ASSESSING WEBSITE TRANSLATION QUALITY

Dyah Raina Purwaningsih, S.S., M.Hum.
English Study Program, Faculty of Humanities
Jenderal Soedirman University

dyahrainapurwaningsih@yahoo.com

Abstrak

Produk penerjemahan sekarang ini dapat ditemukan tidak saja dalam bentuk tertulis ataupun cetak, namun juga dalam bentuk laman website, dan terjemahan website sekarang ini populer di dunia industry dengan sebutan pelokalan. Penggunaan internet yang semakin mengglobal mendorong pengelola website di seluruh dunia terus mengupayakan kemudahan bagi para pengguna situs untuk mengakses informasi dengan cara menyediakan laman versi terjemahannya. Sebagai salah satu disiplin ilmu yang baru, penerjemahan sekarang ini mulai berkembang yang disebabkan antaralain oleh semakin banyaknya ilmuwan yang mengadakan penelitian di berbagai aspek. Seiring dengan perkembangannya, banyak mahasiswa tingkat sarjana tertarik pula untuk menlakukan penelitian penerjemahan yang terfokus terutama pada teknik penerjemahan dan penilaian kualitas terjemahan yang mencakup aspek keakuratan, keberterimaan, dan keterbacaan. Makalah ini bertujuan untuk membahas dimensi-dimensi penilaian kualitas terjemahan yang didasarkan pada Model Penerjemahan DInamis (DTM) yang meliputi dimensi pragmatik, semantik, stilistik, dan semiotic sebagaimana diutarakan oleh Bolanos dalam HAriyanto (2015). Dimensi-dimansi tersebut digunakan sebagai satu set parameter untuk menilai kesepadanan teks sasaran (TT), yang berkaitan dengan aspek keberterimaan terjemahan tersebut oleh pembaca sasaran.

Kata Kunci: penerjemahan, pelokalan, penerjemahan website, penilaian kualitas terjemahan, penerjemahan dinamis

Abstract

Translation products now can be found not only in written or printed versions, but also in forms of website pages and website translation is popular in global industry as localization. The global use of the internet encourages websites all over the world to give an easy access to the website visitors by providing them with the translated versions of the sites. As one of new disciplines, translation now begins to develop as many scholars conduct research on it in various aspects. Along with the development, many undergraduate students are also interested in conducting research on translation focusing mainly on translation techniques and translation quality assessment which covers accuracy, acceptability, and readability.

This paper is aimed at cutting open dimensions of website translation quality assessment which is based on dynamic translation model (DTM) namely pragmatic, semantic, stylistic, and semiotic dimensions proposed by Bolanos in Hariyanto (2015). Those dimensions are used as a set of parameters to assess the equivalence of the target text (TT), which is related to the acceptability of the translation for the target readers.

Keywords: translation, localization, website translation, translation quality assessment, dynamic translation

1. Introduction

The fact that translation research is now quite popular among undergraduate students encourages the writer to write a paper on translation studies. This paper is aimed at introducing a quite new aspect of translation to be analyzed; assessing website translation quality using different parameters and questionnaire sheet. In this paper, the writer wants to offer new objects of translation studies to avoid boredom and monotony in choosing the research objects and questions.

This paper introduces a new aspect in translation studies namely website translation or localization as a research object because nowadays website translation is growing fast together with the globalization era. This fact opens chances for academicians to conduct research on it. Website translation has more specific characteristics compared to other translation products; therefore, there are also more specific parameters to assess the quality. In general translation research, the main focus is on the translation quality assessment covering three parameters which include accuracy, acceptability, and readability. Meanwhile, in website translation quality assessment the goal of the translation is specified on the more practical point of view which is focused on the acceptability. The assessment kit used to assess the translation is also designed in a more specific way to enable the researchers conducting the research.

2. Translation and Localization
Translation

Translation in general and broad point of view is defined as a process of transferring message from a source language (SL) to the target language (TL) by

considering both linguistic and cultural aspects. More specifically, departing from different contexts and interests, some scholars develop the concept of translation into more various senses. Wills (in Hariyanto, 2015:19) states that translation is a transfer process which aims at the transformation of a written source text (ST) into an optimally equivalent target text (TT), and which requires the syntactic, the semantic, and the pragmatic understanding and analytical processing of the source text. Here the TT is said to reach the maximum level of equivalence to meet the concept of translation. The term equivalence itself refers to the equivalence in term of language structure (syntactic equivalence), the equivalence in term of meaning (semantic equivalence), and the equivalence in term of meaning beyond the language (pragmatic equivalence). When we talk about equivalence, we can refer to Baker's statement in her *In Other Words* (1992:5-6) saying that equivalence can always be obtained to some extent, yet it is influenced by a variety of linguistic and cultural factors and it is therefore always relative. It means that translation product is closely related to the target readers' cultural background; whether the translation is acceptable in the culture where the target readers come from or not.

Translation, along with the globalization era, is also developing on its own, as an industrial product in the economic field or as an academic product. As an industrial product, translation varies in several forms; translation of books and other printed documents, audiovisual translation, dubbing, etc. Lately, website translation is very popular along with the massive use of the internet. People all around the world speak different language, so they need access toward the texts they read in the internet and therefore the translation activity is developing very rapidly.

Localization

The term 'localization' is said to be a new term in translation studies, and it refers to translation activity done in professional field rather than in academic field; more specifically, localization is done when a translation deals with computer or online media software. Quoted by Gil and Pym (2006:13) from LISA (the Localization Industry Standards Association), localization involves taking a product and making it linguistically and culturally appropriate to the target locale (country/region and language) where it will be used and sold. (cit. Esselink 2000: 3)

The word "localization" is associated with "locale", a term to define a specific target market. Locales are often smaller than countries or languages. For instant, to make Indonesian readers who might come from different regions understand the software terms they read, the terms need to be localized into Indonesian local terms.

According to Hoft (1995, in Hientaniemi, 2006 cited by Hariyanto, 2015), there are two kinds of localization namely general localization and radical localization. General localization accommodates superficial cultural differences like language, currency format, date and time formats. In this type of localization, there are only minor modifications in the target language. On the other hand, radical localization incorporates cultural differences that affect the way users think, feel, and act, above and beyond superficial differences. For example, it may address culturally specific examples. The adoption of radical or general localization depends on how deep or superficial the visual designs and the content of the website are embedded in the source and target cultures.

3. Website Translation Process

Generally, website translation process is the same as other functional translation process where the text is intended to carryout practical functions. Nord (in Hariyanto, 2015) proposes the translation process which starts from the interpretation of translation brief, and then it goes to the analysis of ST, planning the translation strategy and finally producing the TT. After TT is produced, a quality control is done. The process is shown in the following figure:
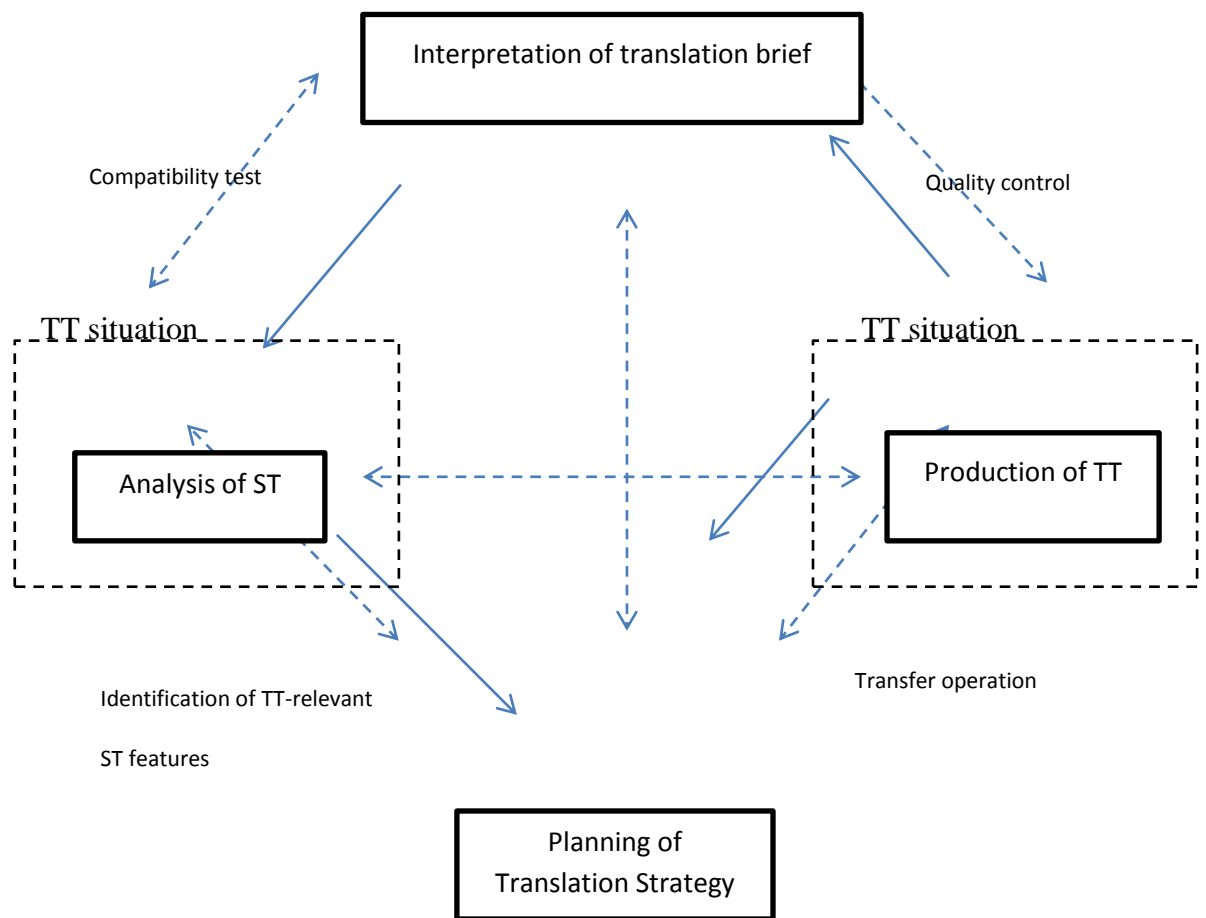
To start with, the translator has to prepare the activity by following the instruction brief given by the client who includes the description of the text, the target audience or target readers, the glossary provided, and the due date. After the preparation is done, the translator moves on to the main translation step; the translator starts translating the text and applies the translation strategies which are suitable for the sentences. Here, the translator use the glossary provided and decides the terms that s/he thinks suitable for the ST. In this phase, the translator applies what so called transferring process in the general translation process. The last step is quality control, it includes the checking of equivalence and technical quality of the TT. In this step, the translator has to check the use of tags and formatting including the appropriateness of the terms, sentence structure, spelling, etc. The checking process is done by reading the TT quickly. From the process, we can see that basically, general translation process and website translation process have something in common; both of them are target reader oriented.

4. Website Translation Quality Assessment in Translation Studies

Compared to translation quality assessment (TQA) kit in the industry which emphasizes on practicality, TQA kit in translation studies is the theoretical basis. As website translation is one of functional translation types, the goal is emphasized on the equivalence of the TT which concerns more on the acceptability of the TT. Based on Dynamic Translation Model, the quality of the translation can be assessed within four dimensions in view of TL norms. Those dimensions are described as follows:

a. Pragmatic dimensions; the ST's original intention remains in the TT.

b. Semantic dimensions; the content of TT should be the same as that of ST or may vary if the target translational norms (linguistic and cultural) requires modification to maintain the ST intention.

c. Stylistic dimensions; stylistic devices will vary as they are bound to TT and language typology.

d. Semiotic dimensions; non-verbal elements that appear.

The result of the assessment is stated in the following labels:

a. Totally acceptable; the TT shows optimal equivalence in the four dimensions. However, a totally acceptable translation also occurs if there is a change in TT as compared to ST, where the change is in line with TL norms and can be accepted by the translation brief.

b. Fairly acceptable; the TT shows equivalence, but it still can be improved. It is achieved if there is a change in TT as compared to ST, it is in line with TL norms.

c. Unacceptable; the TT mostly does not show the existence of equivalence between ST and TT. It is achieved if there is no change in TT and it results in the failure of the text to achieve its intended function in the TL whether it is in line with TL norms or not. However, a TT is also unacceptable if there is any change in TT and it results in the failure of the text to achieve its intended function in the TL.

To make it clearer, look at the table of the assessment kit attached below:

Table 1. Pragmatic dimension assessment kit

No	Guide Questions	Assessment Tips

1	- Is the intention of the text equivalent?	A writer has intention when she/he writes a text. Intention means the purpose to be achieved with the writing of the text. The words to state the intention usually include: to appeal, to inform, to explain, to invite, to ask, to convince, to persuade, etc.
		Tips:
		  1. Read the whole ST and TT and understand the intention to be achieved with the text.
		  2. Compare them. Are they the same?
		  3. If different, is the difference justifiable?

2	- Do the ST and TT have the same textual illocutionary indicators (TII)?
	- Do the TIIs existing in TT correspond to TL norms?
		Illocutionary act (speech act) is an act carried out by a speaker in producing an expression, e.g. promising.
		Textual illocutionary acts here also equal to performative acts. Performative acts are acts that are conducted with an utterance or writing of a sentence.
		  a. An explicit performative sentence is a sentence that contains explicit declaration of what (act) the writer/speaker is performing, e.g. we promise that the product is the best.
		  b. An implicit performative sentence is a sentence that does not contain the declaration of what (act) the writer/speaker is performing with the sentence, e.g. Take this medicine and you will be fine.
		Translation of any sentence should normally in line with TL norms. Norms refer to the grammar of the TL and convention refers to the usual use of the TL society. The indicators can be explicit words stating the act or implicit ones.

No	Guide Questions	Assessment Tips
		Tips:
		1. Identify whether there are explicit and/or implicit performative acts in ST and TT.
		2. Compare whether they are the same.
		3. Does the way to convey it corresponds to TL norms or conventions?
3	- Is there any upgrading or downgrading of impact? Is it justifiable?	Downgrading of impact means weakening the impact in TT. Upgrading of impact means making the impact of TT stronger. The upgrading or downgrading the impact can be done by changing the modality markers. Modality markers are modal verbs (e.g. must, should), modal particles (too, so), or adverbs (e.g. maybe) that mark the modalities, i.e. *possible, not possible, actual, not actual, necessary, not necessary,* etc. that is used to show the speaker/writer mood or attitude. Tips: 1. Compare the speech acts and modality markers in ST and TT and see whether they are different. 2. Identify whether there are upgrading and/or downgrading of impact. 3. If either one happens, is it justifiable?

Table 2. Semantic dimension assessment kit

No	Guide Questions	Assessment Tips
1	- Is the semantic network of TT the same as that of ST? is it justifiable?	Semantic network refers to the relation between words within the text. Semantic network can be drawn—it is then like a mind map. They should be the same in ST and TT. Tips:

		1. Imagine or draw the semantic networksof the ST and TT and compare them. 2. Are they ythe same? 3. If different, is it justifiable?
2	- Is the focalization in the TT the same as that of ST? is it justifiable?	Focalization refers to the perspective of telling the story. it refers to the change of 'normal' sentence structure or word orders. The change in this order shows the change in perspective in the textualizing the ideas. Tips: 1. Compare the structure of ST and TT sentences and see whether there are any differences. 2. If they are different, is the sentence structure in TT in line with the TL norms? 3. Is it justifiable?
3	- Is there any change of meaning (referent) in TT as compared to ST? is it justifiable?	Referent is something which a word refers to, including 'objects', 'reality' or 'action'. For example, *lamb* has different referent if compared to *seal.* Tips: 1. Compare the supposed to be equivalent referents in ST and TT. 2. See whether any referent in TT is changed (modified, broadened, or narrowed). 3. If changed, is it justifiable?
4	- Is there any omission of information in TT as compared to ST? - Does it happen	An ST referent may be presented in TT as a different entity ('object', 'quality', or 'action') without any clear reason. Tips: 1. Compare the information in ST and TT. Is any referent is omitted from TT?

		systematically?	2. Does it happen systematically?
5	-	Is there any addition of information in TT as compared to ST? - Does it happen systematically?	An ST referent may be presented in TT as a different entity ('object', 'quality', or 'action') without any clear reason. 1. Compare the information in ST and TT. See whether any referent is added to TT. 2. Does it happen systematically?
6	-	Are there any lexical semantic discrepancies TT as compared to ST? - Does it happen systematically?	There are cases in which TT words have different semantic coverage from the original, e.g. more general or specific terms. Tips: 1. Compare the words in ST and TT. 2. See whether there are general terms translated into specific terms or vice versa. 3. Does it happen systematically?
7	-	Are there any changes of connectors in TT as compared to ST? is it justifiable?	Connectors are words that contribute to the development of the text, for example to clarify, to summarize, to add ideas, etc. the examples include *in other word, so, then*, etc. Tips: 1. Compare the connectors in ST and TT. 2. Is any connector changed in TT? 3. See whether the semantic relationship expressed by the connectors is changed or not. 4. If changed, is it justifiable?

Table 3. Stylistic dimension assessment kit

No	Guide Question	Assessment Tips
1	- Does fictionalizing	Fictionalizing refers to the use of more colorful language.

		stylistic shift occur? - If so, is it justifiable?	Tips: 1. Compare the ST and TT. 2. See whether the language used is more or less colorful. 3. Is it justifiable?
2	-	Is the idiomatic expression recreated in TT or calqued in TT? Does it have similar illocutionary force?	Naturally, an idiom in ST is substituted with another idiom in TT. Calque is a translation procedure by which a translator translates the idiom literally, element by element into the TL. Tips: 1. See whether the idiomatic expression is translated into idiomatic expression in the TT or translated element by element from ST. 2. Does it have similar illocutionary force?
3	- -	Is the figure of speech recreated in TT or calqued in TT? Can the TT achieve the same cognitive and aesthetic purposes as the ST?	Figure of speech may be translated with more or less equivalent in TT. Tips: 1. See whether the figure of speech is replaced with another figure of speech in the TT or translated directly from ST. 2. Can the translation achieve the same cognitive and aesthetic purpose as the ST?
4	- -	Is the specific language variety maintained in TT? If not, is it justifiable?	Language variety here refers to specialized vocabulary and syntactic structure. For example, scientific text will have specialized terms and simple syntactic structure. Tips: 1. See whether the same syntactic structure and vocabulary types are also used in TT. 2. Is it justifiable?

| 5 | - Is there any change of punctuation?
 - If yes, is it justifiable? | Separation and fusion of sentences are generally okay.
 Tips:
 1. Compare the punctuation in the ST and in the TT.
 2. See whether there is a change in the punctuation.
 3. If there are changes, are the changes in line with punctuation norms of TL?
 4. If yes, is it justifiable? |

Table 4. Semiotic dimension assessment kit

No	Guide Questions	Assessment Tips
1	- Is there any change in non-verbal elements (color, illustration, pictures, etc.) of the TT as compared to that of ST? - If so, is it justifiable?	Tips: 1. Compare ST and TT. 2. See whether there is any change in non-verbal elements, such as picture, color, video or audio elements. 3. Do the changing and the keeping of these elements help re-expressing the ST intention? 4. Is it justifiable and acceptable by the target culture?

The next instrument to use in assessing website translation quality is the questionnaire consisting of questions addressed to the website visitors. The questionnaire is delivered to assess the readability of the translation. The questions are delivered to get information whether the message is well-conveyed, whether the visitors feel attracted, whether the sentence structure is natural, and whether the visitors understand the content of the page easily or not. Below are the example of

questionnaire items and the scoring system taken from Hariyanto (2015). This set is designed to assess a web page that offers ideas on how to spend time in a new city.

QUESTIONNAIRE

1. After reading the web page, do you get the information about interesting ideas or activities to do in a new city you are going to visit?

   A. Yes, absolutely   B. Yes, but a bit clear   C. No

   Scoring Scheme:

   Answer: A, score 2, reason: TT achieves the intended function in TT optimally.

   Answer: B, score: 1, reason: TT may achieve the intended function in TT.

   Answer: C, score: 0, reason: TT does not achieve the intended function in TT.

2. Are you interested in the ideas offered by the web page?

   A. Yes, absolutely   B. Maybe   C. No

   Scoring scheme:

   Answer: A, score 2, reason: TT achieves the intended function in TT optimally.

   Answer: B, score: 1, reason: TT still achieves the intended function in TT, because according to marketing, the audience's decision to act in relation to promotion does not have to be taken right away,

   Answer: C, score: 0, reason: TT does not achieve the intended function in TT.

3. As you feel it, how is the distance between the writer and you, as the reader?

   A. Close/friendly   B. Quite formal   C. Distant/ formal

   Scoring scheme:

   Basically, the answer depends on the writer-reader distance created in ST and the purpose of the website translation. For example the distance should be at least quite formal and friendly. Score A should be equal to the distance in the ST. The three alternatives above are only examples.

   Answer : A, score 2, reason: TT creates the distance between the writer and the readers that support the achievement of the intended function in TT optimally.

Answer: B, score: 1, reason: TT creates the distance between the writer and the readers that may support the achievement of the intended function in TT optimally.

Answer: C, score: 0, reason: TT does not create the intended distance between the writer and the readers.

4. Do you think the words used are suitable to deliver the information and/or message in the web page

A. Yes, absolutely   B. Not very suitable   C. No

Scoring scheme:

Answer : A, score 2, reason: TT has a suitable choice of words.

Answer: B, score: 1, reason: TT has somewhat a suitable choice of words.

Answer: C, score: 0, reason: TT does not have a suitable choice of words.

5. Do you think the sentences flow smoothly?

A. Yes, absolutely   B. Quite smoothly   C. No

Scoring scheme:

Answer : A, score 2, reason: TT is written in natural TL style.

Answer: B, score: 1, reason: TT is written in somewhat natural TL style.

Answer: C, score: 0, reason: TT is not written in natural TL style.

6. Can you easily understand the information and/ or the message?

A. Yes, absolutely   B. Quite easily   C. No

Scoring scheme:

Answer : A, score 2, reason: TT has high readability.

Answer: B, score: 1, reason: TT has somewhat high readability.

Answer: C, score: 0, reason: TT has low readability.

How to get the final score

The average score of assessment sheet is: 1.8 and the average score of the questionnaire is 1.4. Therefore the general score is (1.8+1.4)/2=1.6. The interpretation is as follows:

The quality of the translation based on the comparison of ST and TT in light of TL norms is totally acceptable because the score 1.8 can be rounded up to 2. The quality of the translation based on the readers is fairly acceptable as the score of 1.4 is

rounded down to 1. In general the quality of the translation is totally acceptable as the final score of 1.6 is rounded up to 2.

5. Concluding Remarks

Translation research is now developing fast, and it enables researchers to find more research objects to explore. One of them is the research on functional translation like website translation which is also growing fast in this globalization era. In addition to general TQA proposed by some scholars, there is another TQA dimensions in assessing other forms of translation such as website translation. TQA questionnaire can also be modified based on its function and the respondents.

References

Baker, Mona. 1992. *In Other Words: A Course Book on Translation,* London and New York: Routledge.

Gil, Jose Ramon Biau. 2006. *Translation Technology and Its Teaching, Tarragona: Intercultural Studies Group.*

Hariyanto, Sugeng. *Website Translation* , Malang: Penerbit Inspira.

Wills, Wolfram. 1982. *Science of Translation: Problems and Methods.* Tubinger Beitrage zur Linguistik.