EXTENSIVE READING ON ACCURACY, ACCEPTABILITY, AND READABILITY IN TRANSLATION STUDY

Tatik Irawati

STKIP PGRI Jombang

tatik.stkipjb@gmail.com

Abstract

The purpose of this study was to determine the effect of extensive reading on the ability to translate scientific and non-scientific articles. Translation techniques that often appear a literal translation, adaptation, discursive creation, borrowing, generalization, and calque. Whereas translation methods use a free translation, adaptation, faithful translation, word for word translation. The research method used experimental quantitative with subject 35 in class A and B. The extensive reading value of 25% had the highest score between 81-92, then 45% had average reading ability between 66-80 and 30% low or level the reading is not good with a value of 0-65. Significant between the two is 80% indicating the level of quality of translation results is good if the ER is high.

Keywords: *Extensive Reading, Translation, Quality of Translation*

INTRODUCTION

Extensive reading is an activity in which readers should be given the text that is in accordance with their language skills. Text that is too difficult for the reader will cause them to well on the meaning of the contents of the text so that the information that should be captured cannot be absorbed in all. Therefore, in reading extensively, readers should be chosen to read multilevel material according to their language skills. ER is an alternative approach that offers new ways of teaching the ability to read English texts. These new ways are considered to be able to complement, not replace, the Intensive Reading approach, which has been proven to be less effective in forming learners who want and are able to read in large numbers. According to Day & Bamford (1998), the conditions of reading classes can be summarized in three circumstances. First, "*Students have no willingness to read, or if they read they do it slowly and without enthusiasm*".(Learners have almost no desire to read,

even if they read, it is done very slowly and is less enthusiastic). Second, "S*tudents come to the class with an uneasy feeling, and they quickly become bored with the reading lessons*". (learners attend reading lessons in an uncomfortable mood, they are anxious, and very quickly get bored with reading classes). Third, *Students only read English written materials if they are asked by their teacher; apart from that, they rarely read English texts*. (learners only read English texts if instructed by their teacher, beyond that they almost never read).

The translation is a type of activity and the purpose is to understand others in certain intentions. Translation can also be analogous to an effective sentence by an author. Effective sentences are (1) sentences that can accurately represent the author's ideas (feelings) and (2) be able to generate the same ideas right in the mind of the reader (listener). The translation is the substitution of textual material in a language (source language) with

equivalent textual material in another language (target language). The *translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL).* (Catford, 1965: 20; House, 2018: 9). In this case, a translator seeks to explain the meaning of the source text to the reader in the target language by finding the appropriate equivalent to be easily understood. So, according to Catford in translation, an interpreter must be able to replace or replace an equivalent text material to TL.

In the process of translation, there are techniques and methods. Translation techniques are the method used to divert messages from the source language (SL) into the target language (TL), according to Molina and Albir (2002) translation techniques have five characteristics (1) translation techniques affect the translation results, (2) techniques classified by comparison in the SL text, (3) Techniques are at the micro level (4) Techniques are not interrelated but based on certain contexts, (5) Techniques are functional. Molina and Albir also explained that there are 18 categories of translation techniques, namely *adaptation, amplification, borrowing, calque, compensation, description, discursive creation, established equivalent, generalization, linguistics amplification, linguistics compression, literal translation, modulation, particularization, reduction, substitution, transposition, and variation.* While the translation method includes *the word-for-word translation, literal translation, faith translation, semantic translation, adaptation, free translation, idiomatic translation, communicative translation* (Newmark, 1988: 45).

The quality of the translation is determined by three aspects, namely the accuracy, acceptability, and readability. Of course, the best is the result of translation with a high level of them. However, with various considerations in practice, it is sometimes difficult to produce a perfect translation. Often translators faced with the choice to be more concerned with an aspect and sacrifice little other aspects. Correctness is related to the equivalence of meaning between SL and TL. The translated message must be conveyed accurately, as well as meaning. Accuracy is the basic principle of translation, so it must be the main focus of the translator. If the accuracy of a translation is very low, it can be questioned whether the results include the translation or not. The intended meaning is not just the form, but the message, idea ideas on the SL conveyed to TL. Matching also does not mean one-on-one correspondence, with word-for-word translation. But more on the whole idea or message (Nababan, 2012).

Why extensive reading has an effect on the results of the translation because with good reading skills the translation results are also good. According to Sakurai (2015) in his research, it was explained that the ability to read a translator greatly influenced the results of the translation, especially in the structure of the language and order of words in the source language and target language. Good translation results tend to be of high readability so that they are acceptable and easy to understand, and vice versa. In some quantitative studies consisting of pre-tests and post-tests the values were clearly visible before treatment and after. Reading and its application to an interpreter affect thinking patterns during the translating process. It was also explained that in EFL the ability

of reading and translation is very related. Including in linguistics research closely related to reading and translation, both of them support each other. In linguistics, a thorough and accurate linguistic analysis is needed, so that someone who is accustomed to speed reading can help analyze it correctly (Pham, Merdhad, Maryam, 2015) and Pouya (2012). From the results of the explanation above, the purpose of this study was to find the extensive reading effect on the quality of the translation which included accuracy, acceptability, and readability.

RESEARCH METHOD

The research method used is quantitative using 125 data. The research subjects were in pre-test 35 in class A and 35 in class B. The post-test consisted of 35 classes A and 35 class B Students in the 5th semester of English Language Education who took the extensive reading course and were taking courses in Translation. Instruments used are tests, questionnaires, and structured interviews. The deductive analysis uses statistics to test the hypothesis.

FINDING AND DISCUSSION

There are two classes in treatment and non-treatment classes, some differences between intensive reading and extensive reading are explained in the following table.

Table 1
Distinguishing Characteristics of Extensive Reading and Intensive Reading

Type of reading	Intensive	Extensive
Class Goal	Read accurately	Read Fluently
Reading purpose	Translate Answer question	Get information Enjoy

Focus	Word-by-word	Meaning
Material	Often difficult Teacher chooses	Easy Student chooses
Amount	Not much	A lot
Speed	Slower	Faster
Method	Must finish Need dictionary	Stop if you don't like it Minimum use of a dictionary

(adopted from Day & Bamford, 1998, 123).

The research subjects were students who had passed extensive reading courses and were taking courses in translation. Values were taken when first entering the pre-test and post-test conducted after treatment. Data in the form of translation of some material depends on student interest. Of the 35 number of class A and B students, there are 40% translating scientific articles, 30% translating novels and some fictitious stories and 30% translating newspapers, magazines and other free reading. Translation objects are chosen by students according to their interests and the background of the books they have read before. The result compared with the extensive reading value of 25% had the highest score between 81-92, then 45% had the average reading ability between 66-80 and 30% low scores or the reading rate was not good with a score of 0-65. The results of the translation quality are divided into three parts, namely accuracy, readability and acceptability explained in the following table. Table for assessment of the translation quality of Nababan, Nuraeni, and Sumardiono (2012).

Table 2
Accuracy

Translation Category	Score	Indicators
Accuracy	3	The meaning of words, terms, phrases,

Translation Category	Score	Indicators
		clauses, sentences or source language texts is accurately transferred to the target language; there is absolutely no distortion of meaning
Less Accurate	2	Most of the meanings of words, terms, phrases, clauses, sentences or source language texts have been accurately transferred to the target language. However, there are still meaningful distortions or translations of double meanings (taxa) or meanings omitted, which disturb the message
Not accurate	1	The meaning of words, terms, phrases, clauses, sentences or source language texts is inaccurately transferred to the target language or omitted (deleted)

Table 3
Acceptability

Translation Category	Score	Indicators
Acceptability	3	Translation feels scientific; technical terms used are commonly used and familiar to readers; phrases, clauses, sentences used are in accordance with Indonesian principles
Less acceptability	2	In general, the translation feels scientific; but there are few problems with the use of technical terms or there is a slight grammatical error
Not acceptability	1	The translation is not natural or feels like a translation work; technical terms used are not commonly used and are not familiar to the reader; phrases, clauses, sentences used are not in accordance with the rules of Indonesian language

Table 4
Readability

Translation Category	Score	Indicators
High Readability Level	3	Words, terms of phrase techniques, clauses, sentences or translated texts can be easily understood by the reader
Medium Readability Level	2	In general, the translation can be understood by the reader, but there are certain parts that must be read more than once to understand the translation
Low Readability Level	1	The translation is difficult for readers to understand

Of all the instruments assessed for the quality of the translation above, researchers used the table design used in the questionnaire to be given to the informants, namely as follows;

Table 5
Assessment of Translation Accuracy

Data Code	Data
	Source Text:
	_____
	Target Text:
	_____
	Accuracy Score
	(circle the number below)
	1 2 3
	Comment
	_____

Table 6
Assessment of Translation Acceptance

Data Code	Data
	Source Text:
	_____
	Target Text:
	_____
	Acceptance Score
	(circle the number below)
	1 2 3
	Comment
	_____

Table 7
Assessment of Translation Readability

Data Code	Data
	Source Text:
	_____
	Target Text:
	_____
	Readability Score
	(circle the number below)
	1 2 3
	Comment
	_____

The results of extensive reading data analysis and translation quality are summarized in the table. 8 of the following:

Table 8
The Results of Extensive Reading Data Analysis and Translation Quality

No Data	Extensive reading score	Translation Technique	Translation Metode	Translation Quality								
				KA			KB			KT		
				3	2	1	3	2	1	3	2	1
1	High	Literal translation	Free translation			√			√			√
2	High	Adaptation	Adaptation			√			√			√
3	Medium	Discursive creation	Faithful translation		√			√				√
4	Low	Discursive creation	The word for word translation	√			√			√		
5	Medium	Borrowing	Free translation		√			√			√	
6	Medium	Literal translation	Free translation		√			√			√	
7	Low	Generalization	The word for word translation	√			√			√		
8	High	Discursive creation	Adaptation		√				√			√
9	Low	Calque	The word for word translation	√			√			√		
10	Medium	Generalization	Adaptation		√			√			√	
Dst	...	...	...	..	..	..	..	..	..	..	..	..

In the table above, it is explained that the extensive reading value consists of high, medium and low, while the types of translation techniques of the 18 types used an only *literal translation, adaptation, discursive creation, borrowing, generalization, and calque.* Whereas translation methods use *free translation, adaptation, faithful translation, word for word translation.* At the highest value of extensive reading using literal translation and the free translation method on average the quality of translation results is high compared to those with a low extensive reading value, although using various translation techniques as well as translation methods still the quality of translation cannot be good.

Translation out of context ie literal translation is often used with high translation quality values. Adaptation technique that is considering cultural values in the source language and target language, is different from discursive creation with the use of equivalent out of context. This is done to attract the attention of prospective readers. Translation techniques are done by borrowing a word or phrase from the source language. Borrowing can be pure (pure borrowing) without adjustments or naturalized loans (naturalized borrowing) with adjustments to spelling or pronunciation. Generalization uses terms that are more general in the target language for more specific source languages. This is done because the target language does not have a specific equivalent. This technique is similar to the acceptance technique (acceptation). Calque is done by translating the source language words or phrases literally. This technique is similar to the acceptance technique (acceptation).

In this study using several translation methods, namely free translation, which is a free translation method, prioritizes SL content rather than its structural form. The method of adaptation is the freest method of translation. That is, the attachment of language and culture to SL is very thin,

almost nonexistent, the attachment is even closer to TL. Cultural elements found in SL are replaced with cultural elements that are closer and closer to the target readers. Translation with the faithful translation method tries to form contextual meanings but still remains tied to the grammatical structure of the SL. This translation tries as closely as possible with SL. This raises a discrepancy with the TL rules, especially the translation of cultural terms so that the translation results often feel stiff. The word for word translation is the Lingual Unit at the word level. One by one the words is translated in sequence, without regard to context. Cultural terms in SL (source language) are literally translated (literal). This method can be applied well if the SL structure is the same as the TL structure or SL text which only contains single words - not constructed into phrases, clauses or sentences - so that they do not interrelate meaning. This method can also be used when dealing with a difficult phrase, namely by doing a word-for-word initial translation, then reconstructed into an appropriate translation of the phrase.
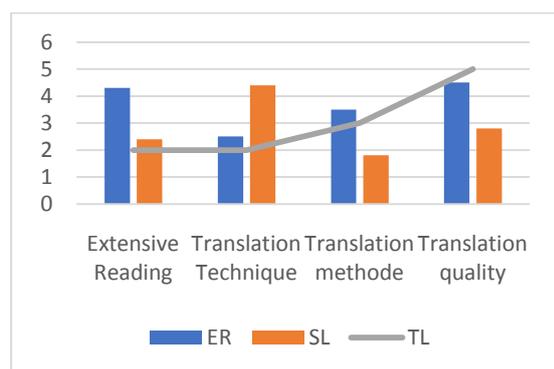

Figure 1. The quality of translation result

CONCLUSION

The results of this study show that extensive reading greatly influences the ability to translate. Because a translator needs techniques and methods during the process of translating. The choice of words

and sentences is very important so that the target language is acceptable and the level of readability is high. The level of significance in this study is at the middle level, which is vulnerable to values between 66-80. The quality of translation is accurate, readability and acceptability are good.

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