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Translation of Mangkobar text by Novice Translators and Distribution of Time on Translation Tasks

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ABSTRACT

This study aimed at finding out how novice translators distribute the time on translation tasks over the phases of translation process while translating mangkobar text from Angkola Language (AL) to Bahasa Indonesia (BI) and from Bahasa Indonesia (BI) to English (EL). The mangkobar text (cultural text) composed of around 221-word long. Five novice translators were involved in this research to translate the mangkobar text with experience and several criteria on translation. Their proficiency level of mother tongue AL (L1) was „very good", confirmed by "penasehat adat" in Padang Sidimpuan, score of a paper based TOEFL was more than 503, score of UKBI was more than 578. This study used a qualitative research employing an exploratory case study as a method. The data were collected using integrated problem and decision reports (IPDRs), keyboard logging program (Translog- II), screen recording tool (Camtasia studio 9), and retrospective questionnaire. Two findings were revealed in this study: 1) the novice translators distribute more time on processing in drafting phase whether in translating from AL to BI or BI to EL, 2) they have low capability in managing the time on translation process. It was found that the novice translators took less time when translating from AL to BI since both of languages are their mother tongue and first language so that they understood the source text easily. Meanwhile, it took longer time when translating from BI to EL since they have both linguistic and cultural differences between the SL and the TL.

Kata Kunci:
Proses Penerjemahan; Alokasi Waktu; Tugas Penerjemahan; Penerjemahan Budaya; Teks Mangkobar

ABSTRAK

*Penelitian ini bertujuan untuk mengetahui bagaimana penerjemah pemula membagi waktu dalam mengerjakan tugas penerjemahan pada setiap tahap proses penerjemahan saat menerjemahkan teks *mangkobar* dari Bahasa Angkola (AL) ke Bahasa Indonesia (BI) dan dari Bahasa Indonesia (BI) ke Bahasa Inggris (EL). Teks "mangkobar " (teks budaya) yang digunakan terdiri dari sekitar 221 kata. Lima penerjemah pemula dilibatkan dalam penelitian ini untuk menerjemahkan*

teks "mangkobar", dengan pengalaman serta kriteria tertentu dalam penerjemahan. Tingkat kemahiran mereka dalam bahasa ibu AL (L1) dikategorikan "sangat baik", yang dikonfirmasi oleh "penasehat adat" di Padang Sidimpuan. Skor TOEFL berbasis kertas mereka lebih dari 503, dan skor UKBI mereka lebih dari 578. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus eksploratif. Data dikumpulkan menggunakan laporan masalah dan pengambilan keputusan terintegrasi ("Integrated Problem and Decision Reports " / IPDRs), program perekam aktivitas keyboard (Translog-II), alat perekam layar (Camtasia Studio 9), dan kuesioner retrospektif. Dua temuan utama terungkap dalam penelitian ini: 1)Penerjemah pemula menghabiskan lebih banyak waktu pada tahap penyusunan draf, baik saat menerjemahkan dari AL ke BI maupun dari BI ke EL.
2) Mereka memiliki kemampuan yang rendah dalam mengelola waktu selama proses penerjemahan. Ditemukan bahwa penerjemah pemula membutuhkan waktu lebih singkat saat menerjemahkan dari AL ke BI karena kedua bahasa tersebut merupakan bahasa ibu dan bahasa pertama mereka, sehingga mereka lebih mudah memahami teks sumber. Sebaliknya, waktu yang dibutuhkan lebih lama saat menerjemahkan dari BI ke EL karena terdapat perbedaan linguistik dan budaya antara bahasa sumber (SL) dan bahasa sasaran (TL).

INTRODUCTION

Over the years, many scholars and researchers have been interested in finding out what happens in translator's mind during the translation process. It is driven by the idea that what goes on in translator"s head while they are translating is crucial to an understanding of translation, and is not derivable solely from an analysis of the final product, the translated text. The former refers to the mental activity involved in carrying out the translation work with all steps and decisions which are not open to direct observation. Therefore, mental processes, as the term used by Gopferich (2008, p. 1), are often referred to as „the translator"s black box" (Toury, 1982, p. 25). Meanwhile, the latter refers to everything in the translation process which can be observed by another person. One of the observable processes taking place while translating is time distribution (see Jakobsen, 2002).

Traditionally, time in translation has not been regarded as one of the defining factors, a supposition based on the ideas that while oral interpreters normally work at speech delivery speed, "translators generally have hours, days, or even weeks to complete the operations" (Gile, 1995, p. 111). This means that

they have time to consult with experts, colleagues, and search database, and dictionaries to solve individual problems. Performing a task with concurrent introspection increases the time for the task (Ericsson & Charness, 1997, p.10). This has also been shown for translation by Krings (2001) and Jakobsen (2003). The result regarding relative allocation of time for the different phases also differ from previous studies. The main difference is the relatively large proportion of time spent on the post writing phase by all participants. Jääskeläinen (1999, p. 122) reported similar findings from earlier study, assuming that a relatively long post-writing phase can be seen either as an individual characteristic or as being an evidence of particular phase in the development of translation students, possibly under the influence of translator training. The length of the ST is another potential contributing factor to the specific pattern of time distribution. All professionals and one translation student verbalized how and in what phases they usually work indicating awareness of their own procedural knowledge. Being accustomed to performing translation tasks, it is only to be expected that they should have developed their own preferred working habits and be sufficiently aware of them to be able to verbalize them already at this stage. They do this by orally producing TT chunks of various sizes, also orally producing alternative translations. The strength of this research used mangkobar text that presented several difficulties of terminological problems made it very difficult to translate, such as metaphor, puns, etc. This was also purposed to preserve and maintain the Angkola culture as local wisdom, as what Sibarani (2012) said that local wisdom is seen as a tool used to show how people"s living system maintain and preserve nature and surrounding environment that is the life hood of their life.

Based on the above phenomenon, the research question is formulated as "How do the novice translators distribute the time on translation tasks while translating Mangkobar text from AL to BI and BI to EL?". Therefore distributing the time on translation tasks is precisely the focus of this study. Specifically, this research is aimed at investigating the novice translators distribute the time on translation tasks over the phases of translation process while translating mangkobar text from AL to BI and from BI to EL. The result of this study gives an insight to novice translators in better management of time distribution in translation process and understanding more the cultural text.

METHODOLOGY

Following to the research questions that have been stated, this research was a qualitative research that focused on the exploring problems and deeply understanding a central phenomenon development (Cresswell, 2011, p.16). It was process oriented research.

3.1 Data Source and Data

The data used in this study were the ST, the TT, and the process of translating the ST. They were in the forms of linear representation from Translog-II and supported by screen recording from Camtasia Studio. Analysis of these data revealed the time distribution, translation tasks distribution employed by the novice translators. The source of the data used was the written source of the Mangkobar text consisting of three paragraphs from anak boru consists of 221 words.

3.2 Participants

The participants of this research were five novice translators. AL is their mother tongue and they are native speakers of BI and emphasizing on the participants" homogeneous profile. 1) Their mother tongue is AL; 2) They all have ever been participated in Mangkobar event; 3) They work as semi-professional translators and receive money for any translation- related work; 4) They are all lecturers5) They are all male 6) Their age are 30"s 7) Their experiences at least more than five years 8) They are all familiar with major web search techniques for translation process; 9) They are all familiar with the type and style of texts to be used, as a result of attending some Translation Workshop or Translation Seminar. Besides, there was a conscious effort to control the participants, which is specific variables that allowed to see how the quality of the translation was influnced by the process undertaken during the translation. The methods chosen were: Background Questionnaire (translation experience). There were 13 novice translators and they were given a background questionnaire to select the participants who met the given criteria (in appendix). 10 out of 13 returned the questionnaire and were suggested to take other participant selection criteria: 1. Their proficiency level of mother tongue AL (L1) was 'very good', confirmed by "penasehat adat" in Angkola, Padang Sidimpuan; 2. The proficiency level of BI (L2) required for the participant was 'unggul' with the range score 578 to 618 by Test of Bahasa Indonesia Proficiency (UKBI);

3. The proficiency level of English (L3) required for participant was between 503 and 550 by Test of English Proficiency (TOEFL).

3.3 Data Collection Method

In this research, the data were used to evaluate the research were collected by using the instruments including IPDRs, retrospective questionnaire, TAPs (the translation process was recorded and videotaped by using Translog–II and Camtasia Studio 9 that were installed in computer used in this research, then the recordings were transcribed to produce TAPs).

The translation process was conducted in a room that was designed as closely as possible to the workfield of translators. Translog-II and Camtasia Studio 9 were installed in laptop SONY VAIO Core I3. The novice translators were given the time to learn how to use the Translog-II and Camtasia Studio 9 and they could ask questions and made themselves familiar to work with Translog-II program and its features. The mangkobar text was given in Translog-II work sheet that available in the program. Translog-II as the keylogging recorder was used to observe the time spent by the novice translator in order to get the data concerning the distribution of time and distribution of translation tasks over the translation process. Then, the translation process was recorded by using Translog-II and Camtasia Studio 9. All of the novice translators were allowed to use all translation tools as their aids to support them in translation process.

The IPDRs was used to observe and record the translators activities while they were translating the text. The novice translators was given plenty of time until they couldd finish their work. Finishing their work, they were asked to complete the retrospective questionnaire to let them in giving the comment on their work. Triangulation is an attempt to use other means to overcome the problems that arise in the provision of data (Mahsun, 2011, p.236). This reserach used triangulation method to come to the research findings by combining keylogging: Translog-II, Camtasia Studio 9 and retrospective questionnaire.

3.4 Data Analysis

The data collected using TAPs analyzed qualitatively through the following procedures (Lauffer, 2000, p.202). The data were analyzed to find the mental processes while the novice translators were translating the mangkobar text. At this stage, the data were used to explore what happened during the translation process. All of the processes were described, such as pauses, deletion (spelling, word, clause, and sentence deletion), substitution, translation strategy preference, and time spent. Then, the data were analyzed the processes taking place when the novice translators were translating the text. At this stage, the data were used to explore the time distribution used over each of translation phases.

And then, the data also were analyzed to explore the information about the translation task used over each of translation phases. At this stage, the researcher counted the total number of translation tasks during the novice translators translating the text and classify them based on their classification stated by Brian Mossop (2000, p.40), including processing, production, documentation, and revision, technical revision, technical adjustment, production and revision, production and technical revision. Then, the researcher found out how the novice translators distributed translation tasks over each of translation phases.

Triangulation is an attempt to use other means to overcome the problems that arise in the provision of data (Mahsun, 2011, p. 236). The three triangulation techniques used: 1. Triangulation of data sources, 2. Methodological triangulation (data retrieval), and 3. Theory of triangulation.

FINDINGS and DISCUSSIONS

The distribution of time on translation tasks takes an important role in translation process. It shows how the translators manage their time in translating the text. Therefore, the distribution of time by novice translators was analyzed in this research. The analysis involved the total time spent by each of novice translators, the time spent for each of the activities over the three translation phases in translation process, and also the differences of each novice translators in distributing their time in translation process. In this research, the data were obtained from Translog recorded used as the data to analyze the total time spent and the distribution of time spent on translation tasks done by each of novice translators over the three phases of translation and also obtained

from Camtasia Studio recorded used to analyze the activities done by each of novice translators over the three phases of translation in translation process. The novice translators were asked to translate the cultural text from AL to BI and then translate it from BI to EL. In this research, there are two sessions in translating process, therefore the STs were in AL and BI; and the TTs were in BI to EL. The first ST was mangkobar text was composed of 221 words respectively. The second ST was in BI which was the result of their translation in the first session.

Based on the Translog recorded that five novice translators distribute the time over the three phases differently when translated the mangkobar text either in translating from AL to BI and from BI to EL. In terms of time spent, there was the difference between translated the mangkobar text from AL to BI and from BI to EL. In translating the text from BI to EL, four novice translators spent longer time than translating the text from BI to EL. It was displayed in Table 1 below.

No.	Novice Translator	Time Spent in Translation Process (minutes)	
		AL – BI	BI – EL
1.	Novice A	30:15.219	50:34.547
2.	Novice D	17:01.640	14:55.907
3.	Novice F	27:37.218	31:13.344
4.	Novice G	13:51.015	14:17.032
5.	Novice I	20:23.859	27:16.125

Based on the data displayed in Table 1, in translating the mangkobar text from AL to BI, novice A spent 30 minutes 15 seconds, novice D spent 17 minutes 02 seconds, novice F spent 27 minutes 37 seconds, novice G spent 13 minutes 51 seconds, and novice I spent 20 minutes 24 seconds. Meanwhile, in translating the mangkobar text from BI to EL, novice A spent 50 minutes 35 seconds, novice D spent 14 minutes 56 seconds, novice F spent 31 minutes 13 seconds, novice G spent 14 minutes 17 seconds, and novice I spent 27 minutes 16 seconds. It indicates that four novice translators spent longer time in translating the mangkobar text from BI to EL, meanwhile in the contrary one novice translator spent longer time in translating the mangkobar text from AL to BI. In this case, novice D found fewer difficulties when translated from BI to EL in terms of finding the equivalence of cultural terms to be drafted into TT. The findings show that the novice translators distributed the time differently on

translation tasks during the translation process either in translating the mangkobar text from AL to BI or BI to EL.The novice translators also were different in distributing their time over the three phases of translation in translation process. It included pre-drafting phase, drafting phase, and post-drafting phase. Novice translators spent longer time in drafting phase than the other phases of translation either in translating the mangkobar text either from AL to BI or from BI to EL. On the basis of TAPs, it was calculated the time spent on each phases, and it was represented in Figure 1. In addition, in time used for the task, a clear correlation was found between novice with more experience and faster performance of the task. Thus, novice with more experience, was showed by novice D who spent on the average 17 minutes on the first task (from AL into BI), and 15 minutes on the second task (from BI into EL). Experience, as expected, correlates with a shorter time to finish the task. The differences are substantial between novice with more experience and novice with less experience. Novice with more experience (10 years) in translating text and also as a custom practitioner in Angkola culture, therefore he could solve the problems fast, especially related to the cultural terms. In drafting phase, mostly he started to translate at clause level based on the context of the text.

In the first session, in which the ST was in AL, most of the novice translators distributed their time almost equal either in pre-drafting phase or in the drafting phase. Meanwhile, in the second session in which the ST was in BI (the translated text in the session one), most of the novice translators did not do the pre-drafting. However, the novice translators distributed longer time in drafting phase and post- drafting phase in translation process. It could be proved with the help of TAPs and retrospective questionnaire. In the second session, they had time for revisions in the post-drafting. They used it to make sure that they translated grammatically correct, spelling correction, and confirmed the naturalness of the TT. Only novice translator I distributed the time differently, he had no pre-drafting either in translating session 1 and 2, and he took longer time in translating from AL to BI than from BI to EL. If the two graphs are combined, it was summarized in the comparative time distribution for each of phases of translation process in figure 1 below.

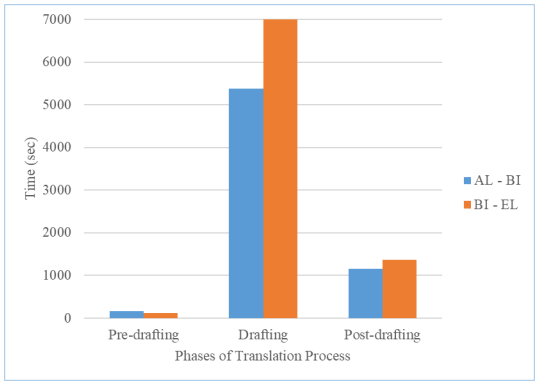

Figure 1: The comparative distribution of time over the phases of translation process

It was found that while translating the text either from AL to BI or BI to EL, the novice translators spent longer time on processing. In other words, they distributed longer time on processing in which it was included one of the translation tasks. These findings indicate that processing took an important role in translation process, the time distribution on processing increased on the second session. It was showed that novice translators had more percentage of time distribution of processing (28%) during translating the text Bahasa Indonesia to English since they needed more time in interpreting the source text (ST), in terms of choosing the most appropriate equivalence into target text (TT). They were not provided with the specific cultural terms in English since English is their second language that totally different in terms of culture. Meanwhile, the percentage of time distribution of processing was 25% from AL to BI. In other words, the novice translators distributed a lot of processing; in this case, they spent longer time in reading the source text (ST) or at least scanning and skimming the source text (ST) in order to get more understanding of the source text (ST). As it was emphasized by Maley (2010) stated that reading is the most readily available form of comprehensible input, especially in places where there is hardly any contact with the target language. Furthermore, understanding the source text (ST) was an important role in translation process since it was impossible to produce a good translation without having knowledge on the source text (ST). However, it does not mean that understanding could only be achieved after reading the source text (ST) in pre-drafting phase as stated by Rosa, 2017. The novice translators also gain their understanding of the source text (ST) while doing the revision. In revision that they did, they also have to read the source text (ST) to be compared to the target text (TT) draft. Understanding would become better since the information that was read already provided in both languages; the source language (SL) and target

language (TL). The novice translators with a predisposition for the pragmatic style were very fast, practical and went straight to the point, without giving importance to details. They were very confident about themselves and their knowledge. That is the reason why they did not invest a lot of time searching for equivalents or simply took the first equivalent they found.

Related to the reading, scanning and skimming activities, it was found that the novice translators also did the documentation. They distributed the documentation mostly in the pre- drafting phase in translation process, meaning that they distributed the time on documentation for searching the information related to the source text (ST) topic in which would help them in the whole translation process. Time spent on documentation was not increased significantly from 8% to 9%. The novice translators did more documentation during translating the text from BI to EL since the novice translators frequent pauses to solve the translation problems in terms of finding the appropriate equivalents to be drafted in the target text (TT) and encoding their understanding of the source text (ST) into the target text (TT) since the source text (ST) contained a lot of terminology related to cultural terms, so they frequent to visited the Google translate. Meanwhile, AL to BI had less time on documentation since they had their pre- existing background of knowledge of the source text (ST) however they used several translation aids such as printed dictionary, Google search, and also interaction with another people to expanding their background of knowledge of the topic in the source text (ST) to be translated in the pre- drafting with a short time. In addition, it also to solve the translation problems that faced in drafting phase. As stated by Khalzanova (2008), documentation is another way of economizing on time; would perhaps it is viewed less time consuming that thinking over various renderings. This research also found the decreasing on the production, production + revision, and production + technical revision while translating the text from BI to EL. It was found that the novice translators relied on their background of knowledge to type the translation draft and they had tendency to follow the language style of the source text (ST). It was different while translating the Mangkobar text from AL to BI, they composed more on the translation draft since they found more difficulty in deciding either to keep the source text (ST) terms in the target text (TT) or to use its almost similar equivalents as some of the words had no the exact equivalent in the target language (TL) and also the naturalness, language style and structure of the target text (TT), in terms of there were many choices of the target text (TT).

It was also found that the time spent on all the tasks related to the revisions (revision, and technical revision) was decreased in percentage from AL-BI to BI– EL. In this case, it was spent a little bit longer of time during translating the Mangkobar text from AL to BI since the novice translators are the native speaker of AL and BI, this was found that they had more background of knowledge of the source language (SL), had more understanding about the structure and style of source language (SL) made them to be quite careful of looking the appropriate diction for the appropriate context of the target text (TT). In line with the context in translation, Melby and Foster (2012) stated that it is impossible to ignore context in translating a text as it is related to the specifications from which the translator works. Surprisingly, the other finding found that the percentage of time distribution on technical adjustments was increased from 3% to 8% (AL–BI and BI–EL) as a result of the tiring condition and higher stress level in translation process. The situation of the first session (AL–BI) and the second session (BI- EL) was quite different. In translating the Mangkobar text from BI to EL, the novice translators were quite stressful since they did a lot of processing (read the source text) and documentation during the drafting phase. As the result, it affected their normal working rhythm in translation process.

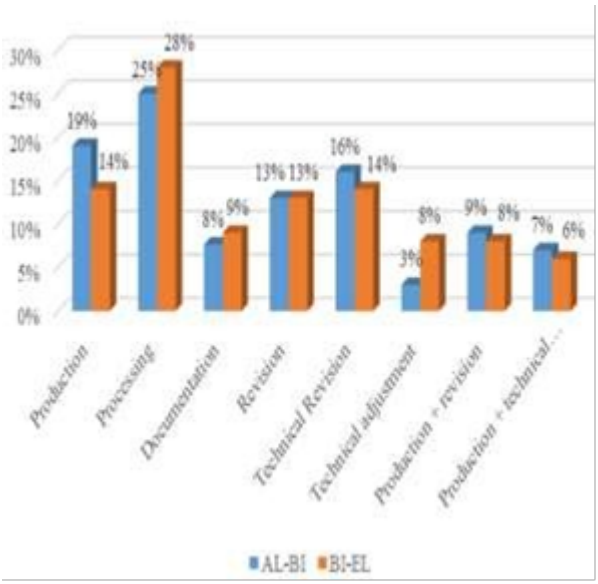

Figure 2: Comparative distribution of time on translation tasks during the translation process

CONCLUSION

Based on the findings, some conclusions can be drawn: first, the novice translators took longer time in translating the Mangkobar text from BI to

EL than translating from AL to BI could be accounted for by the stress and tiring of the novice translators, which led them spend more time to do the translation. The similarity of the two processes done by novice translators are either translating the mangkobar text from AL to BI or BI to EL, both of them distributed the longer time in drafting phase in which they did the translation and simultaneously did the revision. Second, both of them also distributed longer time on processing task in drafting phase in which they took pauses for reading the ST, interpreting the TT that done previously, finding the main topic in the text in order to get the more understanding of the ST. In terms of using translation aids, both of them used them to help the novice translators finish the translation work. Less successful processes, especially those of novices tend to be governed by local decision-making; they are thus linear by nature and proceed problem by problem, word by word or sentence by sentence. This often means a wasteful use of resources, since decision-making effort is not prioritized and strategically invested. Good translators in turn are more prepared to use their background knowledge and their own inferences about text and text type as a basis for their decisions.

This study supports Lehtinen and Palonen"s (2011) notion that the main characteristic which sets experts apart from novices is their ability to focus on and to choose the essential information. They also state that formal training can only create a basis on which expertise can be developed, as it takes at least 10.000 hours of methodical practice to become an expert." (p. 27). This may explain the differences between the novice translators in this research, as they had different amounts of work history and some only translated part- time. As it requires thousands of hours to reach the level of expertise, its development takes longer in terms of years if one translates only part-time.

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