



ANNOTATED TRANSLATION OF CURRICULUM TERMINOLOGY IN INDONESIAN ACADEMIC TRANSCRIPT

Maya Rizki Fauzia

maya.rizki.mail@gmail.com

Politeknik Negeri Malang

ARTICLE

ABSTRACT

Keywords:

*annotated,
translation,
terminology,
transcript,
introspective,
retrospective*

Transcript is an official document that comprises a student's academic record. Besides all courses taken, grades received and cumulative GPA, it also consists of specific terms or expressions in the target language. Translating official document requires special attention since the process deals with transferring meaning and finding appropriate terms in Indonesian. This study is based on annotated translation of academic transcript from Indonesian to English. Its objectives are to identify issues the researcher encountered in the process of translating the document from the Source Language (SL) to the Target Language (TL), and provide solutions to the translation problems. The units of analysis were 11 annotations of problems which consisted of 3 words and 8 phrases related to curriculum. The result showed that translation problems occurred due to lacking understanding on meaning of curriculum-related terminology. Semantic and functional translation methods were the strategies employed to obtain a suitable equivalent for the problems. Another strategy was to consult to official documents providing more detailed information on the terminology.

INTRODUCTION

Increasing percentage of student's mobility to foreign countries for further study, internship, or student-exchange program is one of the impacts of internalization of higher education. Participation in these programs requires some documents, for example English translation of academic transcript. To cater to this need, some universities in Indonesia provided document translation services for students. Directorate General of Higher Education Decree Number 08/DIKTI/Kep/2002 stated that diploma and transcript are issued in Indonesian language; however, the documents can be translated into foreign language under certain occasion.

Official translation is a challenging task. Language used in official document is often very different from that of general English. As an addition, such document contains technical vocabulary, long and complex sentences, terminology that may not have equivalence in target language, and concept that does not exist in the language. William and Chestermen (2002)

postulated that legal translation has evolved to a sub-field in its own right, specializing in translation problems and norms of this text type. Therefore, translator of this document should not only be able to translate ideas/ messages from source language to target language, but also adapt to system that works in target language.

Considering complexity in official document translation, universities should assign professional translators to provide accurate English translation for their diploma and transcript. However, this task becomes responsibility of English lecturers (Akhiroh & Fatimah, 2017). It compromises quality of translation, for instance lexical and grammatical errors, inconsistent translation and use of literal translation for specific terms.

Objectives of this study are to find out the difficulties during translation process of academic transcript from Indonesian to English and formulate plausible solutions to those problems. It is expected that the findings provided some insights in translating official document and solutions toward issues in official document translation.

Translation refers to process of transferring ideas from source language to its equivalence in target language. Munday (2001) stated that translation may refer to three different concepts, namely general subject field, process, and product. Discussing definition of translation, experts focus on translation as a process.

Catford (1978) defined translation as “the replacement of textual material in one language by equivalent textual material in another language (TL).” Nida & Taber (1982) perceived translation as a process of reproducing in the receptor language the closest natural equivalent of the source language in terms of meaning, and then style. In other words, in translation, meaning always comes prior to style. Furthermore, according to Wills (1982), translation is a transfer process which aims at the transformation of a written source language text (SLT) into an optimally equivalent target language text (TLT), and which requires the syntactic (style and meaning), the semantic (meaning), and the pragmatics (message or implication of a sentence) understanding and analytical processing.

Larson (1998) explained that “translation comprises of (1) studying lexicon, grammatical structure, communication situation, and cultural context of the SLT, (2) analysing the source language text in order to determine its meaning, and (3) reconstructing meaning using the lexicon and grammatical structure which are appropriate in the receptor language (TL) and its cultural context.” Thus, it can be inferred that translation process involves comprehension of

the source text. It may be achieved through analysis of word meaning, sentence structure, purpose, and tone of source language text.

To facilitate translation process, different experts propose their own ideas on translation methods. Newmark proposed eight translation methods, namely word-for-word translation, literal translation, faithful translation, semantic translation, communicative translation, idiomatic translation, free translation, and adaptation. He considered these methods as a continuum from one end that emphasizes on the source language and to the other emphasizing on the target language.

As an addition, Newmark (1988) also developed some translation techniques, namely cultural equivalent, descriptive equivalent and functional equivalent.

1. Cultural Equivalent

It means replacing a cultural word in source language with its equivalence in target language. Each culture and language have their own words/phrase/expression to refer to the same thing and as the result, translation is not necessary. What translator should do is to find out cultural equivalent in target language, for example *driver's license* into *Surat Izin Mengemudi (SIM)*. Issues may arise when a concept/object does not have cultural equivalent in target language.

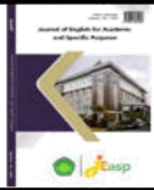
2. Descriptive Equivalent

Descriptive equivalent is translation by providing descriptive explanation about term or expression of which equivalence does not exist in target language. This technique is suitable for technical translation.

3. Functional Equivalent

Functional equivalence is translation by providing explanation on function of an object, instead of its physical characteristics. Similar to the previous method, functional translation works well in technical translation.

Terminology is a vocabulary of a special subject field. It is commonly found in technical and legal texts. Even though one can always consult multilingual and special dictionaries, glossaries and terminological database, translating terminology has its own challenge. Postolea (2016) argued that dictionaries and terminological database are questionable for dealing with terminology for several reasons. The first is multilingual dictionaries and terminological



databases do not cover every possible field of knowledge and activity. Dictionaries and terminological databases do not include every possible term either. In addition, specialized texts often encompass (near) synonym series, paraphrases, definition-like contexts, and vast lexical and terminological network.

Pavel & Nolet (2011) explained that terminology work requires a number of abilities, namely

1. ability to identify the terms that designate the concepts that belong to a subject field,
2. ability to confirm the usage of the terms in pertinent reference documents,
3. ability to describe concepts concisely,
4. ability to distinguish correct usage from improper usage,
5. ability to recommend or to discourage certain usages with a view to facilitating unambiguous communication.

Thelen (2015) proposed three steps in translating terminology as follow:

1. Decode the meaning of a Source Language (SL), retain the meaning as much as possible and encode it in a Target Language (TL),
2. Translate Source Text (ST) terms by standard Target language (TL): equivalent terms,
3. Create terms as a translation solution if no standard equivalents are available,
4. Term registration for future use and reference

Annotated translation of literary work is dominating topic in translation studies. The use of technical and legal texts seems to be less popular. The following is description of previous studies related to topic of this article.

Murici (2016)'s *Issues in Translating Legal Texts* showed that legal translation has played a very important part in the contact between different people and different cultures in history and is playing an even more important role in our globalized world. In addition, legal translation is a complex process that requires special skills, knowledge and experience on the part of translator. Central role of translator is translator is to translate, not to solve legal problems and that he/she should produce a text that preserves its meaning, legal effect and intend.

Azmi (2012)'s study of which title is *Students' Difficulties in English-Indonesian Translation of Specialized Terminologies. The Case of the Fifth Semester Students of the English Department of UNNES in the Academic Year of 2011-2012* revealed that percentage of inaccuracies in translating

specialized terminologies is fairly high. The percentages are 79.85% for terminology in legal text, 75.36% for specialized terminologies in physics text, and 65.75% for that in economic text, 59.6% for terminology in medical text, and 41% for that in electrical engineering text.

In the field of education, Sholihin (2017) conducted *An Annotated Translation of "Techniques and Principles in Language Teaching: Teaching Techniques in English as a Second Language"*. The result revealed twenty-five translation issues, and 17 of which were lexicons.

Utami & Sumani (2014) conducted a study entitled *Word-Level Equivalence of Indonesia-English Translation Abbreviation in the Jakarta Post*. This descriptive qualitative study analyzed abbreviations in the daily newspaper in February, 2012. The findings highlighted seven types of translation used for the abbreviations. They are (1) translation by more general word (super ordinate), (2) translation by a more neutral/ less expressive word, (3) translation using loan and loan word plus explanation, (4) paraphrasing, (5) omission, (6) translation by more specific word, and (7) accurate translation (the closest equivalence).

METHOD

The study was annotated translation or translation with commentary. According to Oxford Dictionary, *annotated* referred to *an activity where someone added a short explanation or opinion to a text or drawing*. In other words, the researcher translated a text, wrote a list of translation issues being encountered, and analyzed them in order to provide plausible solutions toward these issues. William & Chesterman (2002) stated that “annotated translation or translation with commentary is a form of introspective and retrospective research where you your-self translated a text and, at the same time write a commentary on your own translation process.”

Introspective and retrospective methods were implemented in an attempt to solve the translation problems. The source of data for was academic transcript of a private university in Indonesia. Introspective method occurred when the researcher transferred ideas/message from the source language (Indonesian) into the target language (English). Words, phrases and terminologies considered problematic were listed. The researcher then selected eleven terminologies for analysis. Introspective research is "experiential and reflective beings, we all introspect in everyday life to understand our internal states and our interactions with the external world (Xue & Desmet, 2018). Retrospective method took place during data analysis, particularly when the data were analyzed to numerous biases as the results. In retrospective

research, subjects give verbal reports of their own cognitive processes after having performed a given task (Dimitrova & Tiselius, 2014).

The study was conducted based on the following procedures:

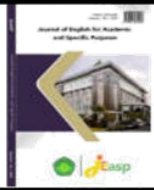
- a. Read the source text thoroughly in order to gain understanding on its content;
- b. Compare the source text with similar texts to identify technical terms and terminology used in English and English-translated academic transcript;
- c. Translate the academic transcript and at the same time, made notations on all difficulties being encountered during translation process;
- d. Analyze them to find the solution of the problems. Textbooks on the translation theories, official documents, bilingual and monolingual dictionaries and websites were the resources used in order to attain plausible solutions to these issues;
- e. Final manuscript.

RESULT & DISCUSSION

The researcher who also acted as translator stumbled upon some difficulties while translating academic transcript from Indonesia to English. The academic transcript consisted of 1,890 words, but this article focused on eleven terminologies related to competency-based curriculum implemented in higher education institutions in Indonesia. Finding suitable equivalence for these terminologies was major obstacle the researcher encountered in the translation process. The analysis result was presented as follow:

Data	Source Language Text	Target Language Text
#1	Predikat Kelulusan	Citation

The researcher was able to understand the meaning of “predikat kelulusan.” The terminology referred to level of academic achievement of an alumnus. The level was determined by his or her cumulative Grade Point Average (GPA). Here, the phrase “predikat kelulusan” was translated into “citation.” Based on *Kamus Besar Bahasa Indonesia* (KBBI),



predikat was level of assessment described in a qualitative manner. On the other hand, *citation* means a formal statement of the achievements of a person receiving an academic honor.

Furthermore, the word “kelulusan” was omitted in the target text since it has been widely understood that academic transcript is issued once a student has completed his or her study (graduation). Translating the word would make the translation result redundant. Therefore, in order to provide an accurate translation which both matched the context and was comprehensible by target readers, the most suitable translation for “predikat kelulusan” was “citation.”

In conclusion, the translation method and procedure employed for this issue were semantic translation, where meaning and context become the emphasis and translation by omission. Viney & Dalbarnet (1965 as cited in Dewi & Wijaya, 2020) explained deletion as translation strategy in which redundant word, phrase, clause or even sentence are removed from a text.

Data	Source Language Text	Target Language Text
#2	Cukup	Satisfactory

In this context, “cukup” is the third highest level of academic citation after *sangat memuaskan* (with honor), *memuaskan* (very satisfactory). It was awarded to an alumna whose cumulative GPA was between 2.75 and 3.00. To coin a suitable terminology for these levels of assessment, the researcher searched through official websites of reputable universities in Indonesia that had international programs. From the websites, the researcher found out terminologies used for this context. They used “satisfactory” for the third level of graduation predicate. Referring to information in those websites, the researcher decided to use “satisfactory” as equivalent of “cukup.”

Data	Source Language Text	Target Language Text
#3	Kurang	Less satisfactory



“Kurang” is the fourth or lowest level of academic citation for graduate whose cumulative GPA is lower than 2.75. Kamus Besar Bahasa Indonesia (KBBI) defined *kurang* as *inadequate* or *not enough*. The researchers decided not to use these as reference to find a suitable translation for the terminology because they had negative connotation. To find an equivalent to “kurang,” the researcher did the same strategy as she did in the previous annotation. However, the researcher could not find any reference for graduation predicate with equal meaning.

College graduation was a milestone that should be rewarded despite how many years an individual spent to complete his or her study or his or her accumulated GPA. Thus, the researcher decided to use a more neutral word for “kurang.” It was translated into “less satisfactory.” Besides having a more neutral impact, “less satisfactory” was also in accordance to the other higher academic citations. Eventually, the terminologies used for academic citation in the academic transcript were *with honor (sangat memuaskan)*, *very satisfactory (memuaskan)*, *satisfactory (cukup)*, and *less satisfactory (kurang)*.

Based on the explanation above, the strategy used to solve the translation issue is using a more neutral word. Baker (2011) explained that when non-equivalence at word-level occurred, an alternative for dealing with the issue is translation by a more neutral/ less expressive word.

Data	Source Language Text	Target Language Text
#4	Mata Kuliah Wajib Umum	General Course

Coming across this terminology, the first strategy the researcher did was to consult related documents to figure out description of Mata Kuliah Wajib Umum. Based on the search, the researcher could not find any description of Mata Kuliah Wajib Umum. The closest terminology was *Mata Kuliah Umum* that referred to *a group of course intended to increase student’s knowledge and develop student’s personality traits*. Religion, Civics and Indonesian belonged to this cluster. In addition, these courses were compulsory. These explanations matched “Mata Kuliah Wajib Umum.”

Equivalent of *umum* in English were *common*, *public* and *general*. In order to select the most suitable translation that target readers can understand, the researcher visited official



websites of several universities in English-speaking countries. From the websites, the terminology used to refer to core or basic college Course that an individual has to take before studying subjects related to his/her major is General Education Course.

Having obtained the definition of “Mata Kuliah Wajib Umum” and the terminology used in English-speaking countries for such Course, “Mata Kuliah Wajib Umum” was translated into “General Course.” The word *wajib* was omitted from the English translation since it has been understood that *Mata Kuliah Umum* is compulsory.

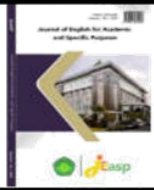
Data	Source Language Text	Target Language Text
#5	Mata Kuliah Wajib Program Studi	Compulsory Course

Based on Indonesian-English dictionary, alternative English translations of *wajib* were *mandatory*, *obligatory*, and *compulsory*. The following step the researcher did was to consult monolingual (English) dictionary in order to identify the discrepancy between the three. Based on Oxford Learner’s Dictionaries, among the three, *compulsory* is more suitable for education context. Some of the examples provided on the dictionary are *compulsory schooling/education* and *English is a compulsory subject*. Therefore, the terminology “Mata Kuliah Wajib Umum” was translated into “Compulsory Course.”

Data	Source Language Text	Target Language Text
#6	Mata Kuliah Pilihan Mahasiswa	Elective Course

“Mata Kuliah Pilihan Mahasiswa” was the terminology that referred to list of Course students were allowed to select from. Even though students were usually required to fulfil particular credit hours for elective Course, they can select classes they were interested in. In other words, “Mata Kuliah Pilihan Mahasiswa” was the opposite of Compulsory Course.

The terminology “Mata Kuliah Pilihan” was translated into “Elective Course.” Having consulted Oxford Learner’s Dictionaries, the adjective *elective* mean (of a course or subject) that a student can choose. As an addition, the researcher decided not to translate the word *mahasiswa* into English because it would make the result redundant. The definition of *elective* had clearly



shown which actor committing the action (enrolling an individual in classes he or she interested in).

Cultural equivalent, according to Newmark (1988), is translation technique in which word or phrase expressing SL culture is replaced with word, phrase, or expression that has similar function or position in TL. This technique is used to solve translation problem #5 and #6. The terminologies “Mata Kuliah Wajib Umum” and “Mata Kuliah Pilihan Mahasiswa” are translated into “General Course” and “Elective Course,” phrases having equivalent meaning in TL.

Data	Source Language Text	Target Language Text
#7	Mata Kuliah Pengembangan Kepribadian	Character Development Course

Article 8 of the 2000 Decree of the Minister of National Education Number 23 on Guidelines for Higher Curriculum Development and Assessment of Student Learning Outcomes stated that core curriculum of bachelor and diploma program is divided into five course clusters; one of which was “Mata Kuliah Pengembangan Kepribadian” or MPK. The researcher was able to understand meaning of each word in the terminology, but was not sure whether or not literal translation was the suitable translation method for the context.

In order to probe more information about “Mata Kuliah Pengembangan Kepribadian,” the researcher consulted to the 2000 Decree of the Minister of National Education Number 23. The document stated that objective of Course under this category is *mengembangkan manusia yang beriman, berbudi pekerti luhur, bertanggung jawab dan berkepribadian mantap* or to create religious, responsible and well-mannered individuals.

Based on the objective of Mata Kuliah Pengembangan Kepribadian (MPK), the researcher concluded that Course under MPK were designed to foster character development. As the result, “Mata Kuliah Pengembangan Kepribadian” was translated into “Character Development Course.”

Data	Source Language Text	Target Language Text
------	----------------------	----------------------

#8 | Mata Kuliah Perilaku Berkarya | Work Behavior Course

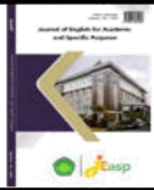
“Mata Kuliah Perilaku Berkarya” or MPB is the second core cluster of the core curriculum of bachelor and diploma program. The researcher encountered similar problem in translating this terminology as she did with “Mata Kuliah Pengembangan Kepribadian.” As a result, the solution taken for this issue was the same that was to consult to official document to obtain some explanation about the course cluster.

Based on the document, “Mata Kuliah Perilaku Berkarya” was the terminology used to refer to Course of which objective is to develop attitude and behaviour that played pivotal role in workplace. The word *berkarya* is a verb which means *to work or to create*, according to KBBI. From this information, the researcher concluded two keywords, namely *work* and *behaviour*. Combined together, *work behaviour* mean *series of actions deemed acceptable in the workplace which comprises for example motivation, professionalism, diligence and engagement*. This definition was in accordance to that of “Mata Kuliah Perilaku Berkarya.” Thus, the terminology “Mata Kuliah Perilaku Berkarya” was translated as “Work Behavior Course”

Data	Source Language Text	Target Language Text
#9	Mata Kuliah Berkehidupan Bermasyarakat	Social Skill Development Course

According to Article 1 of the 2000 Decree of the Minister of National Education Number 23, “Mata Kuliah Berkehidupan Bermasyarakat” or MBB referred to list of Course that students need to understand social regulations. In other words, MBB aims to improve social skills of the students. According to the Oxford Learner’s Dictionaries, *social* means *connected with society the way it organizes*, while *social skill* referred to *any competence facilitating interaction and communication with others where social rules and relations are created, communicated, and changed in verbal and nonverbal ways*. Based on the definitions, a suitable English translation of “Mata Kuliah Berkehidupan Bermasyarakat” was “Social Skill Development Course”

Data | Source Language Text | Target Language Text



#10	Mata Kuliah Keahlian Berkarya	Workplace Skill Development Course
-----	-------------------------------	---------------------------------------

“Mata Kuliah Keahlian Berkarya” or MKB was the fourth course cluster in the core curriculum for the academic degree. In Article 1 of the 2000 Decree of the Minister of National Education Number 23, it was stated that “Mata Kuliah Keahlian Berkarya” referred to course that aimed to create skilled worker based on field of study an individual specialized in. The verb *berkarya* can be translated into *to work*, while *keahlian* into *skill*. In other words, these are *courses that equipped students with abilities to succeed in workplace*. Thus, a suitable translation for “Mata Kuliah Keahlian Berkarya” was “Workplace Skill Development Course”

Data	Source Language Text	Target Language Text
#11	Mata Kuliah Keilmuan dan Keterampilan	Science and Skill Course

The last course cluster was “Mata Kuliah Keilmuan dan Keterampilan” or MKK that referred to list of courses taught to develop theoretical and practical foundation in certain field of study in order to promote mastery of knowledge and skills in the field. According to KBBI, *keilmuan* mean *anything pertaining to knowledge*. It is equivalent to *science*. Furthermore, *keterampilan* was equivalent to *skill*. As the result, the terminology “Mata Kuliah Keilmuan” was translated into “Science and Skill Course.” The translation method used was literal translation.

Functional translation is method where translator gives explanation or description of equivalence that put emphasis on its function (Newmark, 1988). Unlike description translation focusing on characteristics of an object, functional translation puts emphasis on function of an object. This translation method is intended for specific term in a field of study (Dewi & Wijaya, 2020). It is in line with the result of this study where curriculum terminologies were translated based on their objective or significance toward students (function). It can be an alternative in translating words or phrases of which equivalence does not exist in the target language.

CONCLUSION

Terminology is a group of specialized words or meanings relating to a particular field. Bound to specific contexts, terminology is given specific meanings which may deviate from the meanings the same words have in other contexts and in everyday language. Even though many scholars perceived translating specialised terminological units is a straightforward, almost automatic process, which requires nothing more than matching the terms in the source text with their dictionary equivalent in the target language, dealing with terminology may require much more effort and creativity from the translator's part.

The process involved in translating curriculum terminology begins with decode meaning and retaining it as much as possible. Comparing similar document in source and target language, reading some references, including official documents are the strategies helping translator during the process. The second step is to find equivalent terms in target language, which is not an easy task since the terminologies is closely related to the higher education curriculum in Indonesia. Since standard equivalents are not available, the third phase is to create terms as translation solution. Semantic and functional translation is the procedure employed to overcome translation the translation difficulties. Semantic translation emphasizes on meaning, while functional translation is a procedure in which translator explains object/term based on its function. These procedures enable translators to transfer messages from source to target language, and at the same time maintain the form of the translated units.

REFERENCES

- Akhiroh, N.S. & Fatimah, F. (2017). Penerjemahan Dokumen Resmi dan Internasionalisasi Pendidikan Tinggi. *Forum Ilmu Sosial*. 44 (2). pp. 94-106.
- Azmi, I.F. (2012). *Students' Difficulties in English-Indonesian Translation of Specialized Terminologies. The Case of the Fifth Semester Students of the English Department of UNNES in the Academic Year of 2011-2012*. Unpublished Thesis: Universitas Negeri Semarang.
- Baker, M. (2011). *In Other Words: A Coursebook of Translation (2nd Edition)*. London: Routledge.
- Catford, J.C. (1978). *A Linguistic Theory of Translation*. London: Oxford University Press
- Dewi, H.D. & Wijaya H. (2020). *Dasar-Dasar Penerjemahan Umum*. Bandung: Mandu Makmur Tanjung Lestari.



- Dimitrova, B.E & Tiselius. (2014), MonTI Special Issue – Minding Translation. 2014. pp. 177-200. ISSN 1889-4178E.
- Larson, M. (1998). *Meaning-Based Translation: A Guide to Cross-Language Equivalence*. USA: University Press of America.
- Murici, M. (2016). Issues in Translating Legal Texts. *International Journal of English Language and Translation*. 4(3). pp. 69-74. Retrieved from www.eltsjournal.org.
- Munday, J. (2001). *Introducing Translation Studies: Theories and Applications*. London & New York: Routledge
- Newmark, P. (1988). *A Textbook of Translation*. Hertfordshire: Prentice Hall.
- Nida, E.A. & Taber, C.R. (1982). *The Theory and Practice Translation*. London: E.J. Brill
- Pavel, S & Nolet, D. (2001). *Handbook of Terminology*. Adapted into English by Christine Leonhardt. Hull. Québec: Minister of Public Works and Government Services Canada, Translation Bureau.
- Postolena, S. (2016). Translating in a Specialized Context. *Bulletin of the Polytechnic Institute of Iasi*. LXII (LXVI). pp. 51-66. Retrieved from [PDF TRANSLATING IN A SPECIALIZED CONTEXT: CHALLENGES AND RISKS \(researchgate.net\)](https://www.researchgate.net/publication/328111111). on April 25, 2021.
- Pusat Bahasa. (2009). *Kamus Besar Bahasa Indonesia Edisi Keempat*. Jakarta: Balai Pustaka
- Sholihin. (2017). An Annotated Translation of “Techniques and Principles in Language Teaching: Teaching Techniques in English as a Second Language. *Jurnal Pendidikan Bahasa*. 7(2). pp.57-64. ISSN: 2088-0316.
- Thelen, M. (2015). The Interaction between Terminology and Translation Or Where Terminology and Translation Meet. *Trans-kom*. 8(2). pp.347-381. ISSN 1867-4844.
- Utami & Sumani. (2014). Word-Level Equivalence of Indonesia-English Translation Abbreviation in the Jakarta Post. *English Teaching Journal*. 2(2). pp.16-23.
- William, J & Chestermen, A. (2002). *The Map: A Beginner's Guide to Doing Research in Translation Studies*. Manchester: St. Jerome Publishing.
- Xue, H & Desmet, P. (2019). Research Introspection for Experience Driven Design Research. *Design Studies*. 63. pp. 37-64. Retrieved from <https://www.sciencedirect.com/science/article/pii/S0142694X19300158> on April 25, 2021.