Improving Lecturers' Scientific Article Translation from Indonesian into English by Using Tripartite Cycle Model (TCM)

by Rudi Hartono

PERSIDANGAN PENTERJEMAHAN ANTARABANGSA KE-16 (PPA-16)

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THE 16TH INTERNATIONAL CONFERENCE ON TRANSLATION (ICT-16)

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Improving Lecturers' Scientific Article Translation from Indonesian into English by Using *Tripartite Cycle Model (TCM)*

Rudi Hartono[1]
State University of Semarang, Indonesia
rudi.hartono@mail.unnes.ac.id
Bambang Purwanto[2]
State University of Semarang, Indonesia
bambangpurwanto@mail.unnes.ac.id

Abstract

This research was conducted to help lecturers at State University of Semarang translate their scientific articles from Indonesian into English better because it was found that the English scientific articles were not standard, not strong, not acceptable, deficient , and even minimal in terms of usefulness, terminology, idiomatics, and mechanics. To improve the translation quality of their articles we applied *Tripartite Cycle Model (TCM)*. It is a model of translating a text from Indonesian into English that involves the text writer, translator, and readers in a translation process (Hartono, 2016). This research used action research design based on the Ferrance's model (2000) that ran simultanous steps, such as problem identification, data gathering, data interpretation, acting on evidence, result evaluation, and next steps. The participants of this research were 10 lecturers from Faculty of Languages and Arts. The research used 10 Indonesian scientfific articles translated into English. The translated texts were evaluated based on the text dimensions by using Translation Quality Assessment Rubric ATA Certification Program Version 2011. By using the the content analysis, all data were analysed and seen based on the accuracy, naturalness, and readability. Based on the research it was found that the implementation of *TCM* improved the translation of scientific articles significantly. It improved the strong usefulnes from 38,5 to 69,5, the strong terminology from 44 to 74, the strong idiomatics from 48,5 to 78,5, and the strong mechanics from 60 to 87. It is concluded that *TCM* can refine the translation of scientific articles well lexically, terminologically, idiomatically, and mechanically and be a model of translating scientific articles from Indonesia into English needed by Indonesian article writers before they send articles to international journals.

Keywords: *Tripartite Cycle Model*, translation, scientific articles, Indonesian, English

Introduction

Translating a text from one language to another is very difficult and complicated. Many translators have difficulties and problems in running this process to produce a qualified translation accepted grammatically, syntactically, lexically, and mechanically by readerships. Hence they sometimes are not successful to fulfill their translation customers. This case also happens at our campus. Many lecturers in our university who tried to translate their own Indonesian scientific articles into English produced inaccurate, less natural, and illegible translation. This case encouraged us to do someting benefial for them. It was like building a bridge to help them from their problems. We tried to involved them into one activity that improved the quality of their articles better. Through our research we applied *Tripartite Cycle Model (TCM)*. It is a model that we ever used to improved our student's translation products from Indonesian into English. This model involves three parties: text writer, translator, and readers in a translation process (Hartono, 2009, 2016). In what way the translation process runs using the TCM can be seen through the following figure.
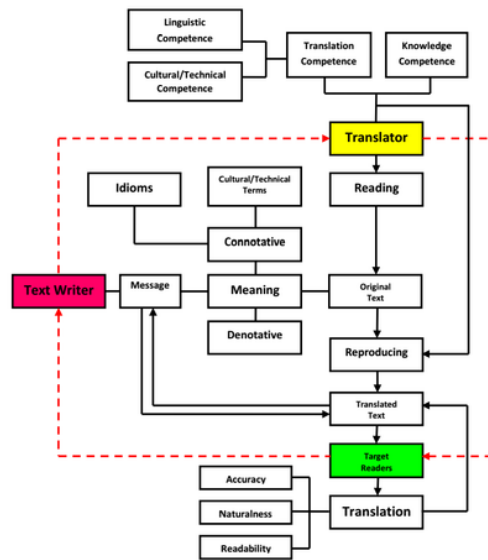
Figure 1. Tripartite Cycle Model (Modified from Hartono, 2012: 368)

In this model there are three parties that simultaneously must be interconnected in one cycle process translation (Sha & Lai, 2016). They are original text writer, translator, and target readers. The original text writer here is the author of the scientific text. The first step, the author writes a scientific text that is full of messages containing denotative and connotative meanings. Denotative meanings refer to all words stated in dictionaries that are lexically easily to understand and have literal meaning while connotative meanings are all words or terminologies that are lexically sometimes difficult to comprehend (Wendland, 2012). They have idiomatic or figurative meanings (Munday, 2009).

The second step, the translator reads the original text, then reproduces the translated text (Venuti, 2011). In the process of translation, the translator can ask problems or difficulties of translation he or she faces to the author. This effort can reduce his or her misunderstanding when finds difficult words or terminologies. The author must answer the translator's questions and be able to explain or describe all the questions well in details, so if it is successful to do, the translator can easily translate the text. This interaction between the author and the translator can go many times as far as all difficulties can be overcome. This way can be conducted by direct discussion, sending emails or WhatsApp messages, phoning, or skyping.

The third step is checking and evaluating the translated text or translation product. This final step is done by target readers. The readerships will assess, for example, the translation accuracy, naturalness, and readability. In this case study, the target readers or readerships as raters assessed the translation qualty of usefulness, terminology, idiomatics and mechanics. In this process of translation the raters can tell and report even declare that translation product is accurate, natural, readable or standard, strong, acceptable, deficient, minimal, or not to the translator and sometimes they can check what the author intended (Hatim & Munday, 2013). These three parties, the author, translator, and target readers do the cycle simultaneously during the translation process (Hartono & Priyatmojo, 2015).

Methodology

The research method we used was Action Research with Ferrance's Model (2000) that has cycle steps: identifying the problem, collecting the data, interpreting the data, applying the action, and reporting the research result through making a reflection. First, we identified the issues in detail of the lecturers' scientific articles translated from Indonesian into English. Second, after the

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identification of the translation problems on the the translation products, we collected the data obtained from the given translated articles. Third, the obtained data were thoroughly integrated and interpreted. Fourth, because the interpretation of the data showed a negative condition, we conducted the action by applying Tripartite Cycle Model (TCM). Then we did assessment to see the quality of translation product after TCM application. Fifth, we further tabulated the results of translation tests, made a research report and did a reflection about the impact of Tripartite Cycle Model (TCM) application towards the translation process from Indonesian into English.

The data we used were grades taken from the assessment results of the initial translated articles and final translated article. All data were categorized and analyzed by using Translation Quality Assessment Rubric ATA Certification Program Version 2011 (See the appendix). The grade or scale was used to justify and determine the translation quality.

Findings and Discussion

Here are the results of the initial translated scientific article taken before and after the TCM application. The grades taken from 10 texts written and translated by 10 participants. The text of each participant was given grades of the initial text. The grades here are the indicators of the initial text translation quality from Indonesian into Indonesian before and after Tripartite Cycle Model application.

Chart 1 shows the translation quality before the TCM application. The chart shows that each text has different grade of four translation dimensions: usefulness, terminology, idiomatics, and mechanics. Each text has the translation quality grade of usefulness, terminology, idiomatic as follows: Text 1 (35, 40, 45, 65), Text 2 (35, 45, 50, 65), Text 3 (40, 45, 45 50), Text 4 (45, 50, 50, 65), Text 5 (35, 40, 40, 50), Text 6 (35, 45, 45, 50), Text 7 (40, 45, 50, 65), Text 8 (40, 45, 55, 65), Text 9 (35, 40, 45, 60), and Text 10 (45, 45, 60, 65).
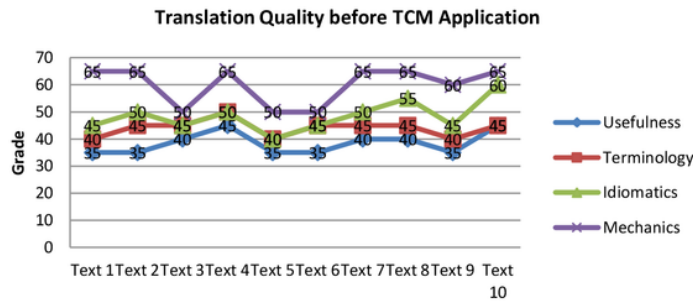

Chart 1 Translation Quality of Scientific Articles before TCM Application

From the grading of all the texts before applying the Tripartite Cycle Model (TCM), the Chart 2 shows the average grade of the initial translated scientific texts quality based on the translation dimensions. The usefulness is 38, 5 (deficient), terminology is 44 (deficient), idiomatics is 48,5 (deficient), and mechanics is 60 (acceptable). So from the data available in the chart it can be said that almost the all domains are deficient. It means that the quality of the initial translated text is not standard or not strong.

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Average Grade of Translation Dimension Quality before TCM
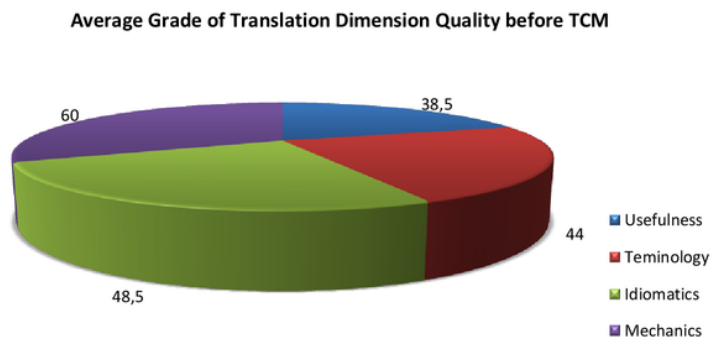

Chart 2 Average Grade of Translation Dimension of Scientific Articles before
TCM Application

Chart 3 shows the translation quality after the TCM application. The chart shows that each
text has different grade of four translation dimensions: usefulness, terminology, idiomatics, and
mechanics. Each text has the translation quality grade of usefulness, terminology, idiomatic as
follows: Text 1 (65, 70, 75, 95), Text 2 (65, 75, 80, 95), Text 3 (70, 75, 75, 80), Text 4 (75, 80, 80,
95), Text 5 (65, 70, 70, 80), Text 6 (65, 75, 75, 80), Text 7 (70, 75, 80, 95), Text 8 (70, 75, 85, 95),
Text 9 (65, 70, 75, 90), and Text 10 (75, 75, 90, 95).

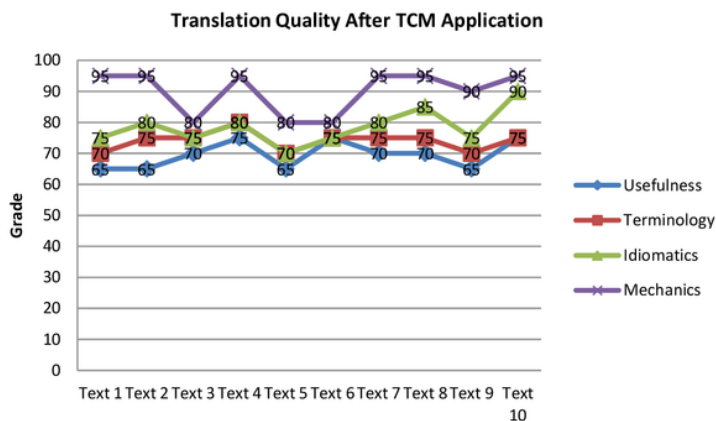**Translation Quality After TCM Application**

Chart 3 Translation Quality of Scientific Articles after TCM Application

Chart 4 shows the average grade of the final translated scientific texts quality based on the
translation dimensions. The usefulness is 69, 5 (acceptable), terminology is 74 (strong), idiomatics
is 78,5 (strong), and mechanics is 87 (strong). So from the data availabel in the chart it can be said
that almost the all domains are strong. It means that the quality of the final translated text is not
almost standard or strong.

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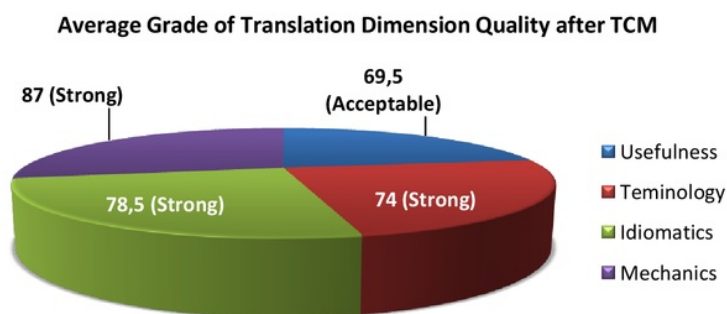**Average Grade of Translation Dimension Quality after TCM**

Chart 4 Average Grade of Translation Dimension of Scientific Articles after
TCM Application

From the charts before and after the TCM application we can see the progress grade of translation quality. The charts 5 indicates the fact of the effectiveness of the Tripartite Cycle Model (TCM) for translating the scientific articles from Indonesian into English.
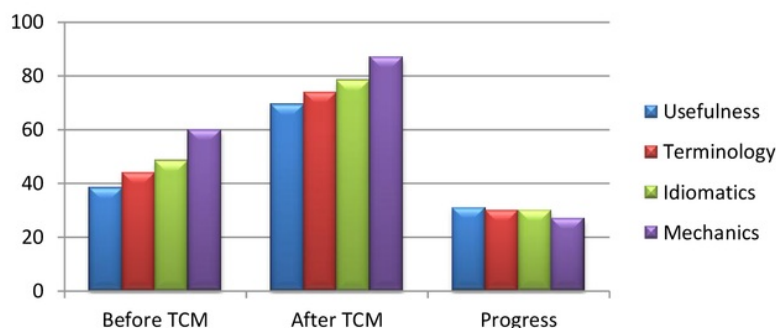

Chart 5 The Progress Grade after and before TCM Application

Conclusion

From the results of research and discussion, it can be concluded that based on the results of the initial draft and final draft of scientific article translation after the application of the Tripartite Cycle Model (TCM) the grades increased progressively. It improved the strong usefulnes from 38,5 to 69,5, the strong terminology from 44 to 74, the strong idiomatics from 48,5 to 78,5, and the strong mechanics from 60 to 87. The progress can be shown as follows: usefulness (31), terminology (30), idiomatics (30), and mechanics (27). I can be concluded that *TCM* can refine the translation of scientific articles well lexically, terminologically, idiomatically, and mechanically and be a model of translating scientific articles from Indonesia into English needed by Indonesian article writers.

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Bio Data

[1] A lecturer at English Language and Literature Department, Faculty of Languages and Arts, State University of Semarang. He is a Ph.D. of Translation Studies who is very concerned with Translation Research, Academic Writing, and ICT for Language Teaching and Learning. He is active in some national and international seminars/conferences of Translation Studies and ICT. His articles and books of translation studies were published in some national/international journals and publishers in Indonesia.

[2] A lecturer at English Language and Literature Department, Faculty of Languages and Arts, State University of Semarang. He is a master of humanity studies who is very concerned with Literary Studies, especially Drama and Prose Analysis. He is active in some national and international seminars/conferences of Literary Studies.

TRANSLATION QUALITY ASSESSMENT RUBRIC
ATA CERTIFICATION PROGRAM
Rubric for Grading Exam number:
Version 2011

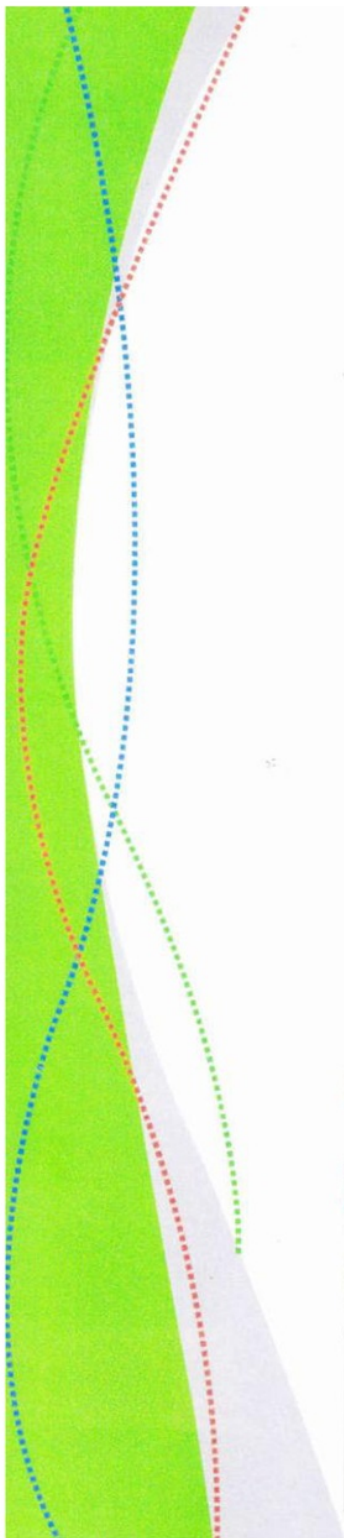## Evaluation by Dimensions

Instructions:
In each column, the grader marks the box that best reflects performance in that dimension, measured against the ideal performance defined for that dimension in the "Standard" row. The grader may also insert, circle, and/or cross out words in a description to make the evaluation more specific.

Note: A passage may show uneven performance across the dimensions. For example, a candidate with excellent command of the target language but limited knowledge of the source language might show. *Strong* performance for *Target mechanics* but *Minimal* performance for *Usefulness/transfer*.

See also the Explanation on the reverse.

	Usefulness /transfer	Terminology/style	Idiomatic writing	Target mechanics
STANDARD (90-100)	The translated text is fully usable for the purpose specified in the Translation Instructions. The meaning and sense of the source text have been fully and appropriately transferred to the translated text.	Terminology is appropriate in context. Style and register are appropriate for the topic in the target language and for the specified audience.	Translated text reads smoothly. Wording is idiomatic and appropriate for the topic in the target language and for the specified audience.	Translated text fully follows the rules and conventions of target language mechanics (spelling, grammar, punctuation, etc.)
Strong (70-89)	Translated text transfers meaning in a manner fully consistent with the Translation Instructions. Translation contains few or no transfer errors, and those present have a minor effect on meaning.	Translated text contains few or no inappropriate term or style/register choices. Any errors have a minor effect on meaning.	Translated text is almost entirely idiomatic and appropriate in context. Any errors have a minor effect on meaning.	Translated text contains few or no errors in target language mechanics.
Acceptable (50-69)	Translated text transfers meaning in a manner sufficiently consistent with the Translation Instructions. Translation contains occasional and/or minor transfer errors that slightly obscure or change meaning.	Translated text contains occasional and/or minor inappropriate term or style/register choices. Such errors may slightly obscure meaning.	Translated text contains occasional unidiomatic or inappropriate wording. Such errors may slightly obscure meaning.	Translated text contains occasional errors in target language mechanics.
Deficient (30-49)	Translated text transfers meaning in a manner somewhat consistent with the Translation Instructions. Translation contains more than occasional transfer errors that obscure or change meaning.	Translated text contains frequent inappropriate and/or incorrect terms or style/register choices. Such errors may obscure or change meaning.	Translated text contains frequent and/or obvious unidiomatic or inappropriate wording. Such errors may obscure or change meaning.	Translated text contains frequent and/or obvious errors in target language mechanics.
Minimal (10-29)	Translated text transfers meaning in a manner inconsistent with the Translation Instructions. Translation contains frequent and/or serious transfer errors that obscure or change meaning.	Translated text contains excessive inappropriate and/or incorrect terms or style/register choices. Such errors obscure or change meaning.	Translated text contains excessive and/or disruptive unidiomatic or inappropriate wording. Such errors obscure or change meaning.	Translated text contains excessive and/or disruptive errors in target language mechanics.

Modified from: http://www.atanet.org/certification/aboutexams_rubic.pdf

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