

Text and Practice in Teaching Translation: Documenting the Process

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ABSTRACT

Keywords:

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Documenting the process of translation has several advantages for both teachers and students in a translation class in an English, or any language, department. It is not only useful for preventing the students from using translation applications in doing the assignments, but also useful for teaching them to evaluate and to revise their translation. Besides making students accustomed to expressing their thoughts in writing, process-oriented teaching inspires them to think in detail and inspires lecturers to conduct process-oriented translation research.

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INTRODUCTION

In teaching translation, the hardest part is making the students revise their translation and making them accountable of why they choose and decide to use certain words, phrases, expressions, idioms, or sentences. In product-oriented teaching, teachers cannot see whether students evaluate their translation work and how many times they do it. When correcting students' work, teachers only know the finished product--the translation in the target language--without knowing why students make the decision to use certain words or phrases. In the process-oriented teaching, however, teachers can check that students carry out the three-stage process of translation, namely, comprehension, transfer, and restructuring and repeat these three stages in evaluating and revising their translation draft (Suryawinata, 2003, p. 19). To know the reasons of the decision making, the process of translation should be submitted along with the translation in the target text. Teaching translation that pays attention to translation process has many advantages (Jääskeläinen, 2011). Other than making it possible for the teachers to check whether the students revise their translation or not, process-oriented teaching has also advantages for the students.

Documenting the process of translating is a form of introspection, recording what is happening in the process of translating. A real example of a student's work taken from the Introduction to Translation class is given below to clarify what documentation process means in the teaching of translation. Below is the example of the process of translating a two-line joke written by a student. The joke (<https://yellowjokes.com/labor-jokes>) is as follows.

A woman in labor suddenly shouted, "Shouldn't! Wouldn't! Couldn't! Didn't! Can't!"
"Don't worry," said the doc, "those are just contractions."

In the Table 1 the process of translation—comprehension, transfer, restructuring, evaluation, and revision—is identified in the right column.

To see the process as a continuous one, if the process is described horizontally, it looks like below.

(1) Comprehension-reading the whole text and trying to understand the humor – (2) Comprehension identifying the difficult words – (3) Comprehension-1st attempt to understand the first key word, “labor” – (4) Comprehension-2nd attempt to understand the first key word, “labor” — (5) Comprehension-3rd attempt to understand the first key word, “labor” — (6) Comprehension-4th attempt to understand the first key word, “labor” — (7) Comprehension-identifying the second key word, “contractions” —(8) Transfer & Comprehension-5th attempt to understand the first key word, “labor” — (9) Restructuring-1st attempt to restructure the word related to “labor” — (10) Restructuring- 2nd attempt to restructure the word related to “labor” and evaluation — (11) Restructuring-3rd attempt to restructure the word related to “labor” and evaluation — (12) Restructuring- 4th attempt to restructure the word related to “labor” and evaluation— (13) Restructuring- 5th attempt to restructure the word related to “labor” and evaluation — (14) Decision making in restructuring — (15) Comprehension-1st attempt to understand the second key word, “contractions” — (16) Comprehension-2nd attempt to understand the second key word, “contractions” — (17) Comprehension-3rd attempt to understand the second key word, “contractions” — (18) Comprehension-4th attempt to understand the second key word, “contractions” — (19) Transfer of the second key word, “contractions” — (20) Comprehension-1st attempt to understand the second key word, *kontraksi* — (21) Comprehension-2nd attempt to understand the second key word, *kontraksi*— (22) Decision making and restructuring — (23) Transfer of “doc” — (24)1st restructuring of the whole text — (25) 1st evaluation of the whole text — (26) 1st evaluation of the second key word, *kontraksi* — (27) 2nd evaluation of the second key word, *kontraksi* — (28) 3rd evaluation of the second key word, *kontraksi* – (29) 1st revision of the whole text -- (30) 2nd revision of the whole text — (31) 2nd evaluation of the whole text.

There are thirty-one steps starting from reading the text for the first time until the last evaluation of the whole translated text. If the process is summarized further, after identifying the difficult words, there are four steps of comprehending the first key word (3-6), six steps to restructure into Bahasa Indonesia (9-13) which involve evaluation; the last one includes the evaluation. Another four steps to comprehend the second key word (15-18). Two steps to comprehend the Indonesian word (20-21). There are two evaluations of the whole text and also two revisions before the translation is considered final. From the Table 2, it can clearly be seen that in the process there is an attempt to provide a better translation.

If the process is not reported, the teacher only sees the submitted student’s work. Teachers cannot see that the process to arrive at the final version comes after a long way of thought. It is also possible that the teacher receives the first draft only as written in Table 1 because the student does not revise it or the teacher only sees the revision as written in Table 1 without knowing whether the student does the revision or not. If the students write the process in details, the process of preserving the funniness of the joke can be checked.

Besides writing the process of translation, the students are required to explain the humor of the joke. Below is the student’s own words.

The humor here resides in “Shouldn’t! Wouldn’t! Couldn’t! Didn’t! Can’t!” and the word ‘contractions’. ‘Contractions’ in the text have double meanings. On one hand, it has a medical meaning which expresses a painful process of childbirth felt by mothers. On the other hand, it means an omission of spoken and written forms of words, syllables, or word groups in linguistics.

Table 1. Translation process

Student's Work	Stages in Translation Process
1. I read the whole text, but I did not understand the humor in the first place.	Comprehension-reading the whole text and trying to understand the humor
2. I marked the difficult words with blue highlighter.	Comprehension-identifying the difficult words
3. I used Google and online dictionaries, such as KBBI, Oxford Dictionary, The Free Dictionary, Cambridge Dictionary, Glosbe, and Longman Dictionary to find the meaning of those words.	Comprehension-1 st attempt to understand the first key word, "labor"
-In labor	
a. At first, I guessed the meaning of 'labor' is ' <i>buruh</i> ', but I doubted if it was used in this context because it doesn't make sense.	
b. I searched for this word in dictionaries. -Oxford Dictionary (labor): the period or the process of giving birth to a baby	Comprehension-2 nd attempt to understand the first key word, "labor"
-The Free Dictionary (in labor) of a woman experiencing the pains and exertion of childbirth. Ex: Susan was in labor for nearly eight hours. As soon as she had been in labor for an hour, she went to the hospital. According to the Free Dictionary, 'in labor' – I just found out – is an expression of idioms.	Comprehension-3 rd attempt to understand the first key word, "labor"
c. I found an explanation about 'labor' on Google. According to familydoctor.org, signs that show women are in labor are strong and regular contractions. Contractions happen when the muscles of the uterus contract. They do contractions to push the baby out. *Source: https://familydoctor.org/know-im-labor (Eunice Kennedy Shriver National Institute of Child Health and Human Development: About Labor and Delivery; and U.S. Department of Health & Human Services, womenshealth.gov : Labor and Birth)	Comprehension-4 th attempt to understand the first key word, "labor"
When I saw this explanation, I remembered that the text has the word 'contractions' which I did not fully understand either.	Comprehension-identifying the second key word, "contractions"
But I wondered why 'childbirth' is called 'in labor'. Without any specific purpose, I analyzed and guessed that it is because mothers need lots of effort to give birth – not necessarily the same with the working meaning – even mothers sacrifice their lives. Cambridge Dictionary: -(work) practical work, esp. work that involves physical effort -(birth) the last stage of pregnancy when the muscles of the uterus start to push the baby out of the body, usually lasting until the baby appears	Transfer & Comprehension-5 th attempt to understand the first key word, "labor"
I searched for the Indonesian translation in Glosbe dictionary. Options: <i>melahirkan, kelahiran, proses persalinan</i> -I did not use the term 'melahirkan' because it does not sound right for me if it is translated as 'Seorang wanita melahirkan', since the woman has not given birth yet. It is still in the process.	Restructuring-1 st attempt to restructure the word related to "labor"
-Nor did I use 'Seorang wanita yang mau melahirkan' because it seems too long and I did not think it is an exact translation.	Restructuring- 2 nd attempt to restructure the word related to "labor" and evaluation
-I did not use the term 'kelahiran' either because 'Seorang wanita kelahiran' is not right and sounds strange.	Restructuring- 3 rd attempt to restructure the word related to "labor" and evaluation

<p>-I thought the term ‘persalinan’ is the best one because it is more concise.</p>	<p>Restructuring- 4th attempt to restructure the word related to “labor” and evaluation</p>
<p>However, it feels like there is something missing here; therefore, I added ‘dalam proses’ before ‘persalinan’ because it is commonly used.</p>	<p>Restructuring- 5th attempt to restructure the word related to “labor” and evaluation</p>
<p>I chose ‘dalam proses persalinan’ as my final decision; in conclusion, it will be translated as ‘Seorang wanita dalam proses persalinan’.</p>	<p>Decision making in restructuring</p>
<p>- Contractions</p>	<p>Comprehension-1st attempt to understand the second key word, “contractions”</p>
<p>a. I understood the meaning of contraction in the medical sense; however, I did not get what the humor is in this context. First, I decided not to look for the definition in dictionaries because I would like to know my comprehension</p>	
<p>b. I re-read. Then I was suspicious and found the pattern of “Shouldn’t! Wouldn’t! Couldn’t! Didn’t! Can’t!”</p>	<p>Comprehension-2nd attempt to understand the second key word, “contractions”</p>
<p>c. I tried to connect these two meanings: the medical and linguistic sense.</p>	<p>Comprehension-3rd attempt to understand the second key word, “contractions”</p>
<p>d. Next, I searched ‘contractions’ in dictionaries to clarify whether this word has more than one meaning. Oxford Dictionary: (1) a sudden and painful contracting of muscles, especially the muscles around a woman’s womb, that happens when she is giving birth to a child. (2) (linguistics) a short form of a word. ‘He’s’ may be a contraction of ‘he is’ or ‘he has’. Apparently, my assumption was right. ‘not’ in this text is shortened and combined with the auxiliaries. It should be: not → n’t</p> <ul style="list-style-type: none"> ● Should not → Shouldn’t ● Would not → Wouldn’t ● Could not → Couldn’t ● Did not → Didn’t ● Cannot → Can’t 	<p>Comprehension-4th attempt to understand the second key word, “contractions”</p>
<p>e. Then suddenly I was curious whether in Indonesia the word ‘kontraksi’ has both medical and linguistic meanings as English. This idea just popped up in my head because I was afraid the Indonesian translation would lose the text’s humor.</p>	<p>Transfer of the second key word, “contractions”</p>
<p>f. I searched what ‘kontraksi’ means on KBBI. (1) <i>n</i> Ling proses atau hasil pemendekan suatu bentuk kebahasaan (seperti tidak menjadi tak) (2) <i>n</i> Dok penegangan; pengerasan; penguncupan (tentang otot); kerunyutan (tentang parut luka) Furthermore, to avoid misinterpreting, I looked for what the ‘n’, ‘Ling’, and ‘Dok’ mean. Petunjuk pemakaian kamus: https://kbbi.kemdikbud.go.id/Beranda/PetunjukPemakaianKBBIPDF</p> <ul style="list-style-type: none"> ● ‘n’ means <i>nomina</i>, which is <i>kata benda</i>. ● ‘ling’ means <i>linguistik</i>. ● ‘dok’ is related to <i>kedokteran dan fisiologi</i>. 	<p>Comprehension-1st attempt to understand the second key word, <i>kontraksi</i></p>

<p>I just remembered the term ‘abbreviation’ which leads me to confusion.</p> <p>After several hours of searching on Google, apparently, ‘contraction’ is a part of ‘abbreviation’. So, ‘abbreviation’ is the main and broad term that comprises contraction (he has → he’s), acronyms (PCU, ER), shortenings (advertisement → ad), etc.</p> <p>*Source: https://core.ac.uk/download/pdf/33513615.pdf (<i>Abreviasi Bahasa Indonesia Dalam Harian Kompas</i> by Intan Martasari)</p>	<p>Comprehension-2nd attempt to understand the second key word, <i>kontraksi</i></p>
<p>g. Therefore, my final decision is firmed up to use the same term, which is ‘<i>kontraksi</i>’ in Indonesian.</p>	<p>Decision making and restructuring</p>
<p>I translated the text into Bahasa Indonesia.</p> <p>I knew that ‘doc’ here means doctor, but I just wanted to clarify.</p> <p>-www.definitions.net</p> <p>In computing, DOC or doc is a filename extension for word processing documents, most commonly in the Microsoft Word Binary File Format.</p> <p>-Cambridge Dictionary</p> <p>doc definition: a doctor</p>	<p>Transfer of “doc”</p>
<p>First Translation:</p> <p>Seorang wanita dalam proses persalinan tiba-tiba berteriak, “Seharusnya tidak! Tidak akan! Tidak bisa! Tidak! Tidak bisa!”</p> <p>“Jangan khawatir,” kata dokter, “Itu hanya kontraksi.”</p>	<p>1st restructuring of the whole text</p>
<p>I read the whole text to see which words need revision. While reading, I found some translated words sound weird.</p> <p>“Shouldn’t! Wouldn’t! Couldn’t! Didn’t! Can’t!”</p> <p>a. Firstly, I translated these into “Seharusnya tidak! Tidak akan! Tidak bisa! Tidak! Tidak bisa!”</p> <p>b. However, I felt that it sounded awkward. To make it fit in Indonesian context - in my opinion - it is impossible for the pregnant woman to shout formally while she is in pain of giving birth. I meant, women have got no time to say that way (that is way too long). Also, I didn’t think that women would shout those in Indonesian. This part was actually challenging.</p>	<p>1st evaluation of the whole text</p>
<p>c. I decided to watch YouTube videos about childbirth in Indonesia to get some inspiration of what women usually shout during childbirth besides screaming out loud. Unfortunately, I couldn’t find any. Mostly, women are just howling in pain.</p>	<p>1st evaluation of the second key word, <i>kontraksi</i></p>
<p>d. I kept finding a way to preserve the ‘contractions’ in Indonesian. Thankfully, the examples of contractions in KBI just popped up in my head. So, I used ‘<i>tak</i>’ instead of ‘<i>tidak</i>’ because ‘<i>tidak</i>’ is not a contraction.</p>	<p>2nd evaluation of the second key word, <i>kontraksi</i></p>
<p>e. Then I remembered that it is not common to use ‘<i>tak</i>’ in our daily lives; therefore, I used ‘<i>gak</i>’ instead, because it is a colloquial expression.</p>	<p>3rd evaluation of the second key word, <i>kontraksi</i></p>
<p>f. I translated those into “<i>Harusnya gak! Gak akan! Gak bisa! Gak! Gak bisa!</i>”</p>	<p>1st revision of the whole text</p>
<p>g. To keep the ambiguity of the text, I changed the translation a bit, deleted some words, and added the word ‘<i>sakit</i>’ in the sentence because it makes more sense.</p> <p>“<i>Sakittttt! Gak bisaaa! Gaaaakk!</i>”</p> <p>Personally, I thought that both ‘<i>sakit</i>’ and ‘<i>gak</i>’ belong to contractions,</p>	<p>2nd revision of the whole text</p>

so I combined them. The word 'sakit' here refers to the medical meaning, whereas the word 'gak' conveys the linguistic meaning. Both of them represent contractions.

I proofread to make sure there was no typo and mistranslation. 2nd evaluation of the whole text

Final Translation

Seorang wanita dalam proses persalinan tiba-tiba berteriak,

"Sakittttt! Gak bisaaa! Gaaaakk!"

"Jangan khawatir," kata dokter, "Itu hanya kontraksi."

Table 2. Comparing the first draft and the revision

The Original English text	The First Draft of Translation	The Revised Version
A woman in labor suddenly shouted, "Shouldn't! Wouldn't! Couldn't! Didn't! Can't!"	<i>Seorang wanita dalam proses persalinan tiba-tiba berteriak, "Seharusnya tidak! Tidak akan! Tidak bisa! Tidak! Tidak bisa!"</i>	<i>Seorang wanita dalam proses persalinan tiba-tiba berteriak, "Sakittttt! Gak bisaaa! Gaaaakk!"</i>
"Don't worry," said the doc, "those are just contractions."	<i>"Jangan khawatir," kata dokter, "Itu hanya kontraksi."</i>	<i>"Jangan khawatir," kata dokter, "Itu hanya kontraksi."</i>

The pregnant woman is at a hospital and wants to give birth.

She expresses the pain of contraction by screaming "Shouldn't! Wouldn't! Couldn't! Didn't! Can't!" which is a contraction as well - a way to shorten words in linguistics (the word not changing into n't shows a construction).

I assume:

1. The doctor focuses on the contractions in a linguistic sense.

The doctor just takes it easy because he doesn't know that the woman experiences the pain of contractions. He asks not to be frightened because he focuses on the words said by the woman which is the linguistic contractions. The woman experiences the pain, but it seems like he misinterprets what the woman feels and wants to convey.

2. The doctor's purpose is intentionally joking.

The doctor intends to joke around because he understands the pain and considers that the pain of contractions is normal (during childbirth, all mothers around the world would feel the same). Also, coincidentally, the woman shouts the omission of words which is the same term called contractions, but it is just a matter of different fields. So, he eases the tenseness and tells everyone in the room to relax.

Therefore, it depends on how the readers interpret what the doctor means when he is saying "Those are just contractions."

By asking the students to explain where the humor lies and the key words in the jokes, students try harder to produce a good translation. The teacher can also check whether the students really understand the humor or not. By asking the students to write down the process, to explain where the humor lies and the key words in the jokes, students will try harder to produce a good translation. This long process of thought can inspire teachers to conduct their own research, besides checking whether students do revision, which is essential in producing good translation.

Writing the process of translation can also make the students more critical in evaluating others' translation. The exercise given after translating jokes is analyzing a song translation by comparing it to the original. Both versions of the song are available in YouTube. The example of the Indonesian song and its translation given

below is an analysis of the translation of an Indonesian song, *Hanya Rindu* sung by Andmesh Kamaleng, into English, *Just Missing You* sung by Emma Heesters. In analyzing song translation, not only the meaning that should be paid attention to, but also the balancing of the melody and the lyrics of the translation. Below is a part of what the student wrote in the process.

... also do not undergo any change in meaning, albeit the 3rd line is slightly rephrased: “*Namun semua berbeda*” (But everything’s different) becomes “Nothing is the same” (*Tak ada yang sama*). However, when sung, the syllable breakdown is completely different. Here is how the lines in the original version are broken down:

na-mun se-mua (.) ber-be-da (.)
su-lit ‘ku meng-ha-pus ke-nang-an ber-sa-ma-mu

Here is how the lines in the translated version are broken down:

noth-ing is the same (.) it's hard for me (.)
to e-rase all of the me-mo-ries I have with you

The writer noticed that in the translation, the first four syllables of the 4th line (“it’s hard for me”) is carried over to the 3rd line in the melody of the song. This is perhaps because the 3rd line “Nothing is the same” is only 5 syllables long, while the equivalent in the original version “*Namun semua berbeda*” is 8 syllables long.

To make the above analysis easy to understand, the long explanation is clear when the lyrics is written under the music notation.

Na - mun se - mua - a ber - be - da su - lit - ku meng - ha - pus ke - nang - an ber - sa - ma - mu

5
No - thing is the same It's hard for me to e - rase all of the me - mo - ries I have with you

Figure 1. Music notation

There is a change in the melody to cover the different syllables of translation. An analysis of comparing the original text and its translation can also inspire teachers to conduct their own research while correcting the students’ assignments. The student doing the analysis of the song translation later told me that having to report the translation process documentation inspires him to conduct research in translation to complete his study in the English Department.

CONCLUSION

Documenting the process of translation is, indeed, not short and needs an effort; however, it inspires both teachers and students. For the students, taking the course in translation does not only make them translate better, but also makes them think in detail and makes them able to write procedures in detail. This ability will

be useful for them when they write their thesis later. For the teachers, they can conduct their own research on the students' process of translation.

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