



Evaluation of Molina-Albir Translation Technique Comprehension in UBSI Translation Class

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Abstract

Translation is crucial in cross-cultural communication, especially in today's globalized world. Understanding translation techniques, such as the Molina-Albir technique, is key to producing high-quality translations. This study aims to evaluate the understanding and application of Molina-Albir translation techniques among English Literature students at Bina Sarana Informatika University. This descriptive qualitative research involves observing and analyzing the translation work of peers. It focuses on students in class 33.6A during the Even Period of 2022-2023, who will analyze their classmates' translations based on detailed instructions. Data is analyzed both qualitatively and quantitatively, with results validated by researchers and/or lecturers. The study found that 68% of students had a fair to very good understanding of Molina-Albir techniques, while many scored below 60%. Key issues included misidentification of techniques such as amplification, modulation, and adaptation, indicating a need for improved teaching methods.

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INTRODUCTION

Translation is an activity that has an important role in in cross-cultural communication in the current globalization era (Panessai, Iskandar, & Effendi, 2021). It also plays a major role in disseminating information to develop science (Pardede, 2013). Due to the accelerating scientific development and increasing intercultural interactions, the demand for translators who are able to produce accurate and precise translations is also increasing because translation activities can actually be an equivalent communication tool from the source language to the target language (Papadakis & Kalogiannakis, 2022). One main focus in translation is understanding the translation techniques used. Translation techniques are an important basis for producing translations that suit the context and purpose of communication.

One translation technique that has received attention in the field of translation is the translation technique of Molina and Albir (2002). This technique was developed by Amparo Hurtado Albir and has become an important guide in the translation process. Evaluation of Molina-Albir's understanding of translation techniques is relevant, considering their important role in producing quality translations.

Quality translation includes several important aspects (Ariyanti, 2019). First, accuracy in conveying the original meaning of the source text is the main key. Translations must remain faithful to the information conveyed in the original language (Dian Sukmawati et al., 2021). Furthermore, fluency in the target language is essential. Sentences must be arranged in a natural flow and easy for the reader to understand. In addition, cultural suitability also needs to be considered so that the translation can respect social norms and cultural conventions in the target language (Pasenchuk, 2018). Consistency in the use of terms and writing style is also an important factor in maintaining the unity of the text.

In learning evaluation, understanding the Molina-Albir translation technique becomes an inseparable part of efforts to develop translation skills. This evaluation provides an overview of the extent of the translator's ability to apply the techniques taught and how effective these techniques are in facilitating the translation process (Guseynova & Gorozhanov, 2023;; Huang, 2021).

Through this evaluation research, it is hoped that a deeper understanding can be obtained regarding how translators understand and apply Molina-Albir translation techniques in their translation practice. It is also hoped that the results of this research can provide recommendations that can be used in curriculum development and translator training in the future since one important goal in doing evaluation is to measure the quality of the teaching process (Darwin, Boeriswati, & Murtadho, 2023) so that it can be a grounding for the next activity, whether the program is continued, revised or stopped (Lustyantie, Emzir, & Akbar3, 2015). Thus, research evaluating Molina-Albir's understanding of translation techniques is an important first step in efforts to improve the quality of translation in this era of globalization and information technology.

The era of globalization, which is characterized by increasingly intense interactions between cultures, makes translation an important tool in facilitating communication across languages and cultures (Puzyrko, 2023). In this globalized world, the need for translators who are able to produce accurate and precise translations is

becoming increasingly urgent. Quality translation not only includes choosing the right words, but also relies on a deep understanding of the cultural context, grammar, and translation techniques applied (Nida, 2001).

Translation techniques have a very important role in determining the quality of translation (Nida & Taber, 2003). One translation technique that has received special attention in the field of translation is the Molina-Albir translation technique (Hidayat, 2020). This technique was developed by Amparo Hurtado Albir and has become an important guide for translators in facing various challenges in the translation process. Evaluation of understanding of the Molina-Albir translation technique is relevant, considering its important role in ensuring the quality of the resulting translation.

In teaching and learning translation, understanding the Molina-Albir translation technique is an inseparable foundation in efforts to develop students' translation skills. This evaluation is a partial evaluation of the overall student achievement in one semester; the focus shifts from tests to monitoring class processes (Kiely & Rea-dickins, 2015). This comprehension evaluation provides an overview of the extent of students' abilities in understanding and applying Molina-Albir translation techniques in their translation practice. With a deep understanding of this technique, it is hoped that students can produce translations that are more accurate and appropriate to the desired context.

The development of information and communication technology has also influenced the translation teaching and learning paradigm (Hidayat & Helmanto, 2023). Now, students are not only required to master conventional translation techniques, but also must be able to face the challenges presented by technology such as machine translation and artificial intelligence. In this context, evaluating Molina-Albir's understanding of translation techniques becomes even more important to ensure their relevance in this increasingly digital era.

The research on evaluating students' understanding of translation techniques encompasses several notable studies that provide a comprehensive overview of the challenges and advancements in this field. For instance, Sibuea et al. (2023) investigated the specific difficulties students face when translating particular texts. Their findings highlighted various linguistic and contextual challenges that impede accurate translation. On a different note, Wang (2023) delved into the integration of AI technologies in translation teaching, demonstrating how modern tools can facilitate and enhance the learning process for students by providing real-time feedback and diverse linguistic resources.

Additionally, Abanomey and Almossa (2023) focused on the quality of translations in Arab countries, offering insights into the standards and expectations within this specific linguistic and cultural context. Their research shed light on the critical factors that influence translation quality, such as cultural nuances and regional dialects. Meanwhile, Burgos et al., (2024) conducted a comparative study on the demands of translation versus understanding, arguing that the cognitive load involved in producing accurate translations is significantly higher than that required for mere comprehension.

Furthermore, Manurung and Nasution (2023) explored the practical applications of using "Kitab Al-Qira'atur Ar-Rasyidah" to train students in translation skills. Their study emphasized the effectiveness of this traditional text in enhancing students' abilities to navigate and interpret complex linguistic structures.

Despite the valuable insights provided by these studies, they primarily focus on argumentative texts and frequently incorporate technological aids. In contrast, the present study distinguishes itself by focusing on university students' translation of narrative texts without the use of technological assistance. This research aims to fill a critical gap in the literature by concentrating on how students comprehend and apply translation techniques in a more traditional and technology-free context. By examining narrative texts, this study offers a unique perspective on the cognitive and practical skills required for effective translation, thereby contributing to a more holistic understanding of translation pedagogy at the higher education level.

Research evaluating Molina-Albir's understanding of translation techniques has great potential in contributing to the development of curriculum and translation teaching methods in higher education. The results of this research can be a basis for preparing more effective teaching materials, providing training and workshops for translation students, and developing existing translation theories. Thus, this evaluation research is an important first step in efforts to improve the quality of translation in this era of globalization and information technology.

METHODS

This descriptive qualitative research involves observing and analyzing the translation results of peers, using these observations as the main instrument. The study focuses on evaluating students' understanding of Molina-Albir translation techniques, specifically targeting English Literature students in class 33.6A at Bina Sarana Informatics University, enrolled in the Indonesian-English Translation class during the Even Period of 2022-2023. The research steps include determining the sample, preparing translation analysis assignments, implementing tasks and collecting data, analyzing the data qualitatively and quantitatively, and validating the results. English Literature students in class 33.6A will analyze their classmates' translations based on detailed instructions and criteria provided by the researchers, focusing on key concepts and practical applications of the translation techniques. The collected data will be analyzed to gauge both the depth and frequency of students' understanding and application of Molina-Albir translation techniques (2002).

Table 1. Students Table Working Sheet

ST-TT	Molina-Albir Techniques																	i
Sente	T1	T	T	T	T	T	T	T	T	T1	T1	T1	T1	T1	T1	T1	T1	T1
nce		2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8

Note:

- T1-T8: Molina-Albir's techniques from adaptation to variation (check list column)
- i: information about analysis

The above table is used by students to identify the translation techniques used by their friends. The identification is done by giving a checklist to the category of the translation technique. Qualitative analysis will provide insights into their comprehension, while quantitative analysis will measure how often these techniques are applied in their translations. To ensure consistency and accuracy, the analysis results will be validated by researchers and/or course lecturers. This approach aims to gain a deeper understanding of students' grasp of translation techniques and identify potential areas for improvement in translation teaching and learning at the university level.

RESULTS

The results of this research and discussion will be divided into two categories, namely the percentage of understanding of class 33.6A students. on Molina-Albir's theory of translation techniques and the findings of categories of translation techniques that are of concern in research. The distribution of the percentage of student understanding scores can be seen in table 1 below:

Table 1. *List of Students Understanding Percentages*

No	Comprehension Percentage	Quantity
1	81-1100	3
2	70-80	4
3	60-69	4
4	60 <	5

The results from the translation technique categories which were found inaccurate are shown in table 2 below:

Table 2. *Categories of problematic translation techniques*

No	Category	Quantity
1	Literal	15
2	Modulation	10
3	Adaptation	9
4	Amplification	7
5	Linguistic compression	7
6	Linguistic amplification	6
7	reduction	6
8	Calque	5
9	Transposition	5
10	Discursive creation	5
11	description	3
	Total	78

DISCUSSION

In accordance with the findings above, the discussion in this article is also divided based on the findings above. There were 16 students who were recorded as subjects in this research with 306 data from observations of their own colleagues' translations.

Percentage of student understanding

Of the 16 students recorded, around 68% of students were able to fulfill the requirements to be said to have an understanding ranging from fair to very good regarding translation techniques. However, quite a lot of students get an understanding percentage below 60 points. All students have a level of difficulty understanding different techniques, but all of them have a lack of understanding of more than one category of technique.

Category of problematic translation techniques

Based on the findings regarding checking the type of Molina-Albir translation technique above, there were 80 pieces of data that were found to have problems in determining the technique. This is caused by students' lack of understanding of certain techniques, which vary from one student to another. There are 12 categories, which we will discuss one by one.

Literal

Some may define literal translation as the process of changing text from one language to another language word for word without paying attention to the context, meaning or nuances of the original (Irshad & Yasmin, 2022). This often results in translations that are stilted and unnatural, and they can lose the substance and message intended in the original text. However, literal translation, according to Molina and Albir (2002) here refers to translation taking along function and meaning. Therefore, the result should be accepted in the target language. Even though this technique is the most widely understood by most students, the available data shows that it is also the most frequently problematic. This can be seen in the following example:

ST: His father had passed away when he was a baby.

TT: *Ayahnya Malin Kundang telah meninggal dunia saat ia masih bayi.*

One of the students identified the technique from the translation of a colleague named Zahra. The student concerned did not correctly recognize the technique used as a literal technique. In the target language, there is the addition of the name 'Malin Kundang' so the technique used should be amplification.

Modulation

Modulated translation is a translation approach that does not only focus on words or phrases, but also pays attention to style, nuances and expressions in the source text (Jannah & Yoyo, 2020). This means trying to capture the same nuance and tone in the target language, even though the words used may be different. Another technique that

also appears as a technique that students do not understand is the modulation technique. This technique expresses the target language from a different perspective but has the same message as the example below.

ST: **She decide to prayed and said "Eat me the earth, eat me the earth"**

TT: *Dia berdoa dan berkata "Terbelahlah tanah, terbelahlah"*

In the target language, the message to be conveyed is that she (the speaker) hopes that he will enter or fall into the split earth. Even though it does not literally state that the speaker wants to be eaten or swallowed by the earth, the message in the target language represents this intention from the perspective of the earth as a living creature that can eat things. Nevertheless, some students consider the translation a discursive creation where it belongs to free translation without paying attention to the relation of the meaning.

Adaptation

Adaptive translation is an approach to translating texts that allows significant adjustments to the content, style, and original language of the source text to better suit the culture, norms, and habits of readers in the target language (Yu et al., 2023). This may include replacing cultural references, making changes in the story line, or adjusting words and phrases to better suit the speech habits and language style of the target reader. This adaptation technique is used to be more acceptable or closer to the target language, as in the example below:

ST: Until one night, the eldest daughter of the headman, Red had a dream.

TT: *Hingga suatu malam, si Merah yang merupakan putri sulung pak kades mendapat mimpi.*

The use of the words 'eldest daughter' is to match the words 'eldest daughter' so that it is more familiar to the target culture. However, there are some students who identify it with several other techniques, such as discursive creation.

Amplification

Amplification is the addition of words or phrases that aim to provide better clarity in the translation (Dewi, 2015). The previous example of an error in literal identification can be used as a good example where the translator added the name 'Malin Kundang' to clarify the agent or figure being discussed. Here is another example of amplification that was misidentified by one of the students:

ST: By leaving **his family**,...

TT: *Dengan pergi meninggalkan keluarganya,....*

The translator added the word '*pergi*' to give more emphasis to the activity. But unfortunately, the students involved carried out their identity as a literal technique whereas literal technique should only translate it as '*meninggalkan*' in this context.

Linguistic Compression

There are quite a lot of cases of misrecognition of this linguistic compression. An example is seen in the following translation:

ST: *Raja tidak menyadari bahwa ketika dia menyingkirkan ratu.*

TT: The king was unaware that when he disposed of the queen.

The phrase '*tidak menyadari*' which is two words is reduced to one word in the target language due to morphological factors with the prefix un- which means negation so the word 'not' is unnecessary. However, in fact, the students who carried out the analysis stated that this was a literal technique.

Linguistic Amplification

The opposite of linguistic compression, linguistic amplification actually adds words to fulfill existing linguistic factors as in the example below.

ST: *Tumbuh di hutan bersama ibunya.*

TT: Growing up in the woods with his mother.

Due to the colloquial factor of the word 'growing', it is necessary to add a suitable word as its counterpart, namely 'up'. However, it seems that students only see it in terms of adding words so they categorize it as amplification only.

Reduction

As with linguistic compression, there is reduction, both words, phrases and sentences by using reduction techniques. This reduction is not due to linguistic factors but is purely due to the choice of the translator who believes that reducing the translation results will not affect the message to be conveyed. This can be seen in the following example:

ST: *Karena tidak Berhasil menikahi Dayang Sumbi, dengan kesal Sangkuriang menendang perahu buatannya.*

TT: Unable to marry Dayang Sumbi, Sangkuriang kicked his boat in frustration

In the target language, the translator removes or omits 'because he is' and 'that he made' but the message in the sentence can still be read well. However, this was not paid close attention by the students who observed it so they categorized it only as linguistic compression.

Calque

Many students are misled that this technique is a literal translation. However, the point of acceptable words from a foreign language may be left behind. An example is the phrase '*cerita rakyat*' which is translated as 'folklore' is a common equivalent in the target language. In the assignments carried out by the students, no examples of the calque technique appeared. However, what appears is the error of identifying other techniques into this technique such as the example mentioned.

Transposition

There were several errors in identifying transposition techniques by several students, such as the example below

ST: Many believe that Nyi Roro Kidul chooses a man as her husband.

TT: *Banyak yang percaya bahwa Nyi Roro Kidul memilih seorang pria sebagai suaminya.*

If we see the results of the translation in a glance, we would see it as literal techniques like the students did in identifying. However, if we check again, we will find out that there is a grammatical change in the sentence. In the source language, the main clause is '**many believe**' whereas in the target language, the main clause is only the word '*banyak*'. This grammatical change should be one of the characteristics of the transposition technique.

Discursive Creation

There is often a mistake in identifying discursive creation with adaptation. This also happens to students who get this experience, as in the following example:

ST: *Raja Tersebut memiliki seorang putri yang cantik jelita hingga berita kecantikan putri itu diketahui seluruh pelosok negeri.*

TT: The king has a beautiful daughter beauty was known across the country

What happens is that a student recognizes it as a discursive creation. In fact, the example above is a modulation where the translator changes the point of view of beauty that one has. This is different from source language which informs cause and effect. Discursive creation itself is a translation that is far from the original context. Discursive creation does not appear in the data.

Description

In general, data on description translation techniques does not appear from student assignment reports. However, some students mistakenly identify description techniques by looking at the characteristics of the description in sentences or paragraphs, not in the context of translation techniques as seen in the example below.

ST: *Cornelis menyebutkan daerah penyebarannya pakai bahasa Belanda yakni De Eerste Protestantse Organisatie van Kristenen (disingkat DEPOK) yang artinya organisasi Kristen yang pertama.*

TT: **Cornelis used Dutch to recognize his area, it's called De Eerste Protestantse Organisatie van Kristenen in short DEPOK, which means The First Christian Community.**

Because the sentence above gives an idea of what the word DEPOK stands for from Cornelis' perspective, two students identified it as a descriptive technique even though the reduction technique is more appropriate to use in identifying the translation technique above.

CONCLUSION

Translation is an activity that has an important role in cross-cultural communication in the era of globalization which can be a commensurate communication tool from the source language to the target language.. One aspect that is the main focus in translation is understanding the translation techniques used. Evaluation of Molina-Albir's understanding of translation techniques is relevant considering its important role in producing quality translations. In the context of learning evaluation, understanding Molina-Albir translation techniques is an inseparable part of efforts to develop translation skills. This evaluation research did not carry out tests in collecting data but rather gave the task of observing and identifying Molina-Albir translation techniques. The results show that the percentage of understanding that needs to be increased again in terms of the teaching provided because the percentage of students who lack understanding is quite large. Apart from that, there were 78 data that experienced errors in the identification of translation techniques. It is hoped that in the future there will be improvements in teaching methods so that student understanding can increase.

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