

A TRANSLATION OF LANGUAGE VS. LITERATURE IN THE ARAB WORLD

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ABSTRACT

Translation is an activity to translate from the source text (ST) or source language (SL) into target text (TT) or target language (TL). Translation use “equivalent” instead of “meaning” as an important language. The translation process has some of opportunities for the writer to develop his/her ability to understand of meaning in language and grammar and also structure of language study.

Translation process will help us to increase ability of reading and writing in a translating process. Meanwhile, the writer is very interested in translating an English article is entitled Language vs. Literature in the Arab World into Indonesian because many English students have difficulties to translate it correctly based on its rules and principles.

In this paper, the writer would like to translate an English text into Indonesian and find some translation problems and their solution.

Keyword : language, literature, English departments, and Arab world

INTRODUCTION

One function of Indonesian is that, as stae language. It is becoming a formal language in cultural development and utilization and also modern technology. The function can be fulfilled if any kind of information concerning cultural, knowledge, and technology are written in Indonesian. Therefore, translation is important in the process of changing information from Indonesian into English if Indonesian people communicate to foreigners.

Translation is a sign of student’s activity in their language and sign to change information from each country, in this case, Indonesia and English. Translating is important for process of reproduction and important because translating is process of absorbing of information. Translation is an activity to

translate from the Source Text (ST) or Source Language (SL) into the Target Text (TT) or Target Language (TL). In this paper, the source language is English and the Target Language is Indonesia.

As a matter of fact, in most English classes, translation is one of subjects to prepare students for test, especially test on grammar, listening, Speaking and translation itself or anything about English. By means of translation, the student are trained to use their language capability in translating of the text.

In this paper, the writer is very interested in translating an English text into Indonesia. And the writer chooses an English article which is entitled Language vs. Literature in English Departments in the Arab World as an object research.

The Aim of Translation

In this translation research paper, the writer would like to achieve some objectives of the research as follows,

1. To translate an English article which is entitled Language vs. Literature in English Departements in the Arab World into Indonesia
2. To find out the problems in translating an English article which is entitled Language vs. Literature in English Departements in the Arab World into Indonesia.
3. To find out the solutions of the problems in translating an English article which is entitled Language vs. Literature in English Departements in the Arab World into Indonesian.

THEORETICAL FRAMEWORK

A. Definitions of translation

According J. C. Catford (1964) in his book *Linguistics Theory of translation*, translation is defined as the replacement of textual material in one language (Source Language, SL) by equivalent textual material in another language (Target Language, TL). Meanwhile, A. Nida and Charles R. Taber (1969:12) in their book *The theory and Practice of translation*, wrote that the translation consists of producing in the receptor language the closest natural equivalent of source language message, first in term of meaning and secondly in term of style.

Based on definitions above, the writer concludes that their definitions are different. Catford emphasizes in the replacement of textual material in one language by equivalent textual in another language, whereas Eugene A. Nida and Charles R. Taber focus on the receptor language that closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style.

B. Translation process

De Maar (1981:176) in his book *English Passages for translation*, asserts that translation process is divide into three ways:

- 1) Reading and understanding the passage
- 2) Absorbing its entire content and making it our own
- 3) Expressing it in our own idiom with least possible change in meaning or tone

In translating process of the article, the translators are whether to read and to understand the passage, this way is used to know the contents of the passage. And secondly, the translators are absorbing the content into their mind and making it habit. The last ways to translate is expressing the words into sentence with our language.

C. Translation procedures

Bathgate (1981:25), "A survey of translation theory", mentions that there are seven procedures in translating.

1. The period of adjustment

The translator has to get acquainted with the text and to be able to identify the text

type. By the methods of reading for comprehension and retention, the translator will be able to feel and attune his mind to background of the text.

2. Analysis

It needs to split up since too many ideas are jammed into one long sentence with misplaced (salah tempat; not there) comma. At this point, the translator can also decide determine which sentence pattern to replace the long sentence.

3. Comprehension

By the method of increasing understanding and retention, and by splitting up long sentences into shorter unit, the translator can grasp meaning.

4. Appropriate choice of terms

At this phase, the translator has to list the terms that may render problems to him or her.

5. Proof-reading

The translation has to proof-read the translated text, checking whether the terminology is appropriate within the right context. Moreover, the translator has to be careful to detect whether particles and words are missing or not.

6. Discussion. It is optional

A discussion is necessary between the translator and the expert on the subject matter. Also, it is advisable to make committee meeting- with more than participants for the discussion of the subject matter.

7. Requirements of a Good Translation

According to Philips (1953:55), a good translation should meet the four basic requirements of,

1. Making sense: A translation should consider plausibility of the meaning and the structure of the sentences.
2. Conveying the spirit and manner of the original: A translation has to figure out the message of the source language.
3. Having a natural and easy form of expression: A translation should be easily understandable for its readers.
4. Producing a similiar response: A translation can make the readers feel its intended purpose.
5. Kinds of translation

In his seminar paper '*On Linguistic Aspects of Translation*' (Jakobson:1959/2000), makes a very important distinction between three types of written translation. The types are intra lingual translation, inter lingual translation and inter semiotic translation.

1. Intra Lingual Translation – translation within the same language, which can involve rewording or paraphrase;
2. Inter lingual Translation – translation from one language to another, and
3. Inter semiotic Translation – translation of the verbal sign by a non-verbal sign, for example: music or image.

RESULTS OF TRANSLATION

ENGLISH	RESULT
<p>Language vs. Literature In English Departements in the Arab World</p> <p>Even though a large number of universities and colleges teach English and have attracted student from all over the Arab World, The attitude towards acknowledging the “English” tradition and very concept of its role and purposes are changing drastically. At present, there is a heated debate about issue in general: Are Arab students actually interested in leaning language or literature? And how much literature (whether british or American) should be included in the curriculums? Further questions arise such as: what literature is appropriate, poetry or prose, modern or non-modern? Do we teach its history and cultural background, or do we simply teach the text itself (the words on the page)? Do we need to focus on the text as language or go beyond the text? Attemps to answer these questions generate great amounts of controversy.</p> <p>On top of these unavoidably controversial questions are yet a more complex, challenging, and subtle question: Are many of the cultural and social values embodied in the English literary tradition alien and opposed to the moral values held by muslim Arab students? Or, in clearer terms, what kind of relationship is there betwee non-native literatures and thye Arab student’ moral character? The question will in turn lead to cluster of other thematically related questions such as: Is it not rather risky to teach Arab students literature that process a</p>	<p>Pertentangan bahasa dan sastra di Fakultas Sastra di Jazirah Arab</p> <p>Walaupun sejumlah besar unversitas dan perguruan tinggi mengajarkan Bahasa Inggris dan telah menarik mahasiswa dari seluruh penjuru dunia Arab, pengakuan sikap terhadap tradisi “Bahasa Inggris” dan konsep peranan dan tujuannya berubah secara drastis. Pada saat ini, terdapat sebuah perdebatan sengit mengenai permasalahan tersebut secara umum. Apakah Mahasiswa Arab sebenarnya tertarik dalam mempelajari bahasa atau sastra? Dan seberapa banyak sastra (Baik dari Inggris maupun Amerika) harus dimasuki dalam kurikulum? Pertanyaan yang lebih jauh muncul seperti: Apa jenis sastra yang cocok, puisi atau prosa, modern atau non modern? Apakah kita harus mengajarkan sejarah dan latar belakang sejarahnya, atau apakah kita hanya mengajarkan naskahnya itu sendiri (kata-kata di halaman tertulis)? Apakah kita harus fokus pada naskah sebagai bahasa yang ada atau mengabaikan naskahnya? Usaha untuk menjawab pertanyaan ini menyebabkan banyak kontroversi.</p> <p>Kemudian diatas pertanyaan yang kontroversial ini adalah sebuah pertanyaan yang lebih kompleks, menantang dan sulit dimengerti: Apakah banyak nilai-nilai sosial dan budaya yang menjadi bagian dari tradisi asing Sastra Inggris dan bertentangan dengan nilai-nilai moral yang dipegang mahasiswa muslim Arab? Atau dalam istilah yang lebih jelas, jenis hubungan apakah yang terdapat diantara sastra</p>

major moral, cultural, and social problem for English departments? What advantages are there in teaching a foreign literature? What moral effect (or effects) does a foreign literary text have on our students?

In answering these, together with other intellectually demanding questions of basically the same nature, some scholars in the Arab academy argue that when we introduce western literature into English programs, we are, in effect, introducing a culturally superior, if somewhat threatening, **subject that represents a world more powerful, more dominating, more compelling than our own.** And in this particular context, the English literary tradition is viewed by many people as belonging to a culture which has, in reality, colonized or dominated ours for substantially prolonged periods of time. Others think the idea of teaching English literature is not an attempt towards a better understanding of the culture which it embodies, but, rather, towards spreading racist, reductionist, prejudiced, and hostile views that sharply with the cultural and ethical codes of the students. In these circles, literature is viewed with suspicion as a subject culturally and socially unfit for the Arab university.

yang non-asli dari Inggris atau Amerika dengan sifat moral dari mahasiswa Arab? Pertanyaan itu pada gilirannya akan mengarah pada sejumlah pertanyaan yang sama lainnya secara tematis berhubungan seperti: Apakah tidak lebih berisiko untuk mengajarkan sastra yang menyajikan masalah moral, budaya dan sosial terutama untuk jurusan Sastra Inggris pada Mahasiswa Arab? Apa manfaat yang ada dalam mengajarkan sastra asing? Apa dampak moral (atau dampak lainnya) yang timbul dalam naskah sastra asing terhadap Mahasiswa Arab?

Dalam menjawab pertanyaan ini, Serta pertanyaan lainnya yang membutuhkan perhatian secara cerdas lainnya yang pada dasarnya sama jenisnya, banyak peneliti perguruan tinggi di Arab menyatakan bahwa ketika kita memperkenalkan sastra barat di program studi Bahasa Inggris, berakibat memperkenalkan sesuatu yang lebih tinggi kedudukannya secara budaya, yang menandakan, Sesuatu yang mewakili sebuah dunia yang lebih kuat, dominan dan memaksa di dibandingkan dengan kedudukan bahasa kita. Dan pada konteks khusus ini, tradisi Sastra Inggris yang diamati oleh banyak orang menjadi bagian dari sebuah budaya yang telah menjajah dan menguasai diri kita secara periode waktu yang cukup lama secara mendasar. Pemikiran-pemikiran lainnya menganggap gagasan pengajaran Sastra Inggris bukanlah suatu usaha pemahaman yang lebih baik atas budaya yang termaktub didalamnya. Tetapi, lebih tepatnya, penyebaran sikap rasis, penurunan nilai, prasangka dan pandangan tak bersahabat yang menimbulkan konflik secara

	tajam dengan budaya dan etika yang dimiliki mahasiswa. Dalam lingkaran ini Sastra di pandang dengan sikap curiga sebagai suatu hal yang tidak sesuai untuk Universitas Arab secara budaya dan sosial.
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Summary

The entry of language and literature into the Department of English Literature at Universities in the Arab world has become a controversy for the educational curriculum in the faculty of literature at universities in the Arab world; this is because foreign literature is considered incompatible with social and cultural values for students. Majoring in English Literature at universities in the Arab world.

However, after conducting a sub-study of 118 Arab students, especially those in literature classes, it was revealed that they agreed that language and literature were included in the learning curriculum in the English literature department. Many students in Arabic high schools claim that when western literature is introduced in English courses, Arabic students are actually, introducing something of a higher cultural standing, which signifies, something that represents a world that is more powerful, dominant than Arabic. And in this particular context, the tradition of English literature that is observed by many people becomes part of a culture that has colonized and dominated us for a fundamentally long period of time.

Discussion

Problems in translating English article which is entitled language vs. Literature in English departments in the Arab world and their solutions.

In this paper, the writer explains the problem in translating of an English article which is entitled Language vs. Literature in English departments in the Arab world into Indonesian. Based on the translation results, the writer analyzes some problems which have a connection with the translation of English text into Indonesian, they are:

1. Marker of singularity different

In English, there are some markers of singularity which are put in the verb or noun. This marker is signed by the using of “-s or -es” in the final verb on noun words.

2. The similarity between source language and target language

The writer analyzes that there is similarity between the source language and target language in the compound sentence, especially in the translation of English coordinating conjunctions into Indonesian.

3. Translation error

In translating from one language to another language, not word by word is used, but depends on sentence contexts.

CONCLUSION AND SUGESTION

A. Conclusion

According to the result of the study above, the writer can draw some conclusions that in translating English article which is entitled Language vs. Literature in English departments in the Arab world into Indonesian, there is a difference and a similarity in the source language and the target language. The difference is in the marker of singularity. Meanwhile, the similarity is in the translation of English compound sentence, especially the coordinating conjunctions as the main aspect to arrange a compound sentence, which has the same meanings and also functions in both source and target language.

B. Suggestion

In translating, we should have a lot of vocabularies and language skills, so that we can translate more easily. Language is a major component in linguistics activities. I think translation subject is a difficult thing if we do not have language skills. This, before translating we should have ability to read, write, and have a lot of vocabularies for translating. When we found the difficult words in translation, such as, idiomatic words, we open the dictionary. The practice to translate will give us new knowledge about language and will add our mind of vocabulary.

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