

AMPLIFICATION TECHNIQUE ANALYSIS OF *CREATION OF THE UNIVERSE* BOOK AND ITS IMPLICATION IN TEACHING TRANSLATION

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Abstract

Amplification technique in *Creation of Universe* book shows that there are 160 data of amplification. The data are classified into four: 105 data of explicitation (66.5%), 36 data of addition (22.8%), 8 data of paraphrase (5.1%), and 9 data of footnote (5.7%). Amplification technique translation quality of *Creation of Universe* book translated into Indonesian shows that the percentage of accuracy is 90%. It means that the translator used more of these two amplification techniques frequently rather than other techniques. The data shows a phenomenon when the detail information does not appear in the source language, the translator must be sensitive by putting the necessary information in the target language. The implication of amplification technique in teaching translation shows that the amplification techniques used in translation learning were explicitation and addition. After using the help of amplification technique in learning English, conclusions were obtained, including saving time, the material became easier to understand, students felt very helpful.

Keywords: amplification, translation, teaching

Abstrak

Teknik amplifikasi dalam buku *Penciptaan Alam Semesta* menunjukkan bahwa terdapat 160 data amplifikasi. Data diklasifikasikan menjadi empat: 105 data teknik eksplisitasi (66,5%), 36 data teknik penambahan (22,8%), 8 data Teknik parafrase (5,1%), dan 9 data teknik catatan kaki (5,7%). Teknik amplifikasi kualitas terjemahan buku *Penciptaan Alam Semesta* yang diterjemahkan ke dalam bahasa Indonesia menunjukkan bahwa persentase akurasi adalah 90%. Penelitian ini menunjukkan bahwa penerjemah sering menggunakan lebih dari dua teknik amplifikasi daripada teknik lainnya. Data menunjukkan fenomena ketika informasi detail tidak muncul dalam bahasa sumber, penerjemah harus peka dengan meletakkan informasi yang diperlukan dalam bahasa target. Penerapan teknik amplifikasi dalam pengajaran penerjemahan menunjukkan bahwa teknik amplifikasi yang digunakan dalam pembelajaran terjemahan adalah teknik eksplisitasi dan teknik penambahan. Setelah menggunakan bantuan teknik amplifikasi dalam pembelajaran bahasa Inggris, diperoleh kesimpulan, diantaranya menghemat waktu, materi menjadi lebih mudah dipahami, siswa merasa sangat terbantu.

Kata Kunci: amplifikasi, terjemahan, pengajaran

1. INTRODUCTION

A translation product like reference book especially science book is not as easy as expected to be translated. There will be difficulties occurred during the translation process. Baker (2018: 27-31) mentioned that the problems can be difference between two cultures, the non-existent word in Target Language (TL), the semantically complex word, the different in meaning, the lack of superordinate, the lack of hyponym, the difference in physical perspective, the difference in expensive meaning, the

difference form, the difference in purpose, and the use of loan word. The obstacles faced as mentioned above will give a hard work for a translator to transfer Source Language (SL) to Target Language (TL) and he/she will spend time to accomplish it. Then the translator should have a good consideration in deciding the translation technique in order to solve problems with equal solutions.

Various solutions can be applied to overcome the problems by using techniques. Among the translations techniques is amplification. Amplification Technique is a technique that introduces detailed information that is not contained in the SL text, namely exploitation or exploitation (Canepa, Cohen & Tang, 2015). It refers to a technique of adding information in the target language text for the same reason, to make the text more comprehensible to the readers of the target language text. What a translator does by using this technique is to give the same amount of information as received by the readers of the source language text. Consequently, the quantity of words in the target language text is higher than what can be found in the source language text.

However, this does not mean that the information given in the target language is more than the information given in the source language text. It is only a matter of giving the same message through an equivalent that can fulfill the requirement of being natural, the closest one both in terms of meaning and in terms of style (Nida, 1969). Meanwhile, this technique carried out to clarify an ellipsis expression, avoid impatience or ambiguity, and add connectors. In other words, this translation is a translation that adds detailed information that not contained in the source-language text (Molina & Albir, 2002). Additions to this technique are the only information that is used to help convey the message or understanding of the reader and must not change the word in the source language text.

2. METHOD

This kind of research towards a specific and depth description about the portrait which was actual happening naturally in its field of study. Qualitative research tried to provide a truth subjective reality and does not make laws such as natural research (Istiqomah, 2009: 48). Creswell (2008: 98) claimed that “in qualitative project, the author will describe a research problem that can best understood by exploring concept or phenomenon.” A qualitative research purpose aimed only collecting, managing, classifying, and interpreting the data in order to draw a conclusion towards phenomena or available event. The first data of the research were the sentences which contribute classification of amplification technique in Creation of the Universe book and its Indonesian translation. The second and the translation quality assessed by some raters explaining about the accuracy and acceptability which were taken by a translation expert and Indonesian language expert, in the other hand the readability is taken for 3 general readers of the translated book. The third data were the field note, video or audio recording, teaching process, task and result which were used the amplification

techniques in an undergraduate translation class contributed with first and second data from this research. The fourth data were interview and questionnaire acquired from raters, readers and undergraduate students who implemented amplification techniques to support analyzing and strengthen first, second and third data. The source of data was both original and translated books, questionnaire recording from students and raters and real class fieldnotes and documents correlated with the teaching translation implementation using amplification technique found in this research. The researcher decided to take the reference book as the source of data because Creation of the Universe book contains four types of amplification technique as significant matter to analyze. The analysis conducted by the researcher was purposive sampling. Some data which far from objectivity comes from peer debriefing was used in the final data analysis. The final data then were categorized and described in chapter four and the final step were drawing conclusion and suggestion.

3. FINDINGS AND DISCUSSION

3.1 Explicitation

Source Text (ST): Just like the fading of a train's whistle as it moves away from the observer.

Target Text (TT): Seperti suara peluit kereta yang semakin samar ketika kereta semakin jauh dari pengamat.

The word "it" into an explicit form "kereta". The context in Datum No. 6 is a powerful explosion that shattered a giant star into particles that formed the earth and planets with great force and speed, and slowly faded away to form the universe. It is likened to the sound of a train whistling away from the observer. The word 'train' is expressed by the author with the word 'it' and translated with the word 'kereta' to make it easier for readers to understand TT. The selection of the explicitation amplification technique above is the right action taken by the translator. The message contained in the text can also be conveyed well without any change in the message through the translation technique. The word 'it' translated as 'kereta' does not change the meaning of the word itself in the context of the ST.

3.2 Addition

Source Text (ST): the crucial point is that this cycle cannot go on for ever, as is claimed (). Calculations for this model show that...

Target Text (TT): satu hal penting adalah bahwa siklus ini tidak bisa berlanjut selamanya, seperti anggapan mereka. Perhitungan untuk model ini menunjukkan bahwa...

It refers to the addition of information in the target text (TT). The context of this datum refers to the previous sentences. Based on the data, the translator adds information mereka which does not put in the source text (SL). He does not translate literally the English clause "the crucial point is that this cycle cannot go on for ever, as is claimed" into Indonesian clause seperti yang dianggap.

However, the translator put the word mereka (TL) in to give complete information contained in the story especially for target readers. The additions made by the translator to the target text do not change the message or meaning of the source text.

3.3 Paraphrase

Source Text (ST): It was neither localized nor did it have a definite source; instead, it was distributed equally everywhere.

Target Text (TT): Radiasi ini tidak dibatasi, juga tidak mempunyai sumber tertentu; alih-alih, radiasi ini tersebar merata di seluruh jagat raya.

The information which is added not dealing with a part of a sentence but with the whole part of it. The amplification technique is needed to add information in clause "...instead, it was distributed equally everywhere" as it is not stated in the ST. In order to make readers of TT understand what author means, the translator makes a paraphrase by adding di seluruh jagat raya as additional information which is not stated in ST. Therefore, the translation becomes "...alih-alih, radiasi ini tersebar merata di seluruh jagat raya".

3.4 Footnote

Source Text (ST): When we look at this part of the light we see that a large part of solar radiation falling outside the range of visible light is in the section of the spectrum called "near infrared". 68 Is infrared light good for anything?

Target Text (TT): Ketika kita mengamati bagian cahaya ini, kita mendapati bahwa sebagian besar radiasi matahari yang jatuh di luar rentang cahaya tampak berada pada bagian spektrum yang disebut "inframerah-dekat". 68) Selang Inframerah dekat meliputi sinar dengan panjang gelombang 0,70 mikron, di mana cahaya tampak berakhir, hingga 1,50 mikron. Apakah sinar inframerah berguna?

It provides a footnote to explain the word to be explained. Usually, the explanation in the footnote is placed at the bottom margin of the page. But in this case, the explanation is given in sentences after footnote. the phrase "near infrared" in clause When we look at this part of the light we see that a large part of solar radiation falling outside the range of visible light is in the section of the spectrum called "near infrared in the form of footnote. The translator gives explanation about "near-infrared" by giving footnote. He translates near-infrared as inframerah-dekat and explains that inframerah dekat is Selang Inframerah dekat meliputi sinar dengan panjang gelombang 0,70 mikron, di mana cahaya tampak berakhir, hingga 1,50 mikron in the form of footnote. This information in footnote will give clear comprehension to the readers of the target language text about the beginning of the universe. In this case, the function of footnote is to add additional information about the historical and cultural context of the text.

3.5 Accurate

Source Text (ST): They prove that the universe is by no means the product of a coincidence, and show us...

Target Text (TT) : Mereka membuktikan bahwa alam semesta bukan hasil peristiwa kebetulan, dan menunjukkan...

The accuracy rater gave the translation a score of 3. The rater thought that the message and ST were accurately conveyed into the TT. The scientific language is transferred commensurately into the TT. In addition, the integrity of the message was not compromised because the scientific language in the ST was also retained in the TT according to the context of the situation. The translator translated coincidence into peristiwa kebetulan. Based on the explanation referring to Oxford Dictionary, coincidence is the fact of two things happening at the same time by chance, in a surprising way. Translator translates peristiwa kebetulan in which its meaning is still easily understood by the reader.

3.6 Less accurate

Source Text (ST): the universe that emerged from the Big Bang could have been much different from the one that did emerge—ours. For example...

Target Text (TT): alam semesta yang muncul dari Dentuman Besar bisa saja berbeda dengan alam semesta yang sudah terbentuk alam semesta kita. Misalnya...

Most of the meanings of words, terms, phrases, clauses, sentences or language texts have been accurately transferred to the target language. However, there are still distortions of meaning or translation of double meanings (taksa) or there is a repetition of meaning, which disrupts the integrity of the message. the integrity of the message. The translator translates one that did emerge—ours becomes dengan alam semesta yang sudah terbentuk alam semesta kita. The datum above has a change of meaning in the translation that disrupts the integrity of the message. According to the assessor, there is a distortion of meaning, per-word translation, a little difficult to understand, and a meaning that is different from the context of the situation.

3.7 High readability

Source Text (ST): Astronomers now know that it is an enormous storm system that has been raging in the Jovian atmosphere for centuries. It is big enough to swallow up a couple of planets the size of Earth whole.

Target Text (TT): Ahli astronomi sekarang mengetahui bahwa ini adalah badai yang luar biasa kuatnya yang telah berkecamuk di atmosfer Jovian selama berabad-abad. Badai ini cukup besar untuk menelan beberapa planet seukuran bumi.

For the assessment of readability level, the rater gave a score of 3 for the translation of Datum 82. Referring to the previous sentences, the translator translates it becomes badai. The rater thinks

that the translation is very easy to understand according to the context of the situation and the content of the message is well conveyed.

3.8 Less readability

Source Text (ST): And just as the ripples created by the stone may have different heights and the distances between them may vary, electromagnetic radiation also has different wavelengths.

Target Text (TT): Riak air yang terbentuk oleh batu itu dapat memiliki ketinggian yang berbeda, dan jarak antarpuncak riak mungkin bervariasi pula.

A translation is categorized as less readable if it can generally be understood by the reader; however, there are certain parts that must be read more than once to understand the translation. The translator translates them becomes antarpuncak riak. It is included less readable because it is not easily understood by the readers.

3.9 Natural

Source Text (ST): The child sits on the swing and you give him a push to get him started. To keep the swing moving, you have to keep pushing it from behind.

Target Text (TT): Si kecil duduk di atas ayunan dan Anda mendorongnya untuk memulai ayunan. Untuk menjaga ayunan terus mengayun, Anda harus mendorongnya dari belakang.

In general, the translation was considered natural; however, there were a few problems with the use of technical terms or a few grammatical errors. Translator translates to get him started becomes mendorongnya untuk memulai ayunan based on context of situation. Rater was of the opinion that the lexical usage was unusual and the addition of superfluous words made the translation less acceptable.

3.10 Less acceptable

Source Text (ST): Notoriously, confession is good for the soul. I will therefore begin by confessing that the Stratonician atheist has to be embarrassed by the contemporary cosmological consensus. For it seems that the cosmologists are providing a scientific proof of what St. Thomas contended could not be proved philosophically; namely, that the universe had a beginning. 6 () Many scientists who do not force themselves to be atheists accept...

Target Text (TT): Jelas sekali, pengakuan itu baik bagi jiwa. Oleh karena itu, saya akan mulai dengan mengakui bahwa penganut ateis Stratonis harus merasa malu dengan konsensus kosmologis dewasa ini. Karena tampaknya para ahli kos-mologi menyediakan bukti ilmiah untuk apa yang dianggap St. Thomas tidak terbukti secara filosofis; yaitu, bahwa alam semesta mempunyai permulaan. 6 Selama alam semesta dapat dengan mudah dianggap tidak hanya tanpa akhir, namun juga tanpa permulaan, akan tetap mudah untuk mendesak bahwa keberadaannya yang tiba-tiba, dan apa pun yang ditemukan menjadi ciri-cirinya yang paling mendasar, harus diterima sebagai penjelasan akhir. Meskipun saya mempercayai bahwa teori itu (alam semesta tanpa batas) masih benar, tentu saja tidak mudah atau nyaman untuk mempertahankan posisi ini di hadapan kisah

Dentuman Besar. Banyak ilmuwan yang tidak mau memaksakan diri. Based on the accuracy aspect stated by Nababan, the content of the source sentence is less acceptable conveyed into the target language. According to Nababan, a translator should translate the sentence clearly and effectively. The translator explains the previous clause by giving an explanation in the form of a footnote. This is appropriate in the context of the situation, but it is unacceptable because it would lead to a distortion of meaning and an inefficient and inefficient sentence.

3.11 The implication of amplification technique in teaching translation

The researcher carried out an observation of teaching translation on Saturday, 21 January 2022 at Academic Writing Class of Kampung Inggris Solo. The translation teaching and learning procedure placed students as the central role, while the teacher was functioned as a facilitator. The objectives of translation learning were formulated so that students were able to apply translation theory, recognize the meaning and intention contained in the text, find the ST equivalent that is as close as possible to the original, and adapt it to the ST cultural context by using the correct grammatical structure. In teaching translation lessons, the criteria of a teacher who was able to plan, master and control the class with various strategies, approaches, methods and techniques were needed. approaches, methods and techniques that were appropriate and effective, so that teaching and learning activities were carried out well. Translation learning at Academic Writing class covered three stages namely opening, main activity and closing. In Opening stage, the teacher chose the text to be translated by considering various aspects such as the level of difficulty, topic, or scientific domain. In this case, the teacher chose "Chapter I The Creation of the Universe from Nothingness" taken from Harun Yahya's The Creation of the Universe. One of the teaching techniques in translation is amplification, so the choice of this chapter and book can be justified in the context of learning translation. The level of translation difficulty of this book, according to the teachers and the researcher considerations, were included Intermediate up to Advanced Level. In main activity stage, students were asked to read the text quickly to identify the source, norm, text type, register, style and audience of the selected text. Then, they read together the selected text in 15 minutes. Students identified ST in terms of author profile and book profile in general. Through google search engine, it was found that the book has been translated into 63 languages. The book type was textbook for academic, philosophy and science purposes. The norms were standard language, the register was formal, the language style was academic, while the target readers were students, scientists, and people in general. The next activity was that students were asked to read ST comprehensively and in-depth reading. This activity aimed to dig up the translation problems that would arise. The translation problem that arose at the beginning was the difficulty in understanding long sentences, which were more than 20 words in this chapter. In this case, the researcher found that the teacher used explicitation technique to teach translation. Explicitation is to introduce information from the ST that is implicit from the context or the situation.

In this case, students did initial translation with the help of Hasan Shadily and M. Echols' Kamus Indonesia - Inggris. Most students used the word-for-word translation model. If there were students who did not understand the material or words, phrases, or sentences in English, first the teacher asked other students. If there were no other students who could answer or explain, then the teacher communicatively translated what students asked earlier into Indonesian, as well as during the discussion of questions. One of cases happened in student RA. She translated Examining the universe, scientists supposed that it was just a conglomeration of matter and imagined that it had no beginning (Datum 1/18/Expl / Chaper I) became Mengkaji alam semesta, ilmuwan beranggapan bahwa ini hanyalah akumulasi materi dan tidak mempunyai awal. The teacher corrected RA's translation by presenting explicitation technique. The word it in sentence that it was just a conglomeration.... should be translated explicitly as jagat raya so that the translation result would be accurate. Besides, an addition of the word dalam before the word Mengkaji was needed so that the result of translation was readable. Translation result should be Dalam mengkaji alam semesta, ilmuwan beranggapan bahwa jagat raya hanyalah akumulasi materi dan tidak mempunyai awal. Moreover, the teacher also presented addition technique in translating text. Addition is to introduce unjustified stylistic elements and information that are not in the source text. A students named W translated science has proven an assertion hitherto supported only by religious sources. This truth is the reality reality of Creation from nothingness (Datum 16/Chapter I) became Ilmu alam telah membuktikan pandangan yang selama ini hanya didukung oleh sumber-sumber agama. Kebenaran adalah realitas penciptaan dari ketiadaan. The teacher explained that the word the translation of the truth should not only kebenaran, as it was not accurate. Kebenaran should be added by kebenaran yang dipertahankan oleh sumber-sumber agama so that translation result became accurate. Therefore, the result should be Ilmu alam telah membuktikan pandangan yang selama ini hanya didukung oleh sumber-sumber agama. Kebenaran yang dipertahankan oleh sumber-sumber agama adalah realitas penciptaan dari ketiadaan. The final activity was that students made some revisions and post editing, and then submitted them to the teacher. In evaluation stage, the teacher gave feedback on the students' translation result. The teacher commented that most students' weakness was the lack of familiarity with the translated texts, especially in terms of language varieties and vocabulary. The teacher suggested that students should read more on academic and science texts, and learn to translate them with the right translation models and techniques. In the end of the learning process, in the reflection event, students expressed their suggestions and complaints about the learning process that had taken place. Observation result shows that the amplification techniques used in translation learning were explicitation and addition. After using the help of amplification technique in learning English, conclusions were obtained, including (1) saving time; (2) the material became easier to understand; (3) students felt very helpful. Indeed, there is no technique method, or learning strategy that is one hundred percent perfect, but

amplification translation method can be one solution by combining it with other techniques in order to get maximum results.

4. CLOSING

Based on the above findings, the researcher offers several suggestions as follows: First, for translators, it is necessary for them to keep exploring various techniques to clarify the translated text and attempt to provide explanations so that readers can comprehend the text. For other researchers, more studies can provide insights that can benefit readers and could become further relevant studies to be examined. Further studies are also required to keep up with the advancement of the field of translation studies.

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