emotional involvement, feelings, and the inner atmosphere of the author.

In term of literary knowledge, a literary translator must be able to identify the literary elements, for example, 1) literary works in the form of prose, both short stories and novels, prose elements that include theme, characters, plot, points of view, and place and time setting; 2) literary works in the form of poetry that have poetry elements which include choice of words (diction), rhetoric figures, theme, stanza, meter, alliteration, assonance, imagery, and figurative language; 3) texts of drama that include the following elements: dialogue, monologue, plot, setting, and direction of the stage show (Klarer, 1999, pp. 10-44).

Furthermore, a literary translator must have a cultural understanding and the moral purpose of the literary work that he is translating. He must understand the culture of the people who use source language (SL) and target language (TL) that have a big influence in the process of translating literary works. The influence of culture according to Newmark (1988) in Suparman (2003) is the culture of the source language in the original text. These cultural influences can appear in language styles, settings and themes. In understanding the cultural aspects, the translator must be rich in cultural schemata that often appear in the source language

and knowledge intensive with the cultural equivalent in the target language. The term 'Thanksgiving', for example, in a foreign novel themed love, it is an example of culture in the source language that does not necessarily have a similar culture in the target language. Finding the right cultural equivalent may be a difficulty for a translator, so he will try to find cross-cultural understanding and understanding, so that he can do the translation process well.

Indonesian culture, which is thick with easternism and the influence of Islam, has a habit of giving food when approaching the month of *Ramadan* or on Eid al-Fitr or Eid Mubarak, known as 'Syukuran'. Is the word 'Syukuran' commensurate with the phrase 'Thanksgiving' in western culture? This is one example of equivalence analysis, so it is possible for a translator to be difficult to judge.

Then what is meant by moral purpose is the goal that the author wants to convey to the reader. A translator of literary works must be able to dive into the moral message (moral value) contained in the literary work that he translates. He will be able to take the moral message in accordance with the purpose of the moral message delivered by the author. If he has read the literary work repeatedly, then he can draw a conclusion from the entire content of the literary work. This is a very difficult attempt for a literary translator. The translation process may take a long time and take months because he cannot translate directly by sentence or by paragraph. He must read the literary work that will be translated thoroughly and repeatedly, so he can conclude what message contained in the literary work. Knowing the moral goal is a very important effort for a translator, so that he will know the plot of the story, the character of the story and its characterization, theme, and events that contain moral messages for the reader.

In addition, a translator of literary works must be able to involve the emotional, emotional feelings and mood

possessed and felt by the author. Translating literary works is a process of shifting the "inner atmosphere" of the author in the source language into the target language. The characteristics of a successful literary translator is that he is able to engage emotionally, for example when he reads the source text that describes the sentimental feelings of the story's character, he is sensitive, and looks for the right expression of feelings, sentimental feelings that are commensurate in the target text. When he knows that the author uses a point of view, such as 'I' (first person singular), then he must be able to feel the story's character who points to the point of view, feel the symbol of selfishness, selfishness (selfish) of the character's story. In this case, he must look for the equivalent point of view in the appropriate target language, for example using the words '*Saya*', '*Aku*', '*Hamba*', '*Gue*', or something similar. When the point of view 'you' (second person singular) appears in the source language, the translator must be able to feel the point of view in the target language as an a pronoun that represents the feelings of the character in the source language. The pronoun 'you' itself can describe story of the characters as intimidated or flattered characters, so that the translation can use the equivalent of the second person pronouns 'you' (=kamu), (=engkau), (=anda), (=paduka), (=saudara), and others.

Literary translator must be laden with sentimental atmosphere because he must be able to respond and appreciate the message conveyed through characters and characterizations. Furthermore, although the translation of literary works is not possible to completely divert the "inner atmosphere" of the original work, but the translation must remain true to the original work (Hasan, 2001, p. 20).

How to find the exact equivalent of the form of language style in the source language that describes the inner atmosphere of the story's characters who are sad, sad, miserable and sorrow or who are cheerful, happy, happy, and

peaceful? It is the job of a translator to be skilled at finding an equivalent in accordance with the inner atmosphere. For example, in the "**I am cloudy now, like the day without the sun**" conversation, what mood can the translator capture? What equivalent expression can represent the inner atmosphere? The translator might immediately grasp the depressing mood and translate the phrase into "*Hatiku kelabu, bagaikan hari tanpa mentari*" or "*Hatiku haru biru, bagaikan malam tanpa rembulan.*"

The novel is a form of prose or long story that has elements of theme, story character, story line, point of view, and setting (Klarer, 1999, p. 11 and Davies, 1989, p. 755). Basically a novel is written for entertaining purposes. With extraordinary imagination, the author is able to be creative to write a fantasy story (Fiction) that contains the values of life. Novels as literary works, which tend to take the form of fictional stories, contain images of life. Novels, which are full of imagination and fantasy, are very much different from non-fiction works that are full of logic and data as well as real facts or realities. The language used in the novel is stylish, full of meaning, and requires high reasoning power and depth of appreciation.

Novel as a complete and extensive form of literary work is translated into various languages, especially novels that have actual and controversial themes. Is the novel easy to translate? What difficulties did translators face in translating novels? It seems that translating novels is not as easy as translating ordinary texts. Many translators face difficulties in translating novels. Robinson (1977) (in Suparman, 2003, pp. 144-145) states that in general the difficulties include cultural and linguistic aspects, while Newmark (1988) adds that the difficulties arise due to cultural influences and moral goals.

Furthermore, literary translators need to be aware, especially novel translators, that translating literary works is not translating expressions in a series of sentences, but

understanding the purpose contained in the statement (Iser in McGuire, 1988, p.115). Not a few translators who are careless (careless translator) do some carelessness in translating literary works, for example:

- (1) Misreading information
- (2) Perform additional interpretations of the original text
- (3) Perform a superficial interpretation of several important interrelated things contained in the literary work

Therefore a translation of literary works deviates from the original text and context appears. Why did they do such a thing?

If the author accumulates some of the opinions above, the difficulties in translating the novel will lead to:

### **1) Linguistic Difficulty**

The difficulty of language in this case is the difficulty in understanding diction in the form of words containing aesthetic and artistic choices specifically chosen by the author so that the essay he makes seems to have more accuracy to convey meaning. Why does he use the word 'home' (more artistic and aesthetic) instead of 'house' (general meaning), so translators must find the right equivalent for those words, whether '*tempat tinggal*', '*rumah*', or '*tempat mengadu*' ? For example in the phrase: (1) Home Sweet Home; (2) My mother is my home. If translated it will become: (1) *Rumahku sorgaku*. The first word 'home' is translated '*rumah*' while the second word 'home' is translated '*surga*'. (2) *Ibuku tempat mengadu*. In sentence (2) the word 'home' is translated '*tempat mengadu*'. So the choice of words (diction) in the novel is a problem that is quite difficult for a translator to understand.

### **2) Analysis difficulty**

The difficulty of analysis in this case is the difficulty of identifying novel elements, for example, the element of point of view that is very closely related to the character of

the story (character). If the story's character is a king with a point of view 'I', the pronoun can be translated into 'I', but if the story's character is a common people of which points of view 'I', the pronoun can be translated as 'saya' or 'hamba'.

### **3) Cultural difficulty**

Cultural difficulty is the difficulty of finding equivalents related to the culture of the two languages, both those concerning objects, activities, customs and other terms. These cultural difficulties usually arise in terms of terms, idioms, proverbs, or language styles. Unique examples that are difficult to translate and require cultural knowledge are cultural elements in the form of onomatopoeia, for example the cat's voice 'meow' translates to 'meong'; the chicken sound 'Cock-a-doodle-doo' translated to 'Kukuruyuk'; 'Cuckoo' translated to 'Cuccu' (in German).

### **4) Appreciation Difficulties**

Difficulty of appreciation is the difficulty experienced by translators to explore the contents and intentions of the author. This is very difficult because besides having to read the original novel several times, to find out the theme and understand the message contained therein, the translator must know very well about the background of the author of the original novel. In this case, the author's background is very influential on the content of the story, theme, and the message or lesson implicit in it. Once the author asked about the theme of a novel entitled "*The Last of the Mohicans*". Each reader and translator gives a variety of appreciation and opinions, including some that declare war between tribes, burning grudges, love in the midst of war, and others. Though, the main theme is "*Patriotism and Heroism*". Why do the above difficulties occur? There are several possible causes. It is possible that the translator did not have the ability in the literary,

linguistic, and cultural fields of both target language and source language.

To find solutions and reduce problems and difficulties in translating novels, in this case the author takes the opinion of Hilaire Belloc (in McGuire, 1988, p. 116) which sets six general rules for translators of prose or novel texts:

- (1) Translators should not determine their steps just to translate word-for-word or sentence-by-sentence only. He must always consider the entire work, both the original work and the translated work. The translator must consider the original manuscript as an integral unit, even though when translating it, he is only working in parts.
- (2) Translators should translate idioms into idioms. Idioms in the source text should be sought for the equivalent idioms in the target text, even though the words used are not exact.
- (3) Translators should translate intent by intent. The word intent in this case means the emotional or emotional content contained by a particular expression. The emotional charge in the expression of the source language can be stronger than the emotional content of its equivalent in the target language. Conversely, certain expressions feel more appropriate in the source language, but become awkward in the target language, when translated literally.
- (4) Translators should be aware of words or structures that look the same in the source language and the target language, when in fact they are very different.
- (5) Translators should be brave enough to change things that need to be changed from the source language to the target language. The activity of translating fiction is the revival of the 'alien soul' in the 'native body'. What is meant by a foreign soul is the meaning of the story in the

source language, while the native body is the target language.

- (6) Translators may not affix the original story with decorations that can make the story in the target language worse or even more beautiful. The job of the translator is to revive the foreign soul, not to beautify it, let alone worsen it.

From the many opinions and descriptions above, several important points can be drawn as follows:

- 1) Translating texts of literary works, is not the same as translating texts of non-literary works. Translating literary works requires literary knowledge, language, and cultural understanding of both the source language and the target language.
- 2) Translating novels is still considered difficult, so many translators face a variety of difficulties, such as language, analysis, cultural, and appreciation difficulties.
- 3) Translators of novels or other fiction works should pay attention to some signs of translation of novels or other fiction, so as to reduce the difficulties in the process of translation (Hartono, 2019).

## **2.2 E-Litrans Tool**

Translating English proverbs, idioms, and figure of speech to Indonesian ones or vice versa is challenging and complicated translation process. This can be proven by a number of translations that are not natural. For example, the famous proverb “Killing two birds with one stone” is often literally translated into Indonesian language “*Membunuh dua ekor dengan satu batu*”. The translation seems unnatural because it is translated literally. The proverb should be translated idiomatically, so that the result can be more natural. This proverb must not be translated but must be replaced with a

natural and acceptable proverb in the target language. The more natural translation can be “*Sekali merengkuh dayung, dua tiga pulau terlampaui*”. Another case in this point is the idiom translation. The English idiom "To kick the bucket" cannot be translated literally to “*Menendang bakul*”. Rather, it must be translated idiomatically, so that the translation will be more natural. In Indonesian idiom it is close to “*Mampus*”. Another example is the translation of the simile “My love is a red, a red rose”. This simile should be translated naturally into Indonesian simile “*Kekasihku bagaikan sekuntum mawar merah*” so that the meaning is more acceptable, not “*Cintaku adalah sekuntum bunga mawar merah*. From the cases above, we can infer that translating proverbs, idioms, or figure of speech seems not only translating forms of language but also styles.

In translating literary texts, the styles of language can be another primary problem of naturalness. This is because they contain connotative meaning, so it will be difficult for translators to render stylistic words. It requires translators’ deep understandings. If they do not understand the meaning, the translation can be unnatural. In this case the translators must look for the closest equivalent words. It also occurs in Cultural Specific Items (CSIs) translation. The CSIs translation has unique meanings that must be transferred into target languages naturally. The uniqueness also exists implicitly in some other beautiful words, such as metaphors, personification, alliteration, and assonance that are very difficult to be translated, even are untranslatable.

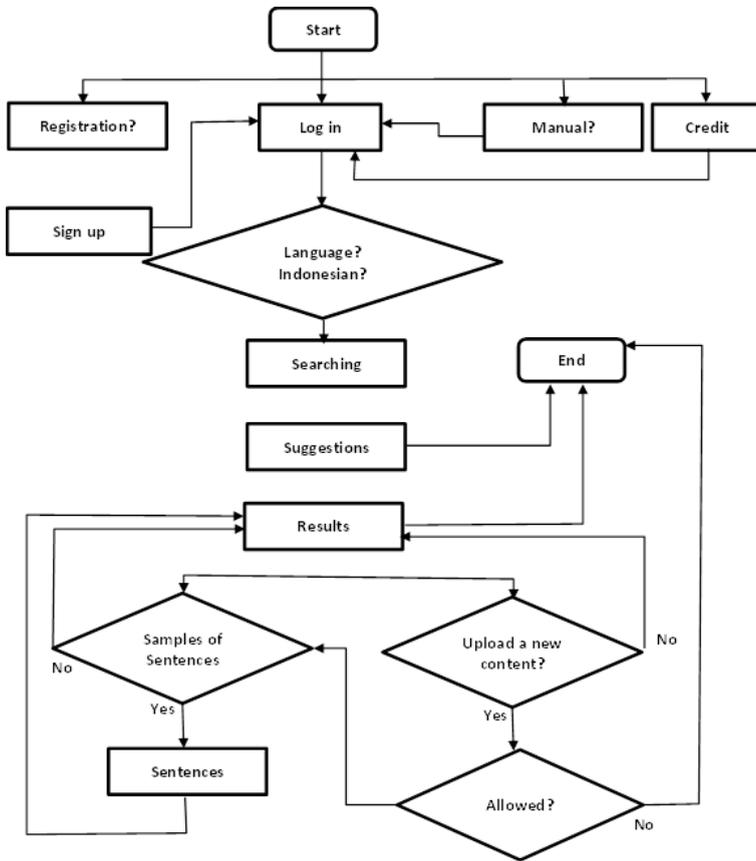
In responding to this issue of translation naturalness, *E-Litrans tool* comes as a solution. *E-Litrans tool* is an online translation that is designed to translate proverbs, idioms, and

figure of speech. It has potential properties as a translation tool in translating those beautiful words naturally and acceptably.

Principally E-Litrans tool is like an online electronic literary translation tool or translation memory device that is specifically designed to help translators translate idioms, proverbs, and language styles from English into Indonesian and vice versa. This transtool is designed to be able to translate proverbs, idioms, and figure of speech natural and accepted in target language. It uses free, adaptation, idiomatic, and communicative methods. The tool is packaged with techniques of addition, deletion, amplification, modulation, and description. This translation tool has many words, phrases, sentences in a bilingual system (English-Indonesian and Indonesian-English). Not only does it serve for searching texts, it is also designed to load other bilingual proverbs, idioms, and figure of speech as new entries inserted or contributed by users, as far as they are really new entries, or not the already available input in the E-Litrans Tool. Contributors can insert or add new entries by using a username and password given by the admin. After the new entries added, the admin will censor and validate them first whether they are available or not in the memory system. If it is not available and really new, the entries will be validated and listed in this software. The following is a basic flow chart of the E-Litrans tool system design and the web page with the steps of usage and operation for users and contributors.

E-Litrans Tool or Electronic Literary Translation Tool is a software application as a publishing machine specifically designed online to help translate idioms, proverbs, and language styles from English to Indonesian and vice versa.

The machine translator specifically for the work of sasatra is expected to be able to help translators translate idioms, proverbs, and language styles that have been very difficult to translate with ordinary tools or translator machines that still use literal methods and techniques. The E-Litrans Tool is designed to be able to translate idioms, proverbs, and language styles in a flexible and acceptable manner because it uses free, adaptable, idiomatic, and communicative methods and is packaged with techniques of addition, deletion, amplification, modulation, and description. This translator engine will accommodate many words, phrases, sentences that have been made bilingual (English-Indonesian and Indonesian-English) from many parties as contributors to dictionary entries (Entry Contributor) which are censored online by the machine translation admin (Hartono, 2012 and 2015 ). The following is a basic chart of the design and appearance of the E-Litrans Tool.



**Figure 2.1 E-Litrans tool system design**

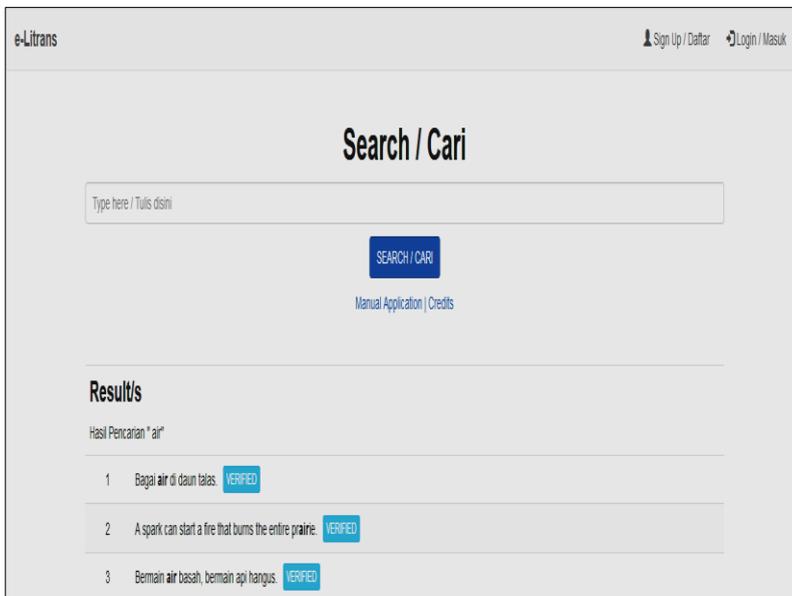
There are two ways of operating this transtool. The first is as the user and the second as the contributor. As a user, one can search a proverb, idiom, or figure of speech by typing a keyword. See the following steps carefully:

1. Go to the website page <http://transtool.unnes.site/>. (Figure 2)
2. Search for literary texts by typing a keyword.
3. Enter the keyword, for example “air”. (Figure 3)

4. See and check the expression you search.



**Figure 2. Text search page with keywords**



**Figure 3. List of keyword search results**

As an entry contributor, below are following steps to input a new entry:

1. Go to the website page <http://transtool.unnes.site/>.

2. Click login in the upper right corner as an entry contributor by using username: **user** and Password: **password**.
3. Type a new bilingual entry.
4. Click SAVE (Figure 4).

After the steps are taken, the new entries will be saved and later on checked and validated by the admin. The new entries will be accepted and stored if they are new and appropriate with the system. Till nowadays the E-Litrans Tool has more than 500 bilingual entries of literary texts.

No	Literary Text	
1	Talk more do less.	VERIFIED
2	Apples fall down not far from the tree.	VERIFIED
3	You cannot put old heads on young shoulders.	VERIFIED

**Figure 4. E-litrans pageview for the entry contributors**

### 2.3 Assessment of Translation Results

This section is translated from the book entitled “*Teori Penerjemahan (A Handbook for Translators)*” (Hartono, 2013). Kovács (2008) says that there are several parameters

to check the results of the translation whether it is good or not, including:

- 1) Is the translation product complete?
- 2) Is the translation product done on time?
- 3) Is the translation product true?
- 4) Is the translation product reliable?
- 5) Is the translation product authentic?
- 6) Is the translation product relevant?
- 7) Is the product of translation correct?
- 8) Is the translation product valid?
- 9) Does the translation product fit the purpose?
- 10) Is the translation product suitable for occasions?
- 11) Is the translation product acceptable to clients (acceptable by clients)?
- 12) Is the translation product in accordance with the standards (acceptable by standards)?
- 13) Is the translation product on target (to the point)?
- 14) Is the translation product done professionally?
- 15) Is the translation product equivalent, partial or almost equivalent (equivalent wholly, partly, hardly)?

Furthermore, if a translator is well aware of his role, then he will produce a good translation, which is a quality translation result, easy to understand, natural and looks like not the result of the translation and useful as a source of information. As stated by Kovács (2008, p. 5).

In this respect the text as a standalone product must also satisfy the requirements set for any product information, or the product is meant to be read, understood and used as information. A good translation is an ideal translation product, a translation that is able to produce the same effect for the source text reader and the target text reader. What is

understood by readers of translated text (translated text) is the same as what is understood by readers of the original text (original text).

In this case Souter in Ordudari (2008) says that our ideal in translation is to produce on the minds of our readers as nearly as possible, the same effect as was produced by the original on its readers. Such idealism is highly expected by all readers of the translation work, so that it can be said that the translation product has reached high quality.

It's good and very important, if possible, the results of the translation are read first by the reading community, before the translated work is mass published and consumed by the general public. This is indeed rarely done because it is very difficult and unusual, because of limited time and energy. But if this can be done, it will be a means of quality control (quality control) for each translation of literary works.

The feasibility test of the results of the translation needs to be done before the work of the translation is published to the public, but unfortunately at this time there are many works of translation, including translated novels, published only chasing the airtime and chasing money, so that sometimes if observed closer and in depth, the results of the translation many have strayed. To test the results of the translation, the translator or the evaluator of the translation can ask the reader to judge the translation results with several questions, for example: 1) Is this translation easy to read or not? If the answer is very easy, tasty, or good for example, then the translation of the novel is successful. 2) What's in it? If the reader can explain the contents of the story well, then the results of the translation are good, because the reader can understand it easily.

The reader community must also be prioritized by a translator. Translators must be able to get to know two communities of readers of original texts and translated texts. What is understood by the readerships of the original must be the same as what is understood by the readerships of translation and he must pay close attention to the target text reader community (TL readers). The translator must be able to assess the level of education, class, age, and gender of the people reading the translated text, so that he does not make mistakes in using the style or register in the target text that does not fit the readership level.

Furthermore, if the translator will publish the results of his work, then he needs reviewers and reviewers (evaluators) to read first the results of his translation. Translators can ask their colleagues or groups of translation results to read it, so that they can evaluate and provide input to improve the quality of the translation. Thus the translator can make changes if needed.

According to Larson (1991), there are at least three reasons for evaluating translations. First, the translator wants to believe that the translation is accurate or not accurate. This means that whether the translation has conveyed the same meaning as the meaning in ST or not, whether the meaning captured by the ST reader is the same as the meaning captured by the TT reader or not. Then he wants to be sure whether there is no distortion or distortion of meaning in the text of the translation. Furthermore, he needs to believe that in his translation there will be no addition, omission or alteration of information or messages. In his efforts to capture and transfer the meaning of source text (ST) to target text (TT), it is not impossible to unconsciously add, subtract or

eliminate important messages. In addition, sometimes mistakes are made when analysing the meaning of ST or in the transfer process. Therefore, an assessment of the level of accuracy (accuracy) needs to be done.

Second, the translator wants to know whether the results of the translation are clear or not. This means that the target text readers can understand the translation well. In other terms, clarity is the same as readability, which is a readable condition. This means that the translated text must be understood and understood. In this case the target language used is elegant, simple, and easy to understand. To be sure that the translation can be understood properly, the translator needs to ask the speaker of the target language to read the translated manuscript so that he can inform the contents of the manuscript, information, or message conveyed in the translation. Translators need to get information about parts of the manuscript that are difficult to understand, so if there are parts of the manuscript that are difficult to read or understand it means that the translation has not reached the expected level of readability (readability). Therefore a double check must be done.

Third, the translator wants to know whether the translation is acceptable (natural) or not. This means whether the translation is easy to read and uses grammar and style that is reasonable or prevalent in accordance with the grammar or style used by the speakers of the target language. This means that whether the translation results are natural or rigid. Translators need to know that the translation feels natural, so that the target reader seems to read an essay that is not the result of the translation. Therefore the translation must be tested whether to use reasonable language or not. If the

translation does not reach the level of acceptance (naturalness), then a revision must be made. Sadtono (1985) added that the results of the translation should be natural. This means that a good translation is a translation that does not adapt the properties of the original language into the receptor language. That is, the translation does not contain "adapted language", which is to preserve the form of the source language, so that the contents and message of the message are damaged.

Many translation experts put forward a strategy for evaluating the quality of translations. In this study, several strategies for evaluating translation quality can be described that can be used in an integrated or separate way according to the type of text being translated or the purpose of translation. All of these strategies are widely used to evaluate the results of non-literary text translations. However, some of them can also be used to evaluate the results of the translation of literary works, especially prose, even though there are separate criteria for evaluating the quality of literary translations.

### **1. Accuracy Test**

Accuracy test means checking whether the meaning transferred from the TSu is the same as the one in the TSa. The purpose of the translator is to communicate the meaning accurately. Translators may not ignore, add or subtract messages contained in TSu because they are influenced by the formal form of BSa. However, to state meaning accurately, translators may change the grammatical form or structure. Nida and Taber (1982) assert that messages must take precedence because the contents of the message are the most important. This means that certain rather radical

deviations from the formal structure are permissible or even necessary.

Larson (1984) states the main objectives of the accuracy test as follows:

1. Check the suitability of the contents of the information.  
This check is carried out to ensure that all information is conveyed, nothing is left behind, nothing is added, and nothing is different.
2. After all the information is believed to be available, the translator needs to look for other problems by comparing TSu and TSa. He needs to note things that need reconsideration. He must objectively assess his work critically. At the same time, he must also be careful, not to replace something that should not need to be replaced.

The best technique to do in terms of accuracy testing is to type a draft with double spaces and with a wide margin, so that there is space that can be used to write improvements in the form of marginal notes. The purpose of the accuracy test is to check whether the meaning and dynamics of the TSu have really been communicated in Tsa or not.

Maintaining the dynamics of TSu means that the translation presented invites TSa reader responses together with TSu reader responses (Larson, 1984, p. 6). Translators must be loyal to TSu. To do this, he must communicate not only the same information, but also the same emotional response as the original text.

To produce a translation that has the same dynamics as the original manuscript, the translation must be reasonable and easy to understand, so that the reader easily catches his message, including the information and emotional influence

intended by the author of the source language script (Larson, 1984, p. 33)

The following is a rating scale for translation results for this equivalency test. Readers as assessors (rater) can use the rating scale of the equivalence level proposed by Nagao, TSujii and Nakamura (1988) from Nababan (2004) modified by Silalahi (2009). In this equivalent level instrument, the results of the translation are assessed on a scale of 3 (accurate), 2 (less accurate), and 1 (inaccurate).

**Table 2.1 Accuracy rating scale**

Scale	Indicator	Level
3	The meaning of words, phrases, clauses, and sentences of the source language are accurately transferred to the target language; there is no distortion at all.	Accurate
2	Most of the meanings of the source language words, phrases, clauses and sentences have been accurately transposed into the target language. However, there are still distortions of meaning that interfere with the integrity of the message.	Less Accurate
1	The meaning of source language words, phrases, clauses and sentences is inaccurately transferred to the target language.	Not Accurate

*Source: (Hartono, 2013, p. 92)*

## **2. Readability Test**

Larson (1984) argues that the readability test is intended to state the degree of ease of a text. In this case, it

needs to be tested whether a translated text is easily understood or not. Posts with high readability are easier to understand than low writing. Conversely, writing that is less legible is more difficult to read. This readability includes choice of words (dictionaries), sentence construction, paragraph organization, and grammatical elements, size of type, punctuation, spelling, spelling , spaces between lines (spaces between lines), and margin size (size of margin).

Readability test is done by asking someone to read some of the translated texts aloud. As soon as he reads, the assessor pays attention to where the reader feels uncertain. If he stops and reread the sentence, the examiner must note that there is a problem with readability. Sometimes the reader seems to stop and wonder why the reading is like that.

The second assessment instrument is the Readability-rating instrument, which is the instrument used to assess the level of readability of the translated text. Here is the rating scale of the translation readability level proposed by Nababan (2004a) in Silalahi (2009) which has been modified. In this instrument the level of readability, the results of the translation are assessed on a scale of 3 (high readability), 2 (moderate readability), and 1 (low readability level).

**Table 2.2 Readability rating scale**

<b>Scale</b>	<b>Indicator</b>	<b>Level</b>
3	Words, phrases, clauses and sentences of translation can be easily understood by the reader.	High
2	In general, the translation can be understood by the reader, but there are certain parts that must be read more than once to understand the translation.	Middle
1	Translation is difficult for readers to understand.	Low

*Source: (Hartono, 2013, p. 94)*

### **3. Naturalness Test**

Larson (1984) states that the purpose of the translation of which is to produce idiomatic translations, that is, translations whose meanings are the same as the source language expressed in a reasonable form in the target language (BSa). Therefore the purpose of the naturalness test itself is to see whether the translation form is natural or appropriate to the BSa language style or not. This reasonableness test is also called the acceptance test.

Furthermore Larson (1984) states that the translation is considered reasonable if:

1. The meaning in TSu is accurately communicated.
2. Meanings that are communicated into the target language using grammatical and common vocabulary or forms.
3. The translation reflects the communication actions commonly found in context and between communicants in the target language.

The reasonableness test must be carried out by assessors who have read the entire translation and made the necessary comments and suggestions. Assessors must focus on the level of reasonableness and work on how to improve the reasonableness and style of language in translation.

The third assessment instrument is the Naturalness-rating instrument, which is an instrument used to assess the level of acceptance or naturalness of a translated text. The following is a rating scale for the acceptability of translations put forward by Nababan (2004a) in Silalahi (2009) which has been modified. In this instrument of acceptance, translation results are assessed on a scale of 3 (acceptable), 2 (less acceptable), and 1 (not acceptable).

**Table 2.3 Naturalness rating scale**

Scale	Indicator	Level
3	Translation feels natural; the terms used are familiar and familiar to the reader; words, phrases, clauses and sentences used are in accordance with Indonesian rules.	Natural
2	In general, translations are natural, but there are few problems with the use of the term; there was a slight grammatical error.	Less natural
1	Translations are unnatural or odd and the terms used are not common; words, phrases, clauses and sentences used are not in accordance with Indonesian rules.	Not natural

*Source: (Hartono, 2013, p. 93)*

# Chapter 3

## *Results and Discussion*

Based on the research problem and the research instrument used, it is known that the results achieved from the study are as follows:

### 3.1 Test

From the results of tests conducted using experimental research, the research achievements are known as follows. Statistical testing uses paired sample t-test because the subjects of pre-test and post-test are the same person.

**Table 3.1 Descriptive statistics data**

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	62,945	40	10,0855	1,5947
	POST TEST	79,025	40	8,7621	1,3854

Table 3.1 shows descriptive data from pre-test and post-test in the form of average, number of subjects, standard deviations. It can be seen that there is a difference from the average value. The posttest value has a higher value than the pretest.

**Table 3.2 Correlation test data**

**Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	PRE TEST & POST TEST	40	0,403	0,010

Table 3.2 shows the correlation test results between pre-test and post-test. From the table obtained information that the significance value  $<0.05$  so that it can be concluded that there is a correlation between the pre-test and post-test results.

**Tabel 3.3 Paired sample test data**

**Paired Samples Test**

		Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1	PRE TEST - POST TEST	-16,0800	10,3607	1,6382	-19,3935	-12,7665	-9,816	39	0,000

Table 3.3 shows the paired sample test data. It describes that the value of Sig. (2-tailed)  $<0.05$ . This value shows that there are differences in the values of the pre-test and post-test results so that it can be concluded that the use of the E-Litrans Tool has an effect in helping translators to translate proverbs and language styles from Indonesian to English.

To strengthen the achievement of the above test results, here are examples of changes in the quality of the results of the translation of idioms, language styles, and proverbs that use the E-Litrans Tool and those that do not use.

1) *Proverb translation*

<b>Data 1</b>	<b>Pre test</b>	<b>Post test</b>
ST:	Berakit-rakit ke hulu, berenang-renang ke tepian.	Berakit-rakit ke hulu, berenang-renang ke tepian.
TT:	<i>Work hard, play hard.</i>	<i>April showers bring May flowers.</i>

2) *Idiom translation*

<b>Data 2</b>	<b>Pre test</b>	<b>Post test</b>
ST:	Kebakaran jenggot	Kebakaran jenggot
TT:	<i>Beard fire</i>	<i>Fire in the pants</i>

3) *Metaphor translation*

<b>Data 3</b>	<b>Pre test</b>	<b>Post test</b>
ST:	Mulutmu harimaumu.	Mulutmu harimaumu
TT:	<i>Your mouth is your enemy.</i>	<i>Your tongue is fire.</i>

4) *Simile translation*

<b>Data 4</b>	<b>Pre test</b>	<b>Post test</b>
ST:	Bagaikan makan buah simalakama	Bagaikan membeli kucing dalam karung.
TT:	<i>Keeping horns of a dilemma</i>	<i>Between the devil and the great sea.</i>

5) *Personification translation*

<b>Data 5</b>	<b>Pre test</b>	<b>Post test</b>
ST:	Dedaunan melambai- lambai.	Dedaunan melambai- lambai.
TT:	<i>The leaves are waving.</i>	<i>The leaves waved in the wind.</i>

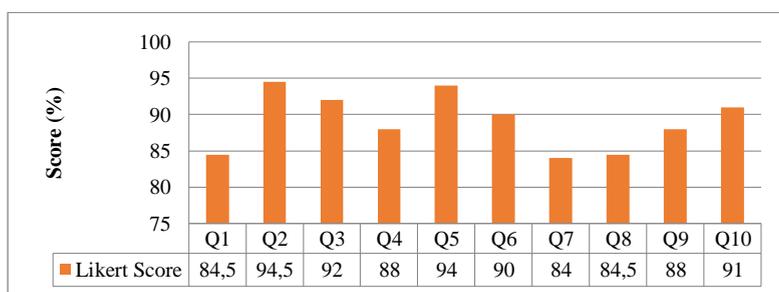
### 3.2 Questionnaire

The following data is taken using a Likert scale questionnaire. The following are the results obtained.

**Table 3.4 Results of Likert scale questionnaire**

T x Pn	Strongly Disagree 1	Disagree 2	Neither Agree Nor Disagree 3	Agree 4	Strongly Agree 5	IF % = Total Score/ Y x 100
1		1 2	5 15	18 72	16 80	84.5%
2			1 3	9 36	30 150	94.5%
3			1 3	14 56	25 125	92%
4			1 3	22 88	17 85	88%
5				11 44	29 145	94%
6				20 80	20 100	90%
7			4 12	24 96	12 60	84%
8			3 9	25 100	12 60	84.5%
9			3 9	18 72	19 95	88%
10				18 72	22 110	91%

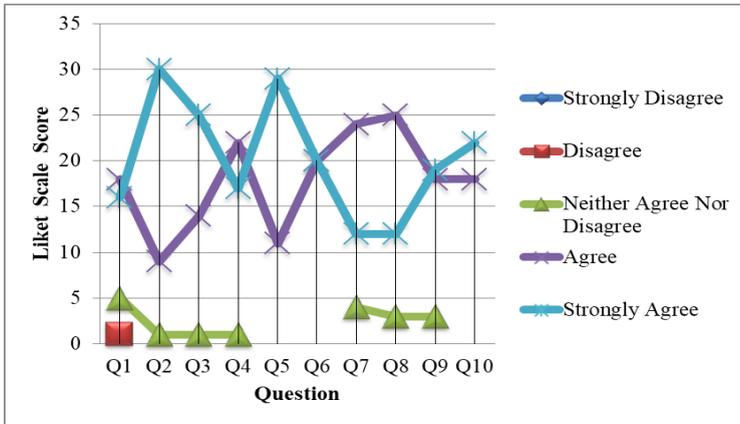
The following is a graph of the Likert Scale questionnaire results for which data is taken from Table 3.4.



**Chart 3.1 Likert scale questionnaire results on student response toward E-Litrans Tool**

From Chart 3.1, it can be found that students have a good response to the E-Litrans Tool application. This can be observed from the percentage of students' answers or responses. The majority of students (84.5 percent) agree that the E-Litrans Tool reduces their difficulty in translating idioms. 94.5% of students strongly agree that the E-Litrans Tool makes it easy for them to translate proverbs, 92% of students agree that the E-Litrans Tool makes it easy for them to translate metaphors, 88% of students agree that the E-Litrans Tool anticipates their problems in translating personifications, 94 % of students strongly agree that E-Litrans Tool helps them translate parables easily, 90% of students agree that E-Litrans Tool helps them translate texts or literary tools quickly, 84% of students agree that E-Litrans Tool translates literary texts accurately , 84.5% of students agree that the E-Litrans Tool translates literary texts naturally, 88% of students agree that the E-Litrans Tool produces readable translations, and 91% of students strongly agree that the E-Litrans Tool is very important and significant for translator especially for those who translate proverbs, idioms, and figures of speech in English into Indonesian or vice versa.

Next we can see the distribution of scores from the Likert scale questionnaire in the following chart.



**Chart 3.2 Distribution of Likert Scale Scores on Student Response toward E-Litrans Tool**

Chart 3.2 illustrates the distribution of scores based on the type of Likert student response scale on the implementation of the E-Litrans Tool in translating proverbs, idioms, and figures of speech from English to Indonesian and vice versa. There are ten questions (Qs) about the benefits of the E-Litrans Tool. Q1 = easy to translate idioms, Q2 = easy to translate proverbs, Q3 = easy to translate metaphors, Q4 = easy to translate personifications, Q5 = easy to translate similes, Q6 = fast to translate literary texts, Q7 = fast to translate literary texts , Q7 = accurate to translate literary texts, Q8 = natural to translate literary texts, Q9 = can be read to translate literary texts, and Q10 = significant for all translators.

Chart 3.2 shows that only 1 student disagreed, 5 students hesitated, 18 students agreed, and 16 students strongly agreed with Q1. Furthermore, 1 student hesitated, 9 students agreed, and 30 students strongly agreed with Q2. Then, 1 student hesitated, 14 students agreed, and 25 students

strongly agreed with Q3. Then, 1 student hesitated, 22 students agreed, and 17 students strongly agreed with Q4. After that 11 students agreed, and 29 students strongly agreed with Q5. After that, 20 students agreed, and 209 students strongly agreed with Q6. Furthermore, 4 students hesitated, 24 students agreed, and 12 students strongly agreed with Q7. Furthermore, 3 students hesitated, 25 students agreed, and 12 students strongly agreed with Q8. Then, 3 students hesitated, 18 students agreed, and 19 students strongly agreed with Q9. Finally, 18 students agreed, and 22 students strongly agreed with Q10.

### **3.3 Interview**

Based on data obtained from interviews, it was found that the students translating: (1) it is difficult to translate proverbs, idioms, metaphors, parables, and personifications from English to Indonesian or vice versa before they use or implement the E-Litrans Tool because they only use dictionaries general and Google Translate which can facilitate them only to translate the text verbatim or literally. These two tools cannot translate literary words or texts correctly, (2) have used an online dictionary and U-Dictionary, but the E-Litrans Tool App is easier to use than the dictionaries to overcome problems and difficulties in translating proverbs, idioms, and figuratively from English to Indonesian or vice versa, (3) using the E-Litrans Tool is capable of producing more natural translations than implementing other transtools, (4) the E-Litrans Tool is easier to use to translate proverbs, idioms, and style of language because it has an automatic and designed bilingual entry, (5) it is recommended that all

translators of literary texts use the E-Litrans Tool in the process of translating.

From three main sources of findings it can be concluded that 1) E-Litrans Tool improved the students' translation naturalness significantly, 2) Most of the students agreed that E-Litrans Tool helped them translate English proverbs, idioms, metaphors, similes, and personification into Indonesian easily and quickly, 3) The students' translation products are more natural after applying the E-Litrans Tool than before, and 4) It is better for translators, especially literary text translators, to use the E-Litrans Tool for translating proverbs, idioms, metaphors, similes, and personifications from English to Indonesian or vice versa.





## *References*

- Davies, M.W. (ed). (1989). *Guide to English Literature*. London: Bloomsbury Publishing Company.
- Hasan, F. (2001). *Menatap Jejak Khalil Gibran*. Jakarta: Pustaka Jaya.
- Hartono, R. (2012). Model dan Prinsip-Prinsip Penerjemahan Idiom dan Gaya Bahasa dari Bahasa Inggris ke Bahasa Indonesia. *Jurnal Prosodi*. Volume VI. Nomor 1. Januari 2012. ISSN: 1907-6665. Downloaded from <http://journal.trunojoyo.ac.id/prosodi/article/view/63> pada tanggal 10 Mei 2016
- Hartono, R. (2013). *Teori Penerjemahan (A Handbook for Translators)*. Semarang: Cipta Prima Nusantara Semarang.
- Hartono, R. (2015). Tripartite Cycle Model (TCM): an Alternative Solution for Translating Novels from English into Indonesian. *Arab World English Journal (AWEJ)* Vol.6. No.4 December 2015. ISSN: 2229-9327. Downloaded from [http://awej.org/index.php?option=com\\_content&view=category&id=62&Itemid=16](http://awej.org/index.php?option=com_content&view=category&id=62&Itemid=16)
- Hartono, R. (2019). *Literary Translation: An Anthology*. Semarang: LPPM UNNES.
- Klarer, M. (1999). *An Introduction to Lirerary Studies*. London: Routledge.
- Larson, M.L. 1984. *Meaning-Based Translation: A Guide to Cross-language Equivalence*. Lanham: University Press of Amerika,™ Inc.

- McGuire, S.B. (1988). *Translation Studies*. Revised Edition. London: Routledge.
- Nababan, M.R. 2003. *Teori Menerjemah Bahasa Inggris*. Yogyakarta: Pustaka Pelajar.
- Newmark, P. (1988). *A Textbook of Translation*. United Kingdom: Prentice Hall International (UK) Ltd.
- Nida, Eugene A. dan Taber, Charles R. 1982. *The Theory and Practice of Translation*. Leiden: E.J. Brill.
- Robinson, D. (1977). *Becoming a Translator*. London: Routledge.
- Silalahi, R. 2009. “Dampak Teknik, Metode, dan Ideologi Penerjemahan pada Kualitas Terjemahan Teks *Medical-Surgical Nursing* dalam Bahasa Indonesia”. Disertasi. Medan: Sekolah Pascasarjana, Universitas Sumatra Utara.
- Suparman. (2003). “Terjemahan Sastra”. Proceeding Paper. Kongres Nasional Penerjemahan. Surakarta: Fakultas Sastra dan Seni Rupa & Program Pascasarjana, USM Surakarta.