

**TRANSLATION TECHNIQUES FOUND IN ENGLISH TO INDONESIAN
ABSTRACT TRANSLATION OF JOURNAL *EDUNOMIKA* 2018**

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ABSTRACT

The objectives of the study are to identify the types of translation techniques and to find out the most dominant type of the translation techniques used in the translation of journal abstracts *Edunomika* STIE AAS Surakarta in Vol 2, No 01 (2018). The study used a descriptive qualitative design. Descriptive qualitative is a method of research that makes the description of the situation or events or occurrences clearer. It provides the description of situation or events or occurrences, so this method is an intention to accumulate the basic data. The data were taken from sixteen translation of journal abstracts *Edunomika* STIE AAS Surakarta in Vol 2, No 01 (2018). The finding shows that there were five translation techniques used in journal abstracts, they are Transposition/Shift (126 data or 75,90%), Reduction/Omission (21 data or 12,65%), Amplification/Addition (8 or 4,82%), Established Equivalence (6 or 3,61%) and Borrowing (5 data or 3,01%). The researcher also finds that the most dominant type of translation technique is Transposition/Shift. This technique replaces the grammatical categories of the source language (SL) into the target language (TL). This technique is usually used because of a different grammar between SL and TL. Transposition is the process where parts of the speech change their sequence when they are translated.

Keywords: abstract, journal, translation technique

ABSTRAK

Tujuan penelitian ini adalah untuk mengidentifikasi jenis-jenis teknik penerjemahan dan untuk mengetahui jenis teknik penerjemahan yang paling dominan digunakan dalam penerjemahan abstrak jurnal Edunomika STIE AAS Surakarta Vol 2, No 01 (2018). Penelitian ini menggunakan desain deskriptif kualitatif. Deskriptif kualitatif adalah metode penelitian yang membuat deskripsi situasi atau peristiwa atau kejadian lebih jelas. Ini memberikan gambaran situasi atau peristiwa atau kejadian, jadi metode ini adalah niat untuk mengakumulasi data dasar. Data diambil dari enam belas terjemahan abstrak jurnal Edunomika STIE AAS Surakarta di Vol 2, No 01 (2018). Temuan ini menunjukkan bahwa ada lima teknik penerjemahan yang digunakan dalam abstrak jurnal, yaitu Transposisi/Pergeseran (126 data atau 75,90%), Reduksi/Ommisi (21 data atau 12,65%), Amplifikasi/Penambahan (8 atau 4, 82%), Padanan Lazim (6 atau 3,61%) dan Peminjaman (5 data atau 3,01%). Peneliti juga menemukan bahwa jenis teknik penerjemahan yang paling dominan adalah Transposisi/Pergeseran. Teknik ini menggantikan kategori gramatikal bahasa sumber (SL) ke dalam bahasa target (TL), Teknik ini biasanya digunakan karena tata bahasa yang berbeda antara bahasa sumber dan bahasa target.

Kata kunci: abstrak, jurnal, teknik penerjemahan

A. INTRODUCTION

Translation has an important role in communication. Translation is a medium to transfer the knowledge or information. It can be a bridge which connects the people from the different languages and cultures. By using translation, people can learn and understand each other's languages and cultures. Translation is not merely at changing words, but also transferring of cultural equivalence with the culture of the original language and the recipient of that language as well as possible. The better translation must be accepted by all people in logic and based on fact; thus, the message which contained in the source language (SL) can satisfy the target language (TL) reader with the information within.

Nida and Taber (1982:12) state that translating 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. Meanwhile, as stated by Newmark (1988:5), translation is rendering the meaning of a text into another language in the way that the author intended the text. By language, the translation appears as the significant scope to overcome the language border, which makes the process of communication becomes better.

As a way to communicate, translation has a function as the way to share information, stories, experiences and most of all knowledge. Translation is a medium that can help the people get the knowledge or information. Nowadays, there are many different writing with English as the source language which has been translated into the target language in different countries, including Indonesia. Its translations are various both non-academic writing (literature) and academic writing such as education, science, medicine, history, technology, legal, politics, arts, religion, business & economics, biography, and autobiography, etc.

One of the contents in academic writing (thesis, dissertation, scientific paper, paper, report, journal, and article) is an abstract. Such articles in journals always begin with an abstract. It is a brief summary of a research article, thesis, review and it is often used to help the reader quickly ascertain the paper's purpose. An abstract may act as a stand-alone entity instead of a full paper. The typical length of abstract ranges from 100 to 500 words, but rarely more than a page. The purpose of the abstract is to give a general view of the thesis, paper, to the readers. However, those whose educational background is not the English department, it would be a problem toward the authors' article.

An abstract is a brief summary of the most important points in a scientific paper. Day (1998: 29) states that an abstract is a mini version of the paper. Abstract enable the writer/translator to stay current with the huge volume of scientific literature. It is a brief summary of a research article, thesis, review, conference proceeding or any in-depth analysis of a particular subject and is often used to help the readers quickly get the paper's purpose. An abstract always appears at the beginning of a manuscript or typescript.

Basically, translating an abstract both from English into Indonesian and Indonesian into English, the translator should be good at either structure or the technique of translating. It is widely believed that translating from the source language into the target language is very difficult for those whose background is not from the English department. Few of them, want to or not, used as a means of translating as they

find difficulties translate them. It might be realized that they do not have the knowledge of how to translate from Indonesian into English or vice versa.

Sometimes, translational abstract outcomes are far from being expected. Translating both English texts into Indonesian and Indonesian into English requires good skills in translation. These skills are required to exchange information and knowledge contained in the texts. Regarding the translation, there are many aspects should be understood, it could be linguistics system used for both and cultural knowledge of two languages. The translator is demanded to search languages for the words that equivalent in both linguistics systems (Nababan, 1999:30). In translating the abstracts, there is a process of transferring information from source language (SL) into target language (TL). The process should produce equivalent text, therefore the readers can understand and determine whether they need to read the document entirely.

The translators may use a variety of translation technique that differs in importance with the contextual factors of both the source language (SL) and the target language (TL). There are 18 translation techniques which are stated by Molina and Albir's (2002: 509-511), they are 1. Adaptation; 2. Amplification (Addition); 3. Borrowing; 4. Calque; 5. Compensation; 6. Description; 7. Discursive Creation; 8. Established Equivalence; 9. Generalization; 10. Linguistic Amplification; 11. Linguistic Compression; 12. Literal Translation; 13. Modulation; 14. Particularization; 15. Reduction; 16. Substitution; 17. Transposition and 18. Variation.

In relation to this study, the writer studies some authors' abstracts in *Edunomika* journal that are written in two languages, both English and Indonesian. This analysis is focused on analyzing the translation technique of abstracts in *Edunomika* Scientific Journal STIE AAS Surakarta in Vol 2, No 01 (2018) by using a translation technique proposed by Molina and Albir (2002). Therefore, the problems of analysis can be stated as what types of translation techniques are used in translating English into Indonesian of abstracts journal and how to analyze them to find the most dominant technique. Thus, based on the analysis problems, the aims of this study are formulated to identify the types of translation techniques and to find out the most dominant type of the translation techniques used in translating journal abstract in *Edunomika* Journal STIE AAS Surakarta in Vol 2, No 01 (2018).

B. LITERATURE REVIEW

Definition of Translation

There are some definitions of translation from the experts. Some definitions of translation may be different as many experts express their own thought or idea about the definition of translation. Crystal (1987:334) states that the term 'translation' is the neutral term used for all tasks where the meaning of an expression in one language (source language) is turned into the meaning of (target language), whether the medium is spoken, written, or signed. Translation is defined as the process of transferring the idea or information from the source language (SL) to the target language (TL).

Catford (1965) cited in Suryawinata and Hariyanto (2003: 11), defined translation as a replacement of textual material in the source language by equivalent textual material in the target language. Translation focuses on getting the meaning of one language to the equivalent meaning of another language. Munday (2001:5) states that translation refers to the changing of an original source text of one language into a target text in a different language.

According to Nida and Taber (1969: 12), translation is an effort in recreating meaning from the source language (SL) into the target language (TL) by using natural equivalent, first in term of meaning and second in term of style. Furthermore, Bell (1991: 4) has the same opinion, which emphasized meaning and style in translation definition. He defined translation as the expression in the target language which has been expressed in the source language, preserving semantic and stylistic equivalent.

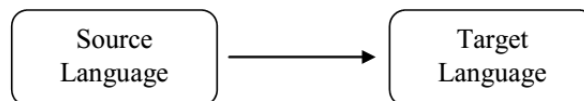
Additionally, Larson (1998:3) states that basically, translation is a change of form. The form is referring to the words, phrases, clauses, sentences, or paragraph. The change of form is done by replacing the form of the source language to the form of the receptor or the target language. Moreover, Newmark (1988: 5) stated his definition of translation that it is translating the meaning of a text into another language by the way the author intended. It can either be simple or difficult. It can be simply because someone has only said something in one language as well as another language. On the other hand, it can be difficult because sometimes he/she has to be another person.

From the definitions above, it can be concluded that translation does not only change the form, but the translation is a process of transferring the meaning of the source language (SL) to target language (TL), the important thing in translation is the way to find the equivalent meaning in the source language (SL) to target language (TL).

Process of Translation

The process of translation can be defined as the activity of translation. The translation process is often used by a translator as the guidance in translating a text from a source language into a target language.

Picture 1. Linear Translation Process



Adapted from Suryawinata (1989: 12)

Suryawinata (1989) states that the translation process is a model which is used to describe the thinking process did by the translator when translating something. In the past, people argued that translation occurred directly and in one way. It means that the translator directly rewrites the text in the source language into the target language.

Translation Tools

Translation tools are things that support translators in doing their jobs. Translators need tools to translate their works both conventional or modern tools (Suryawinata and Hariyanto, 2003: 27). The description as follows:

1. Conventional Tools

Pen and paper are common conventional tools. The dictionary can be an as conventional tool which can help translators in doing their jobs. According to the language being used, a dictionary can be divided into a monolingual, bilingual, and multilingual dictionary. The monolingual dictionary only uses one language. The examples are the Oxford Advanced Dictionary, *Kamus Bahasa Indonesia*, and others. The dictionary is divided into the general dictionary and specific dictionary

based on its content. The general dictionary consists of general information of words listed. While specific dictionary consists of information in specific fields. The other tool is the Thesaurus. In the Thesaurus, a word is followed by several equivalent words, including synonym or antonym of the word. The encyclopedia can be a translation tool. The encyclopedia can give information and knowledge to the translators so that they can find the equivalent word/meaning of the text being translated.

2. Modern Tools

An electronic dictionary is a modern tool. It is similar to the calculator in the form of shape. An electronic dictionary gives limited information about the words and also without giving examples. The other modern tool is a dictionary program which can be used in a computer. It is an easy way because translator only needs to download and install the program on their computer. Moreover, there are many programs that can be downloaded freely. Besides, this tool is useful for saving translator's time because opening dictionary usually spends much time. Furthermore, the other result of technology improvement is the availability of internet sources. Now, there are many websites that related to the translation field. The websites provide online dictionaries and materials about translation.

Definition of Abstract

The word 'abstract' comes from the Latin *abstractum*, which means a condensed form of a longer piece of writing. An abstract is a brief summary of the most important points in a scientific paper such as in a research article, thesis, review, conference proceeding, or any in-depth analysis of a particular subject and is often used to help the reader quickly ascertain the paper's purpose (Gary and Robert, 1993). When used, an abstract always appears at the beginning of a manuscript or typescript, acting as the point-of-entry for any given academic paper or patent application. Related with the statement before, Day (1998:29) states that an abstract is a mini version of the paper. Abstracts enable professionals to stay current with the huge volume of scientific literature. It is also a brief summary of a research article, thesis, review, conference proceeding or any in-depth analysis of a particular subject and is often used to help the reader quickly ascertain the paper's purpose. When used, an abstract always appears at the beginning of a manuscript or typescript.

From the definitions above, it can be concluded that an abstract is a concise summary of a larger project (a thesis, research report, performance, service project, etc.) That concisely describes the content and scope of the project and identifies the project's objective, its methodology, and its findings, conclusions, or intended results.

Functions of Abstract

An abstract is an important part of a research paper. The abstract is the last thing being written, but the first thing people read when they want to have a quick overview of the whole paper. Abstracts are important for both selection and indexing purposes. In selecting, abstracts allow readers who may be interested in the paper to quickly decide whether it is relevant to their purposes and whether they need to read the whole paper. While in Indexing, most academic journal databases accessed through the library enable

you to search abstracts. This allows for quick retrieval by users. Abstracts must incorporate the key terms that a potential researcher would use to search.

Because an abstract is a front page of a research paper, therefore it must present all important elements. An abstract should be attractive in order to get readers' attention and persuade them to read the research paper. Even though the abstract is written at the end of writing, it will be the first thing to be read by the readers. Therefore, an abstract should be written clearly, structurally, and systematically so that there is no misunderstanding and ambiguity.

Type of Abstract

According to Borko, et. al (1963:149-160), there are two types of abstracts, as follow:

1. Descriptive Abstract

A descriptive abstract indicates the type of information found in the work. It makes no judgments about the work, nor does it provide results or conclusions of the research. It does incorporate keywords found in the text and may include the purpose, methods, and scope of the research. The descriptive abstract describes the work being abstracted. Some people consider it an outline of the work, rather than a summary. Descriptive abstracts are usually very short about 100 words or less.

2. Informative Abstract

An informative abstract includes the information that can be found in a descriptive abstract (purpose, methods, scope) but also includes the results and conclusions of the research and the recommendations of the author. The length varies according to discipline, but an informative abstract is rarely more than 10% of the length of the entire work. In the case of a longer work, it may be much less.

Structure of Abstract

In general, the structure of abstract that must be written as the result of research consists of three major parts: opening, body, and closing. 1) Opening, tells about a brief explanation about the topics or the title and the reason for choosing it and conducting the research; 2) Body is the main activity or all activities that the research conducted during the research, the kind of identity of research, the statement of the problems, the objective/aims, and methodology supported by some theories; and 3) Closing, is the final result of the research, conclusion, and its implications, and suggestion if necessary.

According to Brown (1988: 44), an abstract is a writing usually contains about 100-300 words which are used to summarize an article or research paper. It provides considerable information in a short space, so it must be tightly written. Therefore, an abstract should contain at least the following information: (1) a clear statement of the topic and purpose of the research paper, (2) a brief description of the participants and materials used in the research, (3) an explanation of the procedures followed and the statistical analyses used, and (4) a summary of the results and their implications for the field.

Translation Technique

Translation technique is the way used to transfer messages from the SL into the TL, applied at the level of words, phrases, clauses or sentences. According to Molina and Albir (2002), translation technique has eighteen types, as follows:

1. Adaptation

Adaptation replaces the cultural elements of a type in the SL with cultural elements that exist within the TL. This technique can be used if the element or elements of those cultures have equivalents in the TL.

SL: the film *swept* the world

TL: film ini *merambah* dunia

2. Amplification (Addition)

Addition adds information that basically does not exist in the source sentence. The presence of additional information in the target sentence is intended to further clarify the concept conveyed the original authors to the readers. This technique is only the information that is used to assist in delivering the message to the readers. These additions may not modify messages in the source language.

SL: *The girl* came late.

TL: *Wanita muda* itu datang terlambat.

3. Borrowing

Borrowing uses words or phrases when translates the source language into the target language. Borrowing can be a pure borrowing, borrowing without making any changes, for example, the word "setting", or in the form of a natural borrowing (naturalized borrowing), where the words of the SL were matched with the spelling of the TL, as the word "panic" which comes from the word "panic".

4. Calque

Calque technique is a literal translation of a word or phrase in translating the source language into the target language.

SL: He is the new teacher

TL: Dia adalah guru yang baru.

5. Compensation

Compensation replaces the item information or position effects in the SL in other parts of the TL because it cannot be realized in the same section in the SL.

SL: a pair of trousers

TL: sebuah celana

6. Description

Description replaces the term in the source language with the description in the target language. This technique is used when a term in the source language does not have a term in the target language.

SL: I like *gethuk*.

TL: Saya suka *gethuk*, makanan tradisional jawa terbuat dari singkong.

7. Discursive Creation

Discursive Creation uses of equivalent translation techniques while away from their original context. These techniques often appear in the translation of titles of movies, books, and novels.

SL: *The Godfather*

TL: *Sang Godfather*

8. Established Equivalence

Established Equivalence translates terms in the source language term that is already prevalent in the target language. The term in the source language is generally based on a dictionary or phrase daily.

SL: Sincerely yours

TL: Hormat kami

9. Generalization

Generalization translates a term with the term that is already well known in public and known to the wider community. This technique is used when a term in the source language refers to a specific section, which parallels in the target language that does not exist and refers to the same section. Example: *bajai* is translated to vehicle.

10. Linguistics Amplification

Linguistics Amplification adds elements of Linguistics from SL into the TL. This technique is often used in interpreting or dubbing.

SL: everything is up to you!

TL: semuanya terserah anda sendiri!

11. Linguistics Compression

Linguistics Compression unites or collects the linguistic elements that exist in the SL. This technique is often used in interpreting or dubbing.

SL: Are you hungry?

TL: lapar?

12. Literal Translation

Literal Translation translates an expression in SL in the word of words into the TL.

SL: I will love you

TL: Aku akan mencintai kamu

13. Modulation

Modulation replaces focus the point of view or the cognitive aspect that exists in the SL, either lexical or structural.

SL: Nobody doesn't like it.

TL: Semua orang menyukainya.

14. Particularization

Particularization uses terms that are more concrete and specific. The technique contrasts with the technique of generalization.

SL: The girl likes to collect jewelry.

TL: Gadis itu senang mengoleksi kalung emas.

15. Reduction

Reduction condenses the information contained in the source language into the target language. Compacting of information should not alter the text of the message in the source language.

SL: The boy got a car accident

TL: Lelaki itu mengalami kecelakaan

16. Substitution

Substitution replaces the linguistic elements into paralinguistic (such as intonation and gesture) or vice versa.

Example: nodding head in Indonesia translated "Yes!"

17. Transposition

Transposition replaces the grammatical categories of the source language into the target language, for example, replacing the words to become phrases. This technique is usually used because of a different grammar between SL and TL.

SL: I have no control over this condition

TL: Saya tidak dapat mengendalikan kondisi ini

18. Variation

Variation replaces linguistic elements or paralinguistic which influence the linguistic variable. For example, a textual change of tone, style, geographical dialect, dialect and social.

SL: Give it to me now!

TL: Berikan buku itu ke gue sekarang!

Previous Study

There is a previous study related to this research. A thesis was written by Reza (2018) entitled *An Analysis of Translation Procedures in Translated Thesis Abstracts of Students of Faculty of Social and Political Sciences*. The study appears because of the importance of translation role in translating thesis abstracts. This thesis was done to answer the curiosity of the writer about what procedures is applied in translated thesis abstracts and what the dominant procedure applied in translating the thesis abstract of Social and Political Sciences Faculty. The objective of this study is to find out what translation procedures are applied in translating the thesis abstracts and the dominant one. Thesis abstracts are selected because of abstracts as a brief summary of the most important points in a scientific paper. In order to identify and classify the translation procedures applied in thesis abstracts, Vinay and Dalbarnet's theory about the translation procedures is used. The method of the analysis is a descriptive qualitative method. As the result of this research, the most dominant procedure used in translated thesis abstracts of Social and Political Sciences faculty is literal with 44 occurrences (68,75%), followed by equivalence with 8 occurrences (12,5%), borrowing with 7 occurrences (10,93%), modulation with 3 occurrences (4,68%), transposition with 1 occurrence (1,56%) and cake with 1 occurrence (1,56%).

This research certainly relates to the previous research above. The similarity is about the topic of abstract and also its translation both English and Indonesian. The kind of the data shows that this research and the previous research took the data from the abstract. But there are many differences they are in 1) Data source. This research used journal abstract from Scientific Journal of Edunomika STIE AAS Surakarta in Vol 2, No 01 (2018), and the previous research took the data from thesis abstract Students of Faculty of Social and Political Sciences in the year 2018, 2) Theory of translation techniques. This research used Molina and Albir's (2002) theory about translation techniques, and the previous research used Vinay and Dalbarnet theory about translation procedures, and 3) Amount of the data in a research result. The result of this research shows that the translation techniques are categorized into five categories, they are Transposition/Shift (126 occurrence or 75,90%), Reduction/Omission (21 occurrence or 12,65%), Amplification/Addition (8 occurrence or 4,82%), Established Equivalence (6 occurrence or 3,61%) and Borrowing (5 occurrence or 3,01%). The most dominant type of translation technique is Transposition/Shift. While, in the previous research show that the translation techniques are categorized into six categories, they are literal with 44 occurrences (68,75%), followed by equivalence with 8 occurrences (12,5%), borrowing with 7 occurrences (10,93%), modulation with 3 occurrences (4,68%), transposition with 1 occurrence (1,56%) and cake with 1 occurrence (1,56%). The most dominant type of translation technique is Literal.

C. RESEARCH METHOD

Research Design

This research was designed as a descriptive research. Marshall and Rossman (1999:111) define that qualitative data analysis is a search for general statements about relationships between categories of data. In this study, the qualitative method will be used because the data which is analyzed is explained descriptively. The data to be analyzed are in the form of words, phrase, and clause.

Data and Data Source

The data were taken from the abstracts journal in both English and Indonesian abstract translation. The source data used in this research are sixteen abstracts from in the *Edunomika* Journal of STIE AAS Surakarta in Vol 2, No 01 (2018) both English and Indonesian abstract translation. Source of data is taken from the website of journal <https://jurnal.stie-aas.ac.id/index.php/jie/issue/view/37>

Data Collecting Technique

According to Brown and Rodgers (2002:6), before anything useful can be done with the research data, this data has to be compiled. Compiling data means putting all the data together in one place in such a way that you can easily analyze and interpret them. The method of collecting data in this study is the observation method. The observation method is applied by thoroughly observing the source language of the text and its translation in the target language. This method of observation implemented at once with the implementation of note-taking technique (Sudaryanto, 1993: 135).

The note-taking technique is to identify and classify the data based on the technique of translation, in order to formulate the analysis. The data collected in this study are primarily data since they were directly collected from the data source by using the observation method and note-taking technique. The first step is a close reading of the source language text and that of the target. All instances of techniques of translation in the source language and their translations in the target language were underlined and noted down and then taken as data for the analysis. Then, the occurrences of techniques of translation are classified based on types of methods of translation as proposed by Molina and Albir (2002).

The Technique of Analyzing Data

The data collected were analyzed descriptively. They were classified according to the types of translation techniques which were proposed by Molina and Albir's theory. After identifying the data, data will be classified on each type, and provide its description. Then, the data were tabulated by using a statistical formula in order to find out the students' technique in translating their undergraduate thesis abstracts from Indonesian language into English. The statistical formula being used was percentage formula as follows:

$$P = \frac{f}{N} \times 100\%$$

Where:

P: percentage number

F: frequency

N: the number of translation technique

D. DISCUSSION

In this point, the writer describes the types of translation technique and the most dominant type of translation technique found in the abstracts of *Edunomika* Journal of STIE AAS Surakarta in Vol 2, No 01 (2018) both English and Indonesian abstract translation. This research used Molina and Albir's (2002) theory about the translation techniques. There are 18 translation techniques which are defined by Molina and Albir's (2002: 509-511), they are 1. Adaptation; 2. Amplification (Addition); 3. Borrowing; 4. Calque; 5. Compensation; 6. Description; 7. Discursive Creation; 8. Established Equivalence; 9. Generalization; 10. Linguistic Amplification; 11. Linguistic Compression; 12. Literal Translation; 13. Modulation; 14. Particularization; 15. Reduction; 16. Substitution; 17. Transposition and 18. Variation.

There are sixteen journals taken from abstracts of *Edunomika* Journal of STIE AAS Surakarta in Vol 2, No 01 (2018). The result is described by counting the categories/types in each abstract and its percentage of numbers. The writer shows the frequency of translation technique and the percentage of translation technique used. The first step, the writer identifies the translation technique. Then they are classified into the category of translation technique. Next, the writer counts the type translation technique to get the frequency of translation technique. Finally, the writer counts the frequency of translation technique by using the chosen formula to get the percentage of them. The writer makes the percentage of translation technique type that occurs in the articles' abstracts of the journal. To get the percentage of translation technique, the writer uses the following formula as stated above.

Table 1. The Percentage of Translation Technique

NO	CATEGORIES	FREQUENCY	PERCENTAGE
1.	Transposition/Shift	126	75,90%
2.	Reduction/Omission	21	12,65%
3.	Amplification/Addition	8	4,82%
4.	Established Equivalence	6	3,61%
5.	Borrowing	5	3,01%
TOTAL		166	100%

From the table above, it can be seen that the translation techniques are categorized into five categories, they are Transposition/Shift (126 occurrences or 75,90%), Reduction/Omission (21 occurrences or 12,65%), Amplification/Addition (8 occurrences or 4,82%), Established Equivalence (6 occurrences or 3,61%) and Borrowing (5 occurrences or 3,01%). The first most dominant type of translation technique is Transposition/Shift. It is for about 126 errors and the percentage is 75,90%. The analysis and the description of translation techniques used as follows:

1. Transposition/Shift

The first rank of translation technique is Transposition/Shift. This translation technique replaces the grammatical categories of the source language into the target language, This technique is usually used because of a different grammar between

SL and TL. Transposition is the process where parts of the speech change their sequence when they are translated. It is in a sense a shift of word class. For example:

Example 1: (in the first abstract)

SL: ... result of social deviation in **the family** and community...

TL: ...penyimpangan sosial dalam **keluarga** dan masyarakat...

From the example above show Transposition/Shift technique. The underlined word “the family” in SL is translated into “keluarga”. There is a unit shift (changing word class) from *the family* in SL into *keluarga* in the TL. In SL, the form is a noun phrase (Determiner + Noun) change into a noun. It is clear that *the family* is a noun phrase, while in TL *keluarga* is a noun.

Example 2: (in the fourth abstract)

SL: ... study conducted through classroom activities by **teachers** or **researchers**.

TL: ... penelitian yang dilakukan melalui tindakan kelas oleh **guru** atau **peneliti**.

From the example above show Transposition/Shift technique. The underlined word “teachers” and “researchers” in SL is translated into “guru” and “peneliti”. There is a category shift from *plural* in SL into *singular* in the TL. If the underlined words above are translated, it should be translated in reduplication “guru-guru” or “peneliti-peneliti” or the other translated it can be added by “para” to make plural nouns in the TL.

2. Reduction/Omission

The second rank of translation technique is Reduction/Omission. This translation technique, translating by suppressing SL information in the TL. There are many kinds of omissions such as the omission of –s for the plural noun, the omission of s/es on verbs showing present tense, the omission of verb auxiliaries and the omission of article. The greatest omission is the omission of –s for the plural noun. For example:

Example 1: (in the first abstract)

SL: ... identify various social diseases as **a** result of social deviation

TL: ...mengidentifikasi berbagai penyakit sosial sebagai akibat penyimpangan sosial

From the example above shows Reduction/Omission technique. It is translated by suppressing SL information in the TL. 1) The bold word “to” as a preposition is not translated into the TL. If it is translated, it should be “untuk”. 2) The bold word “a” as the article is not translated into the TL. If it is translated, it should be “sebuah/sesuatu/suatu”.

3. Amplification/Addition

The third rank of translation technique is Amplification/Addition. This translation technique. For example:

Example 1: (in the tenth abstract)

SL: The subject of this research is the students of class VIII B SMP Negeri 7 Sukoharjo **academic year** 2017/2018.

TL: Subjek penelitian ini adalah siswa-siswi kelas VIII B SMP Negeri 7 Sukoharjo **tahun materi ajaran** 2017/2018.

From the example above shows the Amplification/Addition technique. The underlined word “academic year” in SL is translated to be “tahun materi ajaran” in the TL. If it is translated literary, it will be *tahun ajaran*. Here there is addition the word *materi* as verb in the TL.

Example 2: (in the fifteen abstract)

SL: ... class VIII F SMP Negeri 7 Sukoharjo Semester I **Lesson** 2017/2018.

TL: ... kelas VIII F SMP Negeri 7 Sukoharjo Semester I **Tahun Pelajaran** 2017/2018.

From the example above shows Amplification/Addition technique. The underlined word “lesson” in SL is translated to be “tahun pelajaran” in the TL. If it is translated literary it will be *pelajaran*. Here there is the addition of the word *tahun* as verb in TL.

4. Established Equivalence

The fourth rank of translation technique is Established Equivalence. This translation technique. For example:

Example 1 (in the first abstract)

SL: ... in students of class VIII B **Junior High School** 6 Sukoharjo...

TL: ... pada siswa kelas VIII B **SMP Negeri** 6 Sukoharjo...

From the example above show Established Equivalence technique. The underlined word “Junior High School” in SL is translated to be “SMP Negeri” in the TL. The translator uses an expression which is recognized in daily activity. “Junior High School” refers to a school usually including grades seven to nine grade.

5. Borrowing

The fifth rank of translation technique is Borrowing. This translation technique takes words directly from one language into another without translation. Many English words are "borrowed" into another language. For example:

Example 1: (in the first example)

SL: ... through the model of **Cooperative Learning Jigsaw**...

TL: ... melalui model pembelajaran **Cooperative Learning Jigsaw**...

From the example above show Borrowing technique. The underlined word “Cooperative Learning Jigsaw” in SL is translated into “Cooperative Learning Jigsaw”. It shows the word is purely borrowed from the original into the TL. It is Pure Borrowing because takes the word *Cooperative Learning Jigsaw* directly from one language into another without change. It refers to is a research-based cooperative learning technique.

Example 2: (in fourth abstract)

SL: That need to be written on the report related to (1) **setting**, (2) result each cycle, (3) analysis each cycle.

TL: Yang perlu ditulis pada laporan berkaitan dengan (1) **setting**, (2) hasil per siklus, (3) analisis antarsiklus.

From the example above show Borrowing technique. The underlined word “setting” in SL is translated into “setting”. It shows the word is purely borrowed from the original into the TL. It is Pure Borrowing because takes the word *setting*

directly from one language into another without change. It is usually used in the daily activity. “Setting” refers to the time and place (or when and where) of the story.

Example 3: (in the thirteen abstract)

SL: ...improving the understanding of learning motivation through **role play** method...

TL: ... peningkatan pemahaman tentang motivasi belajar melalui metode **role play**...

From the example above show Established Equivalence technique. The underlined word “role play” in SL is translated to be “role play” in the TL. The translator uses an expression which is recognized in the daily activity. “Role play” refers to **Role-play** is a technique that allows students to explore realistic situations by interacting with other people in a managed way in order to develop experience in a supported environment.

Example 4: (in the fifteen abstract)

SL: This study aims to improve the learning outcomes of **Bahasa Indonesia**...

TL: Penelitian ini bertujuan untuk meningkatkan hasil belajar **Bahasa Indonesia**...

From the examples above show a Borrowing technique. The underlined word “Bahasa Indonesia” in SL is translated into “Bahasa Indonesia”. It shows the word in SL is purely borrowed from the original into the TL. It is Pure Borrowing because takes the word *Bahasa Indonesia* directly from one language into another without change. It is usually used in the daily activity.

From the explanations above, it can be concluded that the most dominant type of translation technique found in the abstracts of *Edunomika* Journal of STIE AAS Surakarta in Vol 2, No 01 (2018) is Transposition/Shift. It is for about 126 data and the percentage is 75,90%. Translation technique that replaces the grammatical categories of the source language into the target language. This technique is usually used because of a different grammar between SL and TL. Transposition is the process where parts of the speech change their sequence when they are translated without changing the meaning of the message. This requires that the translator knows that it is possible to replace a word category in the target language without altering the meaning of the source text. In Transposition/Shift, translation texts as well as the patterns of shift is used to solve different structures between English and Indonesian language.

E. CONCLUSION

In translating the abstracts, there is a process of transferring information from the source language (SL) into the target language (TL). It should produce equivalent text. Therefore, the readers can understand and determine whether they need to read the document entirely. This analysis is focused on analyzing the translation technique of abstracts in *Edunomika* Journal STIE AAS Surakarta in Vol 2, No 01 (2018) by using a translation technique proposed by Molina and Albir (2002). Thus, based on the analysis problems, aims of this analysis are formulated are to identify the types of translation techniques and to find out the most dominant type of the translation techniques used in translating journal abstracts in *Edunomika* Journal STIE AAS Surakarta in Vol 2, No 01 (2018).

From the analysis, it can be concluded that the translation techniques are categorized into five categories, they are Transposition/Shift (126 data or 75,90%), Reduction/Omission (21 data or 12,65%), Amplification/Addition (8 data or 4,82%), Established Equivalence (6 data or 3,61%) and Borrowing (5 data or 3,01%). The most dominant type of translation technique is Transposition/Shift. It is about 126 data or 75,90%. This type of translation technique is used because can replace the grammatical categories and different grammar between Source Language (SL) and Target Language (TL). In transposition, there is process where parts of the speech (class word) change their sequence when they are translated. It is in a sense a shift of word class in translation.

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