Evaluation Instrument Development for Translation Learning

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Abstract: The purpose of this study is to develop the evaluation instrument for translation learning process. This study applies a qualitative research approach. The sources of data are informants and documents. The techniques for collecting data used in this study are in depth interviewing and content analysis. To check the validity of data, the writer uses expert judgment. To analyze the collected data, the writer applies interactive analysis. The result of the study shows that there are two aspects used in developing the evaluation instrument for translation learning process; namely accuracy and readability. The Evaluation should be made based on the learning objective. The aspect of accuracy is in line with the similar message between source language and target language while the readability aspect is reflected whether the target language is easy to read and to understand or not. The scoring of the two aspects is formulated by four scoring range of 1 to 4 scale. Finally, it could be concluded that the instrument is effective enough for evaluating the translation works based on learning objective.

1 INTRODUCTION

Translation activities have a great role in developing science and technology from abroad. The development of developing science and technology depend no more on the natural resources that from time to time has been reduced, but will be more influenced by the quality of human resources. There are many ways to improve the quality of human resources. One of them is by increasing their ability in understanding of the recent knowledge and technology. Meanwhile, it cannot be denied that most of the available books, relevant with knowledge and technology are written in English. Sadtono in Sutopo (2014) says that there are 75 % of the available books, which are collected by Indonesian library are written in English but only 5 % of all readers understand them. It means that the coming of translation is one of the alternative solutions. In other words, we may say that translation can be a bridge in transferring the message from English to Indonesian. By translating books, readers who do not understand English can read and get the knowledge they want.

Translation is not an easy task. It needs a serious attention and concentration. It is due to the fact that the core of translation is a transfer of 'meaning' (message). The translator must be careful in replacing meaning from source to target language (Sutopo, 2015). It is also hard forbidden for translator to gain or loss the messages. The translator should be able to look for the closest meaning from source to target language (Pym, 2007). The translator must also keep the excess and mission in the source language then transfer them to target one. If the translator can translate well semantically but cannot move the closest mission, the result of translation is useless (Nida, 2001). The translator spends his time and energy carelessly. Therefore, to avoid this useless activity and to have a good work, the translator should master not only linguistics and materials that will be translated but also the theory of translation.

There are many translation works that have been translated into Indonesian, like novels, books, and legal documents. These works are sometimes not only done by professional translator but also by the amateur ones. Translating many kinds of works have different strategies. It is not easy to do translation works; therefore, it needs an instrument for doing evaluation. Even, it may happen on the teaching leaning process of translation courses.

At least, there are four reasons why this evaluation instrument is important to do. Firstly, there many translation works read by people which have not evaluated yet. Secondly, the accuracy of

the translation result must be check. Sometimes, the clients never know whether the result of translation is accurate or not. Thirdly, evaluation is done also to know the readability of the translation result on the teaching learning process. Usually the translation is not easy to read and to understand. Fourthly, there is no evaluation instrument on translation at present time. Therefore, it is needed to develop the translation evaluation instrument.

Nababan et al. (2010) mentions that translation is made possible by an equivalence of thought that lies behind its different verbal expressions. The other linguist, Nida (2001), explains that translation consists of reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style. It means that translation is the process of transferring meaning from source language into target one, for example, from English into Indonesian. The translator must be careful in transferring the meaning (Hui-Juan, 2007). It is due to the fact that meaning is very important in translation activity. If the translator cannot get the right meaning from the source language, the result of the translation will be dangerous.

Process of translation cannot be away from discussing meaning. Newmark (2008) says that meaning will reflect the message in the text. There are many linguists who have different perceptions about translation process. The followings are some opinions about translation process. Sutopo (2014) says that process of translation is some steps that should be done by the translator before beginning his work on translation field. Those steps are (1) analyzing, (2) transferring, and (3) restructuring. It means that before translating a certain text, the translator follows some steps. The other linguist, Nababan et al. (2010) defines that process of translation is as the series activities which done for transferring the message from the source language to the target language. Nababan et al. (2010). For this, he also has the same opinion as Soemarno's. They are analyzing, transferring, and restructuring. Larson (1999) says that the focus of translation process is on 'meaning'. It means that he processes of translation is some phases that must be followed by the translator in doing his task. The phases consist of analyzing, transferring, reconstructing and restructuring. The task here, of course, is translating a certain text or book from source language to target one.

Catford (2005) divides translation into three distinctive types, namely: (1) full translation v.s partial translation, (2) total v.s restricted translation,

and (3) rank translation. The distinction between full and partial translation relates to the extent of source language text, which is submitted to the translation process. In a full translation the entire text is submitted to the translation process, that is, every part of the source language text is replaced by target language text material, for examples;

Indonesian: *Aku cinta Indonesia*
Dia akan pergi ke sana
Mereka tidak membeli apa-apa

English: I love Indonesia
He will go there
They didn't buy anything.

In a partial translation, however, some parts of the source language text are left untranslated. They are simply translated to and incorporated in the target language text, either because they are regarded as 'untranslate' or for the deliberate purpose of introducing "local color" into the target language text or even because they are so common and frequently used that translation is not needed (Weissbrod, 2009).

The distinction between total and restricted translation relates to the levels of language involved in translation. In total translation, Miyanda (2007) argues that source language grammar and lexis are replaced by equivalent of the target language grammar and lexis. The third type of differentiation in translation is related to the rank in grammatical hierarchy at which translation equivalent is established. This rank translation can be in the form of: word for word, group for group, sentence for sentence etc. In this type of translation, lexical and grammatical adjustment should be applied to achieve equivalent in terms of meaning. It means that mainly there are three types of translation. They are (1) word for word translation, (2) literary translation and (3) free translation (Ordudary, 2007). Translator never uses only one of them. Usually he uses all of them depending on the text that will be translated.

It is not a new issue to discuss the existence of translation. Is translation as a science, a skill or an art? This problem has been existed a long time ago. For example, Nababan et al. (2010) says that translation is an art. Perhaps, this statement is influenced by his specialization in translating literary books. Besides, his competence in translating literary books is skilfully. The similar argument stated by Meschonnic (2008). He says that translating poetry is an art and poetry is a product of art. He also explains that the problem of meaning is

a part of the core in translation studies and semantics is a part of semiotic, which needs linguistic analyses.

Meanwhile, Sang and Zhang (2008) says that designing an effective translation learning program involves needs' analysis, translation syllabus, learning methods, the role of teachers and learners, and evaluation. Needs analysis is a discrepancy between the actual phenomenon and desired conditions. Needs analysis is beneficial to identify qualification of learners' groups expected to learn the target language. Learners' groups were, then, placed at the appropriate level of competence during the learning process. Such procedure requires: (1) interviewing with translation learners to gain perceptions about the main difficulties in the language being studied, (2) interviewing with another teacher, and (3) observing about the learners' skills level in understanding the material and their learning difficulties. It is also used to base curriculum and/or syllabus designing that can be used to identify: learners' learning needs, availability requirements of the program, learners' learning outcomes and weaknesses, information on the needs of progress, and determine the existing deficiencies in achieving the learning's goals.

Syllabus is an outline of topics to be covered in a single course or graded. It is also defined as a specification of the work to be covered over a period of time with a starting point and a final goal, the specific plan of tasks for one period of time that begins and ends appropriately to the purpose Syllabus is specified into content-based, structural and functional, situational and topic-based. Content-based syllabus (ideally used at secondary schools) combines all of the above factors within the learning materials that refer to the users' needs. Syllabus content must be designed by the teachers and actually does not need the help of others but in fact, syllabus is often made by experts or syllabus developers because of their inability to design it. It is explicitly related to language courses will be taught (not about the program obtained by the learners) and should include a series of the expected outcomes.

2 RESEARCH METHODS

This study applied a qualitative research approach. The data in this study were all information given by informants and all statements and utterances taken from documents. This study was done in Universitas Muhammadiyah Surakarta. The sources of data were informants and documents. The collected data were taken from an open-questionnaire, in depth interviewing, and content analysis. In this study, the writer had 7 informants. The informant consisted of 3 translation experts and 4 English lecturers. To check the validity of data, the writer used expert's judgment, data and method triangulations. To analyze the collected data, the writer used interactive analysis.

3 RESULTS AND DISCUSSION

Sutopo (2015) says that the quality of translation belongs to good translation if 1) the translated text is accurate, seen from the message. It means that the meaning or message found in the target language should be similar as the meaning or message in the source one, 2) The translated text uses the language norms of the target language, 3) the translator considers the cultural understanding, and 4) the translated text can be read and understood by the readers easily.

Based on the data found from documents informant AI, TS, and DC through in-dept. interviewing in this study, there are two instruments of the assessments for literary translation learning, they are accuracy and readability. Besides, the instruments should be made based on the learning objective.

The learning objective of translation influences the assessment of literary translation learning because before starting the works, the teacher considers it seriously (Perez, 2005). It will have different consideration from the activity of translation both based on the academic or business purposes. In this case, the teacher becomes the translator. He may have different focus in the two different considerations above. It means that the teacher influences the process of assessing literary translation in the class. Assessment is measuring the quality of translation although it is as the process of teaching learning of translation. It needs relevant between the translated materials to be evaluated.

The first instrument is in line with accuracy. Assessing on the accuracy means checking whether or not the message between source language and target one is similar. Transferring the message is not an essay duty. Principally, the translator cannot deny, add, omit the message freely because it can destroy the meaning. It also causes the message found in the source language is different from the target one. Therefore, the accuracy becomes the main point in translation and it must be reflected in the instrument of evaluation on literary translation. See the following example:

SL: Bila seorang gadis berkenan di hati seorang pemuda, maka ia memberitahu orang-tuanya untuk melamar pujaan hatinya itu. Orang tua si jejaka kemudian mengadakan lamaran kepada orang-tua si gadis. Upacara ini disebut mepadik. ...
*TL1: When a young girl falls in love with a young man, then she informs her parents about the marriage proposal to the idol of her heart. This ceremony is called **mepadik** …*
*TL2: When a youth has his heart set on a girl, he then informs his parents to express the intentions of his heart. The bachelor's parents then deliver a proposal to the girl's parents. This ceremony is called **mepadik.***

This data is belonging to accurate translation. It can be seen that from the two translated result the accuracy become the focus. Translation is the rendering of a source language text into the target language so as to ensure the surface meaning of the two will be approximately similar and the structure of the source language will be preserved as closely as possible to the target. The meaning from the data above is similar between meanings found in SL and TL. Machali (2009) argues that translation focuses on the attempt to replace a written message in one language by the same message in different language accurately.

The instrument is developed into the following table:

Table 1: Accuracy instrument of evaluation.

Score	Meaning
4	The message found in the source language has been transferred into the target language accurately. The sentences used in the translated material can be read and understood easily.
3	The message found in the source language has been transferred into the target language accurately. The sentences used in the translated material cannot be read and understood easily so they need to be rearranged again.
2	The message found in the source language cannot be transferred into the target language accurately. The sentences used in the translated material can be read and understood easily. The sentences used in the translated material cannot be understood. There are some errors in the sentences so they need to be revised.
1	The message found in the source language is quietly different from the target language.

Based on this accurate translation, it is obvious that the translation belongs to quite accurate if the message found in the source language has been transferred into the target language accurately. The sentences used in the translated material can be read and understood easily. Then, it is stated as accurate if the translation result can be stated as less accurate when the message found in the source language has been transferred into the target language accurately. The sentences used in the translated material cannot be read and understood easily so they need to be rearranged again. the message found in the source language cannot be transferred into the target language accurately. The sentences used in the translated material can be read and understood easily. The sentences used in the translated material cannot be understood. There are some errors in the sentences so they need to be revised. Then, it is categorized into not accurate if the message found in the source language is quietly different from the target language

The second instrument is dealing with is readability. Readability is line with the result of translation. It shows that the result of translation is difficult or easy to read. If the translated text is easy to read, it means it has high level of readability. Meanwhile, if the result of the translation is not easy to read, it has low level of readability. The result of the translation is readable. It will influence the readers. So, the readability must be obtained from the targeted readers. See, the following example, is it readable?

SL: Ia tidak baik memiliki maupun memerlukan sebuah kamus.
TL: He neither had nor cared for a dictionary.

This translation is belonging to readable translation. The target language is easy to read and to understand. The result of translation "He neither had nor cared for a dictionary" is easy for the informant to read and to understand. All informants have the same argument when they were interviewed. The instrument is developed into the following table:

Table 2: Readability instrument of evaluation.

Score	Meaning
4	The translated sentences are very easy to understand. The translated sentences have been relevant with the target language rules. The choice of words, phrases, clauses and sentences are very easy to read by the readers.
3	The translated sentences are very easy to understand. The translated sentences have been relevant with the target language rules but the choice of words, phrases, clauses and sentences are not easy to read by the readers.
2	The translated sentences are not easy to understand. The translated sentences have been relevant with the target language rules but the choice of words, phrases, clauses and sentences are not easy to read by the readers.
1	The translated sentences are difficult to understand. The translated sentences are not relevant with the target language rules but the choice of words, phrases, clauses and sentences are difficult to read by the readers.

Based on this readability instrument, it is clear that the translation can be stated as quite readable when the translated sentences are very easy to understand. The translated sentences have been relevant with the target language rules. The choice of words, phrases, clauses and sentences are very easy to read by the readers. The translation result belongs to readable if the translated sentences are very easy to understand. The translated sentences have been relevant with the target language rules but the choice of words, phrases, clauses and sentences are not easy to read by the readers. Then the translation is said less readable when the translated sentences are not easy to understand. The translated sentences have been relevant with the target language rules but the choice of words, phrases, clauses and sentences are not easy to read by the readers. Finally, it can be stated not readable when the translated sentences are difficult to understand. The translated sentences are not relevant with the target language rules but the choice of words, phrases, clauses and sentences are difficult to read by the readers.

4 CONCLUSIONS

From the discussion above it can be concluded that the role of lecturer in the assessing on translation is very important. The lecturer has authority and creativity in giving the assessment on translation subject. The assessment done by the lecturer must be based on the learning objective. There are two aspects used in developing the evaluation instrument for translation learning process; namely accuracy and readability aspects. The evaluation should be built based on the learning objective. The aspect of accuracy is made based on whether there is similar message between source language and target language or not while the readability aspect could be reflected whether the target language is easy to read and to understand or not. The scoring of the two aspects is formulated in the form of four criteria with the score range of 1 to 4 scale. They cannot be separated one from another, although accuracy is the dominant one.

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