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What Can a Translation Machine Do in Translating Abbreviations in Source Language Text into Target Language Text?

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Abstract

The main question that needs to be answered in this study was “What can a Translation Machine do in translating abbreviations in source language text into target language text?” The research method used in this study was descriptive qualitative. The source of data were 5 five Indonesian abstracts written by master degree students of different study programs in Indonesia as the SLT. The abstracts were then translated into English using Translation Machine as TLT. The results show that in translating abbreviations found in SLT a Translation Machine did different performances in TLT: (a) keeping the abbreviations the same if the abbreviations in SLT are not preceded or followed by any hint or clue, (b) translating the abbreviations if the abbreviations in SLT are preceded or followed by any hint or clue.

Keywords: Source language text, target language text, translating, translation machine

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Introduction

Having read various literature on translation, I finally come to a conclusion that translation can be understood in different meanings depending on who defines it and on what aspect it is seen. One of the definitions is “translation is re-telling, as exactly as possible, the meaning of the original message in a way that is natural in the language into which the translation is being made (Danbaba, 2017: 2)” [1]. This definition has similar meaning with the definitions put forward by some other experts earlier: Catford, (in Aissi, 1987) [2], for instance, defines translation as the replacement of textual material (SL) by equivalent textual material in another (TL), and Nida (in Aissi, 1987) [2] argues that translation consists of reproducing in the receptor language the closest natural equivalent of the source language message first in terms of meaning and secondly in terms of style.

In order to be able to re-tell the meaning in the original message (SLT) into the message in the language (TLT), a number of pre-requisites should be met by a translator. El Shafey (1985 in Wright Jr, n.d) [3] suggests that a good translation should include the following criteria: (1) the knowledge of grammar of the source language plus the knowledge of vocabulary, as well as good understanding of the text to be translated; (2) the ability of the translator to reconstitute the given text (SLT) into the target language text (TLT); and (3) the translation should capture the style or atmosphere of the original text and it should have all the ease of an original composition.

As the consequence, in the effort of producing an acceptable translation a translator should at least: (1) master the system of the source language (SL), (2) master the system of the target language (TL), (3) have adequate knowledge on the field of the text he/she is translating, and (4) master suitable techniques of translation (Muhammad, 1985).

By meeting all the requirements, can a translator translate any kind of SLT, included abbreviations and literary works, into TLT with equivalent meaning? Some believe that any text can be translated, included texts of literary works. For instance, Classen (2012) [5] claims that one can translate literally by rendering a text from one language into another language. He/she can metaphorically translate the text by explaining one phenomenon in culture *x* by transferring or correlating it to a parallel phenomenon in culture *y*. Mechanically, he/she can translate the text by resorting to a pedestrian, ordinary, or run-off-the-mill strategy, without any concern for aesthetics, structures, or for criteria that defined original, and he/she can translate the text by making one culture understandable to another.

Some others believe that not all texts can be translated in a relatively equivalent quality of text. One of the texts that may be hard to translate is literary text. Literary translation, in accordance with Kohoutková (2016) [6], has to convey the mood, feelings, and emotions expressed in the original text. Kohoutková added that translators are more than mere linguists, they have to know the nuances of individual words perfectly, must have a sense for wording and creating a certain atmosphere. The focus of literary translation is the message, legacy, and artistic value. Melby (2005) [7] argued that even if you speak two or more languages fluently, it is not a trivial matter to produce a good translation.

Translating abbreviations

Commonly, abbreviation is understood as a shortened form of a word or phrase used to replace of the whole word or phrase. It seems that it is used in almost any text: politics, laws, business, education, etc. However, the most use of abbreviations is in medical field.

The use of abbreviations sometime may cause problem. Kuzmina, et al (2015) [8] claim that the same abbreviations in medical field may have different meanings, depending on the disease, anatomy, or procedure being discussed. Brunetti, et al. (2007) [9] argue that the frequent lapses are the results of using abbreviations when conveying medication orders. This is because the staff responsible for reading, interpretation, and processing medication orders may not recognize or may misconstructure an abbreviation, resulting in the alteration of the intended meaning. Liu, et al (2001) [10], found that the UMLS abbreviations were highly ambiguous, particularly those with fewer characters. Koh, et al (2015) [11] found some findings: (1) the use of abbreviations was highly prevalent among doctors and nurses, (2) the purpose of using abbreviations were to save time, avoid writing sentences in full and convenience, (3) doctors learned abbreviations from fellow doctors while nurses learned from fellow nurses and doctors, (4) more doctors than nurses reported encountering abbreviations, (5) both doctors and nurses had no difficulties in interpreting abbreviations although nurses reported resorting the guesswork, (6) both doctors and nurses felt abbreviations were necessary and an acceptable part of work, and (7) doctors outperformed nurses in correctly interpreting commonly used standard and non-standard abbreviations.

Of course, there are rules on how to write abbreviations. However, the rules are not valid for abbreviations in any language and any field. Rules of abbreviations of SLT are not automatically valid for TLT. As a result, translating SLT abbreviations may not bring the same meaning in TLT. Unless there are efforts in the part of the writer of the SLT to explain them, say, for example, in bracket, the problem may remain unsolved.

In Indonesian language, the rules of using abbreviations and acronyms are contained in *Pedoman Umum Ejaan Bahasa Indonesia*. According to *Pedoman Umum Ejaan Bahasa Indonesia* (2016) [12], they are used in different situations and contexts. *First*, the name of people is followed by full-stop (.) for every component of abbreviation, for example, A.H. Nasution for *Abdul Haris Nasution*; M.B.A. for *master of business administration*, Sdr. for *saudara*, and so on. *Second*, they are also used for abbreviation of the name of government institution and administrations, education institution, board or organization consisting of the first letter of each, as well as official document which are written with capital letter without full stop. Abbreviation is also used if it consists of the first letter of each word which does not belong to personal name which is written in capital letter without full stop. *Third*, abbreviation which consist of three letters or more is followed by full stop, (e.g. hlm., for *halaman*, yth., for *yang terhormat*, etc.). *Fourth*, abbreviation consisting of two words which usually used in correspondence, followed by full stop (e.g. a.n. for *atas nama*; s.d. for *sampai dengan*). *Fifth*, Chemical symbols, abbreviation of size, dose, scale or weigh, and currency are followed by full stop (e.g. cm for *centimeter*, Rp for *rupiah*, etc.) *Sixth*, the acronym representing the name of identity consisting of the combination of syllable or the combination of

letter and syllable are written in capital for the first letter (e.g. BIN, for *Badan Intelijen Negara*; PASI, for *Persatuan Atletik Seluruh Indonesia*). *Seventh*, the acronym representing the name of identity consisting of the combination of syllables or the combination of letter and syllables are written in capital for the first letter (e.g. Bulog, for *Badan Urusan Logistik*; Bappenas, for *Badan Perencanaan Pembangunan Nasional*). *Eighth*, The acronym of non-identity which consists of the combination of first letter and syllables or the combination of syllables are written in small letter.

In English, abbreviation, according to Boulahdid and Nesrat (2014) [13] includes acronyms, blends, and clipping. It usually but not always consists of a letter or group of letters taken from a word or a phrase. According to Burmeister (2008) [14], abbreviation is an arbitrary shortening of a word or words using more than one letter from each word (e.g. Television – TV), by substituting letters with an apostrophe (e.g. received – rec'd), by cutting off letters from the end (e.g. General – Gen.), or from the middle (road – Rd.), and adding a period, or, in postal standards, by eliminating most vowels and some consonants (e.g. boulevard – Blvd). Acronym is one of the abbreviations. It is defined as an abbreviation which is formed by combining the first letters (initials) or syllables of all or select word, resulting in a new grouping of letters that can be pronounced as a word (e.g. North Atlantic Treaty Organization – NATO).

Translation Machine

Fortunately, the innovation of TM helps the job of a translator easier. A translator does not have to be qualified in the four conditions as mentioned earlier in this paper. Even, a non-translator can have his/her text translated into other language(s) by using TM. In a very short time, he/she can have the translation of his/her SLT translated in a TLT and in a relatively brief tempo he/she can produce abundance of pages of translation.

What is TM? According to Crasiunescu, et al. (n.d.) [15], TM is the applications of the computer to translation. It includes machine translation, electronic dictionaries, terminology databases, bilingual texts, grammatical concordances, and translation memories in order to determine whether they change the relationship between the translator and the text. The question is, “does the translated version of the text transmit the meaning of the ST?”

Some results of research show differently. Choy (2012) [16] claims that with the advent of Google Translate services, we will demonstrate how a simple command issued to Google can be used to generate the translated results. Denkowski (2015) [17] insisted that one cannot completely depend on TM because many scenarios still require precise-human quality translation that TM is currently unable to deliver. Lagoudaki (2008) [18] claims that the translation yielded from TM still needs feedback from translators. Voigt and Jurafsky (n.d) [19] discovered that Google translations perform less well at capturing literary cohesion.

In relation to the capability of TM in translating SLT into TLT, the question that comes up to my mind was “*What does a TM do in translating abbreviations in SLT into TLT?*” Of course, in every language, there are always rules on how to write abbreviations, proper nouns, and cultural terms. However, they are only valid for SLT, not automatically are also valid for TLT.

As a result, translating abbreviations, proper nouns, and cultural terms in SLT may not bring the same meaning in TLT. Unless there are efforts in the part of the writer of the SLT to explain them, say, for example, in bracket, the problem may remain unsolved.

Method of Research

The research method used in this study was descriptive qualitative. The texts to be analyzed were the English translated texts as TLT from Indonesian texts as SLT. There were 5 (five) Indonesian abstracts written by Master Degree (S2) students of Lambung Mangkurat University. They were: (1) Management of Natural Resources and Environment Study Program, (2) Science of Law Study Program, (3) Science of Government Study Program, (4) Public Administration Study Program, (5) Biology Study Program. They were then translated into English using TM as TLT. In answering the main question of this study, the researcher assessed three areas of translation, namely, abbreviations, proper names, and cultural terms. As for the grammar used in the TLT, no assessment was made with the assumption that TM has already been set and equipped with standard grammar of TLT, in this case, English.

Abstract #1 was written by ABD, an S2 student of PSDAL (Management of Natural Resources and Environment Study Program). Here is the text:

(i) Penelitian ini dilakukan di MAN 5 Martapura Kec. Aluh-aluh Kab. Banjar. (ii) Penelitian ini bertujuan untuk membentuk kader konservasi siswa SMA/ sederajat dengan menggunakan metode penelitian dan pengembangan (R and D) model ASSURE. (iii) Penelitian ini bertujuan: (1) mengembangkan modul konservasi keragaman ikan hutan mangrove yang valid bagi siswa SMA/ sederajat, (2) mengembangkan modul keragaman ikan hutan mangrove yang dapat meningkatkan hasil belajar, serta (3) menetapkan kader konservasi ikan di hutan mangrove bagi siswa SMA. (iv) Hasil penelitian pengembangan kualitatif pada uji validasi modul, uji perorangan (one to one evaluation), uji kelompok kecil (small group evaluation) dan uji lapangan (field evaluation) menunjukkan bahwa analisis kualitas modul valid, tetapi masih perlu dilakukan revisi. (v) Hasil analisis kuantitatif menunjukkan bahwa terjadi peningkatan hasil belajar siswa dari skor rata-rata 30.85 pada tes awal menjadi skor rata-rata 70.95 pada tes akhir, baik secara individual maupun kelompok. (vi) Penetapan kader konservasi siswa menunjukkan hasil baik dan sangat baik sehingga sebanyak 14 siswa ditetapkan sebagai kader konservasi keragaman ikan di kawasan hutan mangrove.

When this text was translated into English as TLT by using Google Translate it read like this:

(i) This research was conducted at MAN 5 Martapura Kec. Aluh-Kabuh Kab. Banjar. (ii) This study aims to establish a cadre of conservation of high school students / equivalent by using research and development method (R and D) model ASSURE. (iii) This study aims to: (1) develop a module for the conservation of mangrove fish diversity that is valid for high school students / equals, (2) develop a module of mangrove forest fish diversity that can improve learning outcomes, and (3) establish fish conservation cadres in the forest mangrove for high school students. (iv) The results

of qualitative research on module validation test, one to one evaluation, small group evaluation and field evaluation indicate that the module quality analysis is valid but still needs revision. (v) Quantitative analysis results show that there is an increase in student learning outcomes from an average score of 30.85 in the initial test to an average score of 70.95 in the final test, either individually or in groups. (vi) Conservation student cadre determination showed good and excellent result so that 14 students were designated as cadre of fish diversity conservation in mangrove forest area.

Findings and Discussion

Findings

The analysis of the abstracts in Indonesian language as SLT and the translated abstracts in English as TLT brings to the following findings.

Table 1. *Finding in Abstract # 1*

No.	Aspects compared	SLT	TLT	Remarks
1.	Number of sentences	6	6	The same in number
2.	Abbreviations	MAN	MAN	Remained the same
3.		Kec.	Kec.	Remained the same
4.		Kab.	Kab.	Remainde the same
5.		SMA	High School	Translated
6.		RD	RD	Remained the same
7.		ASSURE	ASSURE	Remainde the same

From table 1, it is found that the number of sentences of abstract # 1 in SLT was the same as the number of sentences in TLT, that is, 6 sentences. In the aspect of abbreviation it is found that there were six abbreviations in SLT, namely, MAN, Kec., Kab., and SMA, RD, and ASSURE. In TLT, there were only five abbreviations found, they were MAN, Kec. and Kab, RD and ASSURE. The abbreviation of SMA was translated into high school in TLT. In the aspect of proper names, there were three proper names found in SLT, they were: Martapura, Aluh-aluh, and Banjar. In TLT, the three proper names were written in the same way. There was no cultural term was found in abstract # 1.

In general, for this abstract, TM, has succeeded in transferring the meaning of SLT into TLT. Sentence (i) clearly stated where the study was carried out; sentence (ii) and sentence (iii) stated the objective(s) of the study; sentence (iv) and sentence (v) stated the results of study. In detail, however, TM did not successfully accomplish its mission. Some abbreviations found in SLT were not easily understood when they were kept in the same abbreviation in TLT. This would

of course hamper the understanding of the intended meaning. For instance, MAN in SLT was kept in the same abbreviation in TLT. Fortunately, the use of preposition *at* gives the context. The reader of TLT can conclude that MAN must be a place, whatever the letters in the abbreviation stand for. The other potential problem that may hamper the understanding of TLT is the use *Kec.* after the proper name *Martapura*. They gave impression that Martapura *Kec.* is the end of the sentence for it ends with full stop (.). Proper name *Aluh-aluh* was followed by the abbreviation *Kab.* with full-stop (.) implies the end of the sentence, which was not actually a style of written sentence. The meaning of R and D could be easily guessed because two words, i.e. *research* and *development*, preceded the abbreviation. However, the abbreviation of ASSURE may result in serious problem for a reader in understanding the abbreviation especially for those whose background knowledge and interest are not research.

Abstract # 2 was written by Dill, an S2 student of the Study Program of Science of Law. Here is the text:

(i) Tujuan penelitian ini adalah mendeskripsikan peran pemerintah dalam memberikan perlindungan dalam menegakkan demokrasi ekonomi demi kemakmuran dan kesejahteraan rakyat, melindungi pasar tradisional dari dominasi pangasapasar modern dari praktek monopoli dan persaingan usaha tidak sehat, menggali peraturan-peraturan yang sudah ada untuk mengoptimalkan penataan untuk mengendalikan pembangunan ritel modern sehingga tidak menggeser keberadaan ritel tradisional dan mengidentifikasi kepatuhan pemerintah daerah terhadap peraturan yang telah ada tentang penataan ritel modern dan ritel tradisional. (ii) Metode yang digunakan dalam penelitian ini adalah metode yuridis normative dengan pendekatan kualitatif. (iii) Ada 4 (empat) langkah yang ditempuh dalam metode penelitian kualitatif, yaitu (1) kualitas/kualifikasi data didapat dari hasil penelitian, (2) penelitian disusun secara sistematis, (3) pengambilan kesimpulan dilakukan dengan menggunakan metode induktif, yakni menyimpulkan suatu kasus dengan berangkat dari teori, doktrin dan undang-undang menuju kesimpulan yang bersifat umum dan (4) menjawab permasalahan. (iv) Teknik pengumpulan data yang digunakan dalam penelitian ini adalah studi kepustakaan dan penentuan lokasi menggunakan metode Purposive Sampling yaitu penarikan sampel didasarkan pada tujuan-tujuan tertentu. (v) Hasil penelitian menyimpulkan bahwa dalam menegakkan Demokrasi Ekonomi Pemerintah telah menerbitkan UU No.5/1999 tentang Larangan Praktek Monopoli dan Persaingan Usaha Tidak Sehat, PerPres 112/2007 dengan Permendag No.53/2008 dan Permendag No.70/2013 tentang penataan dan pembinaan pasar tradisional, Pusat Perbelanjaan dan Toko Modern. (vi) Mayoritas Pemerintah Daerah belum siap mengatur pasar modern di daerahnyasecara ketat, yang dibuktikan dengan belum adanya aturan turunan dari regulasi nasional tersebut di daerahnya.

When this text was translated into English as TLT by using Google Translate it read like this:

(i) The purpose of this study is to describe the role of government in providing protection in (a) upholding economic democracy for the welfare and prosperity of the people, (b) protecting traditional markets from the dominance of modern market share from monopolistic practices and unfair business competition, (c) exploring existing regulations to optimize structuring to control development modern retailers so as not to shift the traditional retail presence and (d) identify local government compliance with existing regulations on traditional retail and traditional retail arrangements. (ii) The method used in this research is normative juridical method with qualitative approach. (iii) There are 4 (four) steps taken in qualitative research method, namely (1) quality / qualification of data obtained from the research, (2) research arranged systematically, (3) conclusion is done by using inductive method, ie concluding a case with departing from theory, doctrine and law to general conclusions and (4) answering the problem. (iv) Data collection techniques used in this study is literature study and location determination using Purposive Sampling method of sampling is based on certain objectives. (v) The results concluded that in upholding the Economic Democracy the Government has issued Law No.5 / 1999 on Prohibition of Monopolistic Practices and Unfair Business Competition, PerPres 112/2007 with Regulation of Minister of Trade No.53 / 2008 and Minister of Trade Regulation No.70 / 2013 on structuring and fostering markets traditional, Shopping Centers and Modern Stores. (vi) The majority of regional governments are not ready to regulate the modern market in the region strictly, as evidenced by the absence of derivative rules of the national regulation in the region.

Table 2. *Findings in Abstract # 2*

No.	Aspects compared	SLT	TLT	Remarks
1.	Number of sentences	6	6	The same
2.	Abbreviations	UU No.5/199	Law No.5/199	Partly translated
3.		PerPres 112/2007	PerPres112/2007	Remained the same
4.		Permendag No.53/ ter of Trade No.53/ 2008	Regulation of Mins- 2008	Translated (version 1)
5.		Permendag No.70/ Regulation No.70/ 2013	Minister of Trade 2013	Translated (version 2)

From table 2, it is found that the number of sentences in text # 2 was the same with the number of sentences in TLT, that is, 6 sentences. In the aspect of abbreviation it is found that there were four abbreviations in SLT, namely, *UU*, *No.*, *PerPres*, and *Permendag*, but there were only two abbreviations found in TLT, they were *No.* and *Permendag*. The abbreviation of *Permendag* was written twice in SLT, but the way it was translated in TLT was slightly different. The

abbreviation of *Permendag* No. 53/2008 was translated into Regulation of Minister of Trade No.53 / 2008 and *Permendag* No. 70/2013 was translated into Minister of Trade Regulation No.70 / 2013. There was no proper name nor cultural term found in text # 2.

In general, for abstract # 2, TM, has also succeeded in transferring the meaning of SLT into TLT. The purpose of study was stated in sentence (i); the method of study was stated sentence (ii) and sentence (iii); the data collection technique used was stated in sentence (iv); and, the result of study was stated in sentence (v). In detail, however, one abbreviation, *PerPres* in SLT which was kept in the same abbreviation in TLT would of course hamper the reader in understanding the intended meaning. To make worse, there was no context that can give clue or hint for the reader to understand the abbreviation. Whereas, the abbreviation of *Permendag* in SLT which was translated into two versions in TLT: *Regulation of Minister of Trade* and *Minister of Trade Regulation* may not give confusion for the reader since the words used clearly refer to what was intended.

Abstract # 3 was written by ACH, an S2 student of the Study Program of Science of Government.

(1) Penelitian ini bertujuan untuk menganalisis kemampuan keuangan Pemerintah Daerah Provinsi Kalimantan Selatan dalam era otonomi daerah selama tahun anggaran 2007 – 2011. (ii) Penilaian terhadap kinerja keuangan daerah ini dimaksudkan untuk mengetahui perkembangan rasio kemandirian, rasio efektivitas, rasio desentralisasi fiskal, rasio pertumbuhan PAD, dan rasio aktivitas pada keuangan Daerah Provinsi Kalimantan Selatan sehingga bermanfaat sebagai bahan masukan bagi pemerintah daerah dalam pengelolaan keuangan daerah sebagaimana yang dituangkan dalam APBD.(iii) Jenis penelitian ini adalah deskriptif dengan metode kasus. (iv) Objek penelitian adalah laporan keuangan daerah (khususnya laporan realisasi Anggaran Pendapatan dan Belanja Daerah) Pemerintah Daerah Provinsi Kalimantan Selatan tahun anggaran 2007-2011. (v) Jenis data yang digunakan adalah data kuantitatif dan sumber data berupa data sekunder. (vi) Teknik analisis data yang digunakan adalah menggunakan analisis rasio keuangan daerah yang terdiri dari rasio kemandirian, rasio efektivitas, rasio desentralisasi fiskal, rasio pertumbuhan PAD, dan rasio aktivitas.(vii) Hasil penelitian menunjukkan bahwa tingkat kemandirian daerah Provinsi Kalimantan Selatan yang diukur melalui Pendapatan Asli Daerah mencapai rata-rata 121,35%, yang berarti pendapatan asli daerah lebih tinggi dari bantuan pemerintah pusat.(viii) Hal ini menunjukkan bahwa kemandirian Provinsi Kalimantan Selatan sangat tinggi dan memiliki pola hubungan delegatif. Rasio efektivitas rata-rata sebesar 116,39%, yang berarti kinerja pemerintah daerah sudah baik. (ix) Rasio desentralisasi fiskal rata-rata sebesar 53,90%, yang berarti kontribusi PAD terhadap total pendapatan cukup baik sehingga pemerintah daerah mampu menyelenggarakan desentralisasi. (x) Rasio pertumbuhan PAD rata-rata mencapai 27,83%, yang berarti Pemerintah Provinsi Kalimantan Selatan sudah mampu meningkatkan pertumbuhan pendapatan daerah. (xi) Rasio aktivitas 1 rata-rata mencapai 54,83% dan rasio aktivitas 2 rata-rata mencapai 87,17%, yang berarti Pemerintah Provinsi Kalimantan Selatan dalam mengalokasikan dananya pada belanja langsung dan belanja tidak langsung sudah optimal.

When this text was translated into English as TLT by using Google Translate it read like this:

(i) This study aims to analyze the financial capacity of the Regional Government of South Kalimantan Province in the era of regional autonomy during the fiscal year 2007-2020. (ii) This assessment of regional financial performance is intended to determine the development of independence ratio, effectiveness ratio, fiscal decentralization ratio, PAD growth ratio, and activity ratio on the finance of the Provincial Region of South Kalimantan so that it is useful as input for local government in the management of regional finances as set forth in APBD. (iii) The type of this research is descriptive with case method. (iv) The object of research is the financial statements of the region (in particular the report on the realization of Regional Revenue and Expenditure Budget) of the South Kalimantan Provincial Government for fiscal year 2007-2011. (v) Types of data used are quantitative data and data sources are secondary data. (vi) The data analysis technique used is the analysis of local financial ratio which consists of independence ratio, effectiveness ratio, fiscal decentralization ratio, PAD growth ratio, and activity ratio. (vii) The results showed that the level of independence of the province of South Kalimantan as measured by the Original Revenue reached an average of 121.35%, which means that local revenues are higher than central government assistance. (viii) This shows that the independence of South Kalimantan Province is very high and has a pattern of delegative relationship. (ix) The average effectiveness ratio of 116.39%, which means the performance of local government is good. (x) The average fiscal decentralization ratio is 53.90%, which means the contribution of PAD to total income is good enough so that local governments are able to carry out decentralization. (xi) The average PAD growth ratio is 27.83%, which means the Provincial Government of South Kalimantan has been able to increase local revenue growth. (xii) The average activity ratio of 1 is 54.83% and the average activity ratio is 87.17%, which means the South Kalimantan Provincial Government in allocating funds to direct and indirect expenditures is optimal.

Table 3. Findings in Abstract # 3

No.	Aspects compared	SLT	TLT	Remarks
1.	Number of sentences	11	11	The same in number
2.	Abbreviations	PAD APBD	PAD APBD	Untranslated Untranslated

From table 3, it is found that the number of sentences in abstract # 3 was the same with the number of sentences in TLT, that is, 11 sentences. In the aspect of abbreviation it is found that there were two abbreviations in SLT, namely, PAD and APBD. In TLT, there were also two abbreviations found, they were PAD and APBD. In the aspect of proper name, there was one found in abstract # 3, i.e. Kalimantan and one proper name found in the TLT. There was no cultural term was found.

In general, for abstract # 3, TM, has succeeded in transferring the meaning of SLT into TLT too. The purpose of study was stated in sentence (i) and sentence (ii); the method of study was stated in sentence (iii), sentence (iv), sentence (v) and sentence (vi); the results of study was stated in sentence (vii), sentence (viii), sentence (ix), sentence (x), sentence (xi) and sentence (xii). In detail, however, there were two abbreviations: *PAD* and *APBD* in SLT which were kept in the same abbreviations in TLT might cause uncertainty for the reader in understanding the intended meaning. There was no clear context that can give clue or hint for the reader to understand the abbreviation. For the abbreviation of *PAD*, the hints or clues that might help the reader of TLT understand the meaning are the word *growth* and *ratio*. Whereas, for the abbreviation of *APBD*, though it was kept the same in TLT, the phrase *Regional Revenue and Expenditure Budget* might help the reader understand the abbreviation by referring to the two words preceeded, i.e. *regional finance*.

Abstract #4 was written by FER, an S2 student of Public Administration Study Program. Here is the text:

(i) Undang-Undang Nomor 40 Tahun 2007 Tentang Perseroan Terbatas mewajibkan perusahaan yang bergerak di bidang dan atau berkaitan dengan pengelolaan sumber daya alam untuk melaksanakan **Corporate Social Responsibility (CSR)**, termasuk PT. Harfa Taruna Mandiri di Kabupaten Barito Utara. (ii) Perusahaan yang bergerak di bidang tambang batu baraini berkewajiban untuk mengembangkan dan memberdayakan masyarakat Desa Lemo I yang berada disekitar perusahaan.(iii) Dengan menggunakan analisis kualitatif terdeskripsi mengenai implementasi kebijakan CSR Pertambangan PT. Harfa Taruna Mandiri, peneliti menemukan bahwa PT. Harfa Taruna Mandiri telah menjalankan CSR untuk membantu pengembangan dan pemberdayaan masyarakat seperti pembangunan sarana pendidikan, pengembangan ekonomi masyarakat dalam usaha pertanian, pengembangan sektor keagamaan dan prasarna jalan Desa Lemo I.(iv) Namun demikian, dampak pengrusakan lingkungan, terutama pemangkasan area hutan sekitar Desa Lemo I masih dapat dilihat. (v) Permasalahan ganti rugi lahan masih belum selesai. CSR yang dijalankan oleh PT. Harfa Taruna Mandiri terkesan hanya justifikasi kewajiban implementasi UU No. 40 tahun 2007 kepada masyarakat dan kerusakan lingkungan saja. (vi) Faktor yang mendukung kegiatan adalah: partisipasi masyarakat desa Lemo yang tinggi dan adanya beberapa perusahaan di desa Lemo I dengan program CSR yang berbeda dapat lebih melengkapi peningkatan kesejahteraan masyarakat. (vii) Untuk itu sebaiknya Perusahaan tetap berkoordinasi dengan pemerintah daerah serta perusahaan lainnya dalam menyusun program karna ditakutkan adanya program yang tumpang tindih yang dapat menimbulkan hal yang tidak diinginkan di kemudian hari serta melakukan pendekatan yang baik terhadap masyarakat, sehingga terciptanya tanggung jawab bersama untuk melaksanakan program CSR.

When the text was translated into English as the TLT by using Google Translate, the text read as follows:

(i) Law No. 40 of 2007 on Limited Liability Companies requires companies engaged in or related to the management of natural resources to implement Corporate Social Responsibility (CSR), including PT. Harfa Taruna Mandiri in North Barito District. (ii) The company engaged in coal mining is obliged to develop and empower the people of Lemo I Village which is around the

company. (iii) By using qualitative descriptive analysis of the implementation of Mining CSR policy of PT. Harfa Taruna Mandiri, researchers found that PT. Harfa Taruna Mandiri has been running CSR to support community development and empowerment such as the development of educational facilities, community economic development in agriculture, religious sector development and road construction of Lemo I Village. (iv) However, the impact of environmental destruction, especially the cutting of forest areas around Lemo I Village can be seen. (v) The problem of land compensation is still unfinished. CSR run by PT. Harfa Taruna Mandiri impressed only the justification of the implementation obligation of Law no. 40 of 2007 to the public and environmental damage alone. (vi) The factors that support the activities are: High participation of Lemo villagers and the presence of several companies in Lemo I village with different CSR programs can better complement the improvement of people's welfare. (vii) Therefore, the Company should always coordinate with local government and other companies in preparing the program because it is feared that there are overlapping programs that can cause undesirable things in the future and also make a good approach to the community, thus creating mutual responsibility to implement CSR program.

Table 4. Findings in Abstract # 4

No.	Aspects compared	SLT	TLT	Remarks
1.	Number of sentences	7	7	The same in number
2.	Abbreviations	CSR	CSR	Untranslated
		PT	PT	Untranslated

From table 4, it is found that the number of sentences in SLT was the same with the number of sentences in TLT, that is, 7 sentences. In the aspect of abbreviation it is found that there were two abbreviations in SLT, they were, CSR and PT. In TLT, the two abbreviations were not translated but remained in the same abbreviations, that is, CSR and PT. In the aspect of proper names, there were two proper names found in SLT, they were: Barito and Lemo. In the TLT, the two proper names were written in the same way. There was no cultural term was found in SLT # 4.

In general, for abstract # 5, TM could accomplish its mission in transferring the meaning of SLT into TLT well. The background of the study was stated in sentence (i) sentence (ii); sentence (iv), and sentence (vi). The method of study was stated in sentence (iii). The suggestion of study was stated in sentence (vii).

In detail, though the two abbreviations in SLT were kept the same in TLT, they did not seem to give serious problem for the reader to understand the translated text. The abbreviation of CSR is an abbreviation that is well know in the world of business. The addition of explanation of CSR in SLT proved to be useful in understanding TLT. The abbreviation of PT in *PT. Harfa Taruna Mandiri* can be clarified by the phrase that followed, "*The company engaged in coal*

mining". This gave a hint or clue for the reader that the word *PT* must be one of the names of companies.

For the proper names: *Barito* and *Lemo*, found in SLT and were kept the same in TLT did not seem to find difficulty in understanding TLT. The word *District* followed the *Barito* and the word *Village* that followed the *Lemo* were two indications that the two proper names were the names of place.

Abstract # 5 was written by AID, an S2 student of Biology Study Program. Here is the text:

(i) Penelitian & pengembangan ini bertujuan mengembangkan modul topik "keanekaragaman hayati" berbasis "sekolah hijau" yang layak, praktis dan efektif di sekolah menengah atas. (ii) Subjek penelitian & pengembangan adalah siswa SMA Abdul Kadir Tanjung Dewa Kabupaten Tanah Laut. (iii) Uji coba perorangan dan uji kelompok kecil dilakukan di SMA Abdul Kadir yaitu kelas X IIS. (iv) Uji lapangan menggunakan siswa kelas X MIA. (v) Penetapan sekolah dilakukan berdasarkan kondisi lingkungan yang miskin dari keanekaragaman hayati. (vi) Data dikumpulkan melalui tes dan pengamatan serta dianalisis secara deskriptif. (vii) Penelitian & pengembangan menggunakan model procedural yang terdiri dari 2 tahapan; 1) tahap pengembangan, dan 2) tahap uji coba produk. (viii) Penelitian dan pengembangan ini terdiri atas 6 fase pengembangan, yakni mengidentifikasi masalah, mendeskripsikan tujuan, merancang serta mengembangkan perangkat modul, melaksanakan tes, melaksanakan evaluasi hasil tes dan mengkomunikasikan hasil tes. (ix) Untuk mengimplementasikan modul "sekolah hijau" tahap uji formatif, peneliti melakukannya dengan mengacu pada Tessmer (1998), yakni tahap uji coba produk meliputi uji kelompok kecil, uji perorangan, dan uji lapangan. (x) Data tentang kepraktisan modul meliputi: a) keterlaksanaan modul, b) respon siswa terhadap modul. (xi) Data tentang keefektifan modul meliputi a) pengetahuan calon kader sekolah hijau, b) kinerja calon kader sekolah hijau, c) respon siswa, d) respon guru, e) area yang tertutupi, dan f) dampak pengiring. (xii) Hasil penelitian menunjukkan bahwa berdasarkan penilaian pendapat pakar terhadap isi masing-masing modul terutama materi, kebahasaan serta sub komponen yang menunjang inovasi dan peningkatan mutu SDM pada modul I, II, III, IV dan V dengan nilai rata-rata 2,6-3,5 termasuk kategori baik. (xiii) Penilaian siswa terhadap modul pada aspek kesesuaian kurikulum, akurasi dan kekinian, membangkitkan motivasi dan minat, kualitas penulisan modul dan kemenarikan gambar yang disajikan termasuk kategori tinggi. (xiv) Modul dinyatakan praktis, hal ini didukung beberapa fakta hasil penelitian, yakni a) analisis keterlaksanaan modul I, II, III, IV dan V dengan rata-rata persentase lebih dari 65 % sudah baik, dan b) sebagian besar siswa yaitu 77-100 % memberikan respon positif terhadap modul sekolah hijau. (xv) Modul dinyatakan efektif berdasarkan hasil temuan: a) pengetahuan calon relawan 100 % sudah memperoleh nilai di atas KKM yakni 70, b) hasil penilaian kinerja calon relawan dalam mengikuti 13 kegiatan sekolah hijau 100 % termasuk kategori baik karena sudah mencapai rata-rata 2,6-3,5 c) sebagian besar siswa yaitu 88,5-100% memberikan respon positif terhadap kegiatan sekolah hijau, d) sebagian besar guru yaitu 60-100% memberikan respon positif terhadap kegiatan sekolah hijau, e) area tutupan yang menunjukkan bertambahnya jumlah keanekaragaman hayati adalah 24,91 % dari keseluruhan luasan area sekolah kosong, f) adanya dampak pengiring dari kegiatan sekolah hijau, yaitu 100% atau 26 siswa yang mengikuti kegiatan sekolah hijau pada uji lapangan terpilih menjadi kader sekolah hijau. (xvi) Modul sekolah hijau merupakan prototipe sebagai pegangan guru dan kerjasama dengan BLH (Badan Lingkungan Hidup) dalam program bank sampah menuju sekolah Adiwiyata.

When the above text was translated into English as the TLT, the text read as the following:

(i) This research & development is aimed at developing modules on the "green" biodiversity topics that are feasible, practical and effective in high school. (ii) Research & development subject is high school student Abdul Kadir Tanjung Dewa Tanah Laut District. (iii) Individual trials and small group tests were conducted at Abdul Kadir Senior High School, class XI IS. (iv) Field test using XIA M class students. (v) School setting is based on poor environmental conditions of biodiversity. (vi) Data were collected through tests and observations and analyzed descriptively. (vii) Research & development using a procedural model consisting of 2 stages; 1) development stage, and 2) product trial stage. (viii) This research and development consists of 6 phases of development: identifying problems, describing objectives, designing and developing module tools, conducting tests, conducting evaluation of test results and communicating test results. (ix) To implement the "green school" module of the formative test phase, the researcher does so by referring to Tessmer (1998), ie the product testing phase includes small group testing, individual testing, and field testing. (x) Data on the practicality of the module include: a) the implementation of the module, b) the student's response to the module. (xi) Data on the effectiveness of the module include a) knowledge of cadre candidates as green, b) performance of green school cadres, c) student responses, d) teacher responses, e) covered areas, and f) (xii) The result of the research shows that based on expert opinion evaluation on the contents of each module especially the material, linguistic and sub component that support the innovation and the improvement of the human resource quality in module I, II, III, IV and V with the average value 2,6 -3.5 including good category. (xiii) Student's assessment of modules on curriculum appropriateness, accuracy and contemporary aspects, motivational and interest generation, module writing quality and attractiveness of the presented image are included in the high category. (xiv) The module is considered practical, it is supported by some facts of research result, that is a) analysis of module I, II, III, IV and V module with average percentage more than 65% is good, and b) most of student is 77-100 % responded positively to the green school module. (xv) The module is effective based on the findings: a) 100% volunteer candidates have scored above the KKM that is 70, b) the result of performance assessment of volunteer candidates in following 13 green school activities 100% including good category because it has reached the average of 2 , 6-3.5 c) the majority of students 88.5-100% responded positively to the green school activities; d) the majority of teachers 60-100% responded positively to the green school activities; e) the cover area indicated the increase in the amount of biodiversity is 24.91% of the total empty school area, f) the impact of accompaniment of green school activities, ie 100% or 26 students who participate in green school activities in selected field trials into green school cadres. (xvi) Green school module is a prototype as a teacher handling and cooperation with BLH (Environment Agency) in the bank garbage program to Adiwiyata school.

Table 5. *Findings in Abstract # 5*

No.	Aspects compared	SLT	TLT	Remarks
1.	Number of sentences	16	16	The same in number
2.	Abbreviations	SMA	High School	Translated
3.		X IIS	XI IIS	Changing in Roman number

4.	X MIA	XIAM	Changing in Roman number
5.	BLH	Environment	Translated

From table 5, it is found that the number of sentences in abstract # 6 was the same with the number of sentences in TLT, that is, 16 sentences. In the aspect of abbreviation it was found that there were five abbreviations in SLT, namely, SMA, X IIS, X MIA, KKM, and BLH. However, there were only three abbreviations found in TLT, they were XI IIS, XIA M, and KKM. The abbreviation of SMA and the abbreviation of BLT in SLT were translated into high school and Environment Agency respectively in TLT. In the aspect of proper name, there was one proper name found, i.e. Tessmer. In TLT the proper name remained the same. In the aspect cultural term there was one term found in SLT, that is, Adiwiyata, and in TLT, the term was not translated but kept in the same term.

In general, for abstract # 5, TM could accomplish its mission in transferring the meaning of SLT into TLT well. The aims of the study was stated in sentence (i); The subject of the study was stated in sentence (ii), sentence (ii), sentence (iii), sentence (iv) and sentence (v); The kind of research and the method of study were stated in sentence (vi), sentence (vii), sentence (viii), sentence (ix), sentence (x), and sentence (xi); The results of study were stated in sentence (xii), sentence (xiii), sentence (xiv), sentence (xv), and sentence (xvi).

However, the abbreviations of X IIS and X MIA in SLT that were translated into XI IIS and XIA M in TLT were confusing. The presence of the word *class* in front of XI IIS and its presence after X MIA might lead the reader to a conclusion: they must be two different classes. However, the change of X IIS to XI IIS and the change of X MIA into XIA M really did not help the reader much in understanding the text. As Indonesian native speaker I understand that X IIS refers to the students who are studying in the tenth grade of Social Science class, whereas X MIA refers to the students who are studying in the tenth grade of Mathematics and Natural Science class. The other abbreviation which also caused confusion was KKM. There was no adequate clue or hint to understand it in TLT. The only available clues were the words *scored* and *above* before it and 70 after the abbreviation. However, I doubt whether the reader could get its meaning. The last aspect that might hamper the reader to understand TLT was the word referring to cultural term, that was, Adiwiyata. The preposition *to* which was used right before it suggests that *Adiwiyata* is part of a noun phrase, i.e. Adiwiyata School. The question is, "Was it an adjective or a noun which was put before a noun?"

Discussion

From the findings it can be understood why most the abbreviations in SLT were not translated in TLT. There are a number of reasons why they were not translated. First, according to Burmeister (2008) [4], abbreviations are arbitrary. Since they are arbitrary they are formed based on the agreement among the users of the language. Second, different situations and contexts enable one abbreviation understood in different meaning (Pedoman Pedoman Bahasa Indonesia, 2006) [2]. For example, MBA in the context of education is the abbreviation of *Master of Business*

Administration. However, in the context of why one is married to her/his couple may mean *Married By Accident* (unwanted and unplanned marriage). Third, in medical field, the use abbreviations, in accordance with Kuzmina et al. (2015) [13], may have different meanings. Fourth, Brunetti, et al. (2007) [3], argue that the frequent lapses are the results of using abbreviation when conveying medication order.

Fifth, as Liu, et al (2001) [15], found, the UMLS abbreviations were highly ambiguous, particularly those with fewer characters. Since they are ambiguous, they are not recommended to be used.

Conclusion

From the theories that underly the discussion, the texts which were analyzed, and the results of the analysis, this study finally comes to the conclusion that, in general, as long as the SLT is grammatically written in accordance with the rule of SL system and the SLT does not contain abbreviations, proper names, and cultural terms, a translator can depend on TM in translating SLT into TLT. However, if the SLT contains abbreviations, proper nouns, and cultural terms which are not preceded or followed any hint or clue, the meaning of abbreviations, the meaning of proper nouns, and the meaning of cultural terms may not be understood as they were meant by the writer.

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