AWARENESS OF PRIMARY AND SECONDARY MEANING IN TRANSLATION AND ITS IMPLICATION ON READING COURSE: A BEGINNER'S INDONESIAN CONTEXT

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ABSTRACT

In communication, be it through graphic (visual, written) or sound (audio, spoken) channel, requires a stock of sufficient amount of words. English as one of the means of communication is taught in Indonesia schools as a mandatory subject from junior to senior high school. As the process of learning goes, students need to expand the vocabulary so as to move from the primary meaning, one they get when they first encounter a word, to the secondary one, other meaning of a word as a result of being used in different context or other different grammatical posisition. This is very important especially when they have to develop their transaltion skill where they may have to cope with words used in context different from the one they usuall encounter which only requires the knowledge of the primary meaning of a word. For this to happen, students need to be exposed to a wide variety of texts in which words familiar to them are used in different context with different lexical and grammatical meaning. Therefore, the teaching and learning process should provide students with awareness of the context a certain text is in which result in the ability to choose meaning. This abiltity will in turn enable them to give the accurate and natural translation.

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1. Introduction

There are at least two reasons why people read translated works, the first being that they do not know the source language, in this case English, and the second they want to make a study on some issues in the field of translation. Here this paper will address the first case. An Indonesian non-English reader, reading translated works will surely hope that the translator and translation provides a bridge between their being unknowledgable of the source language and the topic of their interests written in a certain printed and or hand-written materials with the hope that they will add to them a new information and horizon. This expectation will only materialize if the translated version provides ease to access understand what is written. This should be the case because they read in their language. Why *should*? Because there is a posibility that it may not, considering that there are factors which determine the ease with which a translated material can be understood by target language readers. The factors include the translator's knowledge of the subject matter or real world, the accuracy of content delivery and the naturalness of the target language used in the translation. The better the translator's knowledge about the subject matter is, the easier it will be for the readers to get the sense of the translation, the more accurate the information of the translated work will be. The more natural the language used in the translation, the easier it will be for the reader to get the content of what is written in the translation.

2. The concept of translatin

The term ***translation*** can refer to both ***process*** and ***product.*** As a process it means an activity in which someone "*replaces a source language text with its equivlaent textual material in the target language*" (Catford, 1974:20) or "*a rendition of the meaning of a text* into *another language*" (Newmark, 1988:5) or "*the process of, or the product resulting from, transferring or mediating written text(s) of different lengths (ranging from words andsentences to entire books) from one human language to another* " (Colina, 2015 : 3)

Therefore, in the surface the transformation can be simplified as follows

Figure 1. *The Overall process of translation*
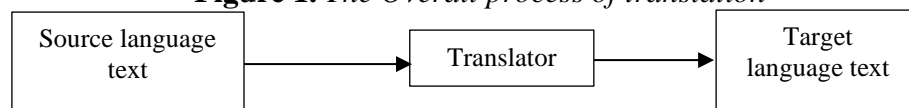
But if we look deeper at what happens in the translator's brain, the process is more complicated because it requires on the part of the translator the stage of analyzing, transfer and restructuring (Nida (1975: 80), as can be seen below.

Figure 2. *Mental process of translation*

In the analysis stage, the translator analyze the source language in terms of the grammar, lexical, context, and the subject matter, the purpose of which is to find the meaning or message. In the transfer stage the translator makes decision as to what syntactic, and lexical device of the target language he/she has to use to represent the message. And in the final stage the translator makes necessary adjustment so that the meaning or message finds the right form as a natural expression in the target language. This naturalness is meant for the translated text feels as if it were an original text in the target language (Soemarno, 1983, in Suroso, 2004)

3. Accuracy and Naturalness in Translation

There are two approaches (Lambert and Vangorp, 1985 in Hashemi, 2009) or orientation (Newmark, 1981) in translation, the first being source language oriented or author-oriented approach and the second target language oriented or reader oriented approach. In other words in the source language oriented the translator put himself at the author's command while in the latter the reader's. However, regardless of what approach a translator takes, his/her product should be accurate and natural.

3.1 Accuracy

Actually the discussion of accuracy and naturalness of a translation can be made separately, because here we cannot avoid giving example of how to accurately translate a word or string of words and and in so doing we will also consider the culture of the target reader in expressing the meaning extracted from the source sentence or text.

Accurate translation is when the translation reflects or reproduces the original message of the author or the source text without necessarily using the original language form of the original. Accuracy is determined by the translator's thorough mastery of the source language and the subject matter or the content of material being translated. Insufficient knowledge in this realm will result in misleading translation the language of which may sound familiar with the readers but it is possible that it may not make sense in terms of the logic of the subject matter. Here, we have to distinguish between ***cotext*** and ***context***. With ***cotext***, it is meant that the meaning of a word depends on what word(s) it is used with. For example ***What time is it?*** The presence of ***time*** makes us translate ***what*** not into ***apa*** but ***berapa.*** So the question must be translated into ***Jam berapa sekarang*** not ***waktu apa***, ***jam apa.*** But when ***what*** coexists with ***address*** for example as in ***what is your address ?*** then it means ***dimana.*** This has something to do with culture, because it is the Indonesian culture to think time as is represented by number and therefore should be asked with ***berapa*** and this is true with anything involving number such as ***price***, dause ***ate***, ***page*** etc. As for name, because the name is attached to human being it is asked with ***siapa.*** This actually relates with naturalness as I said before.

With ***context***, it means the circumstance or the real world which a sentence is in. For example the word ***sentence*** means ***kalimat*** when it is used under discussion of language, but when it is used in field of law, it means ***hukuman*** or ***menghukum***

3.2 Naturallness

Natural translation is one which feels like an original work. This happens when a translator is oriented toward the target audience. This may sound easy because it just requires the mastery of the target language, which is always the case for a translator. Translation is usually done into the translator's language (Dumoulin, 2009: 1-2). But psychologically there is an inclination for a translation to be bound by the form of the source language, for example when the original sentence is in passive voice, the translation would be in passive too, fearing that his/her readers will think that he is fabricating the translated sentence. For example the phrase *the man whose house the government will turn into museum* may be translated into *Orang yang rumahnya pemerintah akan rubah jadi mueum.* This is authentic and accurate translation. But that is not Indonesian because the common natural Indonesian way is *Orang yang rumahnya akan dijadikan museum oleh pemerintah.*

Therefore the natural translation tries to free itselt from the authority of the form of the source language and give priority to the message or meaning. In other words natural translation can be defined as one which extracts the message of the souce language text and transfer it in the target language in a way that the target reader feels he is reading and original work.

It is difficult because a natural translation can only results from good linguistic analysis which can only be made by someone with thorough understanding of syntactical and lexical aspect of both the source and target language. The mastery of both language should be somewhat

equal. Good mastery of the source language makes the translation accurate and good mastery of the target language makes the translation natural. Imbalance of the two will cause the translation either to be difficult to understand or to be misleading. If the the first happens readers will think the author does not have the ability to make himself understood, and if the second happens it will make the readers wonder if the translator knows what he/she is doing.

4. Primary and Secondary meaning

Primary meaning is the first meanig of a word a student gets in their process of learning English. Secondary meaning is the next meaning a student gets in their language development. For example, in their early encounter with English, students know the meaning of the word ***chair*** as something people sit on or ***kursi.***   As they get further English lesson, that should not the end of the story, because they have to know more meanings of it. Otherwise, in terms of translation, they will translate every appearance of the word chair with this meaning. This can pose a "***danger***" when they have to translate. Thsis is because that they will consult dictionary, either paper or electronic one, only when encounter a word they think is new. When they think it is not they will just translate it with the meaning that has already been in their memory

From students' works to the translation assignment that I gave to them, it can be seen that they tend to use their primary meaning to translate or render words that they find they are familiar with, here are some of the the examples.

Figure 3. *Example of translation using primary meaning (have with memiliki)*

"It is my Great Honor to announce that General Michael T. Flynn has been granted a Full Pardon," Trump said Wednesday on Twitter. "Congratulations to Gen Flynn and his wonderful family, I know you will now **have** a truly fantastic Thanksgiving!"	"Ini merupakan kehormatan besar saya untuk mengumumkan bahwa Jenderal Michael T. Flynn telah diberikan Pengampunan Penuh," kata Trump pada hari Rabu di Twitter. "Selamat kepada Jend. Flynn dan keluarganya yang luar biasa, saya tahu anda sekarang akan ***memiliki*** Thanksgiving yang benar-benar fantastis!"

Have has some Indonesian equivalent, such as *memiliki, mempunyai* as in *Saya mempunyai mobil baru* (I have a new car), *mengalami, mendapatkan* as in *Dia mengalami kecelakaan* (He has an accident) etc. Here, we can see the student translated *have* into *memiliki* because it is the first meaning, the primary one, that she knows for *have.* She was not aware that the thing *had* was a festive day, and it is not common for Indonesian to say *memiliki Idul Fitri* or *memiliki hari Natal* etc. Therefor,e she should have translated it into *merayakan.*

Figure 4. *Another example of translation with primary meaning*
(administration with dministrasi)

With the backing of the Trump ***administration***, Flynn for months has been contesting the guilty plea he entered in December 2017 for lying about conversations he had during the transition between the Trump and Obama ***administrations***. He lied twice about conversations he had with Russian Ambassador Sergey Kislyak in December 2016.	Dengan dukungan ***administrasi*** Trump, Flynn selama berbulan-bulan telah menggugat pengakuan bersalah yang diamasukkan pada Desember 2017 karena berbohong tentang percakapan yang dialakukan selama transisi antara ***administrasi*** rezim Trump dan Obama. Dia berbohong dua kali tentang percakapannya dengan Duta Besar Rusia Sergey Kislyak pada Desember 2016.

This is another example of how the unawareness of the existence of other meanings of a a word makes a translation awkward, inaccurate and unnatural. In bahasa Indonesia ***administrasi*** is a way of dealing with procedure, document keeping, the running of office or organization affairs. It is never or rarely used with state affairs. To use the analogy of the phrase in in the source text, so it is strange to hear somone say for example ***administration Jokowi.*** She, the translangtor, should have know that there is at least another meaning of ***administration,*** namely ***pemerintahan.*** It is even made worse by adding *rezim* in the translation, because ***administration*** and ***regime*** has opposite tone, administration being more positive than the latter. It is possible that the translator thought about the adimistration of the regime. This happens because the translator thought she knew the word meaning and did not bother to consult dictionary and did not proof-read her translation or she might have done it but found nothing wrong with ***administrasi Trump*** nor ***administrasi Obama.***

Figure 5. *Another example of translation with primary meaning (campaign with kampanye)*

Griffiths wants a deal on reopening Sanaa airport, shorting up the central bank and securing a truce in Hodeidah, the country's main port, held by the Houthis and a focus of the war after the coalition launched ***a campaign*** to capture it this year.	Griffiths menginginkan kesepakatan untuk membuka kembali bandara Sanaa, mempersingkat bank sentral dan mengamankan gencatan senjata di Hodeidah, pelabuhan utama negara, yang dipegang oleh Houthi dan menjadi fokus perang setelah koalisi meluncurkan ***kampanye*** untuk merebutnya tahun ini.

This is a paragraph of the text about the war in Yemen which is assigned to my students to translate. Here there are some problems with the translation of several words, such as *shorting up,* and *held.* But it is the word *campaign* and its translation that are relevant to our discussion. Here the student did not consider the context which surrounds the text. The context is about war, so the meaning of all words within the text cannot be rendered apart from the discussion of war. In English the word *campaign* has at least two meaning. First it can mean actions or activities done to achieve a certain goal usually, though not always, political one, and second a series of military operations inteded to achieve a specific goal. So it means *serangan,* or *serbuan.* However, the word has been in the vocabulary of the Indonesian language, *kampanye* with only the first meaning. It is used mainly in political context espesially related to regential, gubernatorial and/or presidential election. Therefore, Indonesian reader will understand ***kampanye*** as something done by someone to influence people to support or vote for him/her in their efforts to become a regent, governor, president or member of parliament. More specifically, what comes to the mind of Indonesia audience when they hear or read ***kampanye*** is a rally with

some speeches. Therefore it should have been the second meaning of **campaign**, which is **serangan.** But if this is done, there should be adjustment to the translation of **launch**, from **meluncurkan** to **melancarkan**. Therefore the correct translation on that part should be, . . . **setelah koalisi melancarkan serangan untuk merebutnya tahun ini.**

It seems that beginner translators tends to consult dictionary only when they encounter words that are totally new to them, but when they meet ones which are familiar to them they do not and rely on their knowledge of the primary meaning of the word.

5. Implication to the teaching learning process

The solution for this problem can be in two forms, currative and preventive. Currative measure can be done by having the students' work discussed. The ultimate goal is of this activity is to make students aware that one word can have more than one meaning and that to decide which meaning is appropriate, analysis of the language, participant (person involved in the communication) as well as the context and subject should also be carefully done. In this activity students should also be encouraged to consullt dictionary to see for themselves the range of meaning a word may have. This also means that they cannot take for granted that the meaning they know of familiar word can always be applied to a certain sentence. They must also be provided with drill to practice with the *secondary meaning* to ingrain the awareness of the concept of *primary* and *secondary meaning*. This awareness will make students consider other factors which determines the meaning of a word especially the familiar one. The curative strategy is meant to equip students who are in the junior and senior highschool with the thorough knowledge of words especially in terms of meaning. This can be done through reading activities. Reading session should not only be dedicated for the comprehension of a text, rather it should also be directed for the enrichment of English. Everytime a new text is introduced to the students it should be based on how it can deepen students knowledge of English. Therefore, language based exrcises should be equal with the content based activities. Treatment should be directed to both grammar and vocabulary so that they have more tools which can be used to express and extract meaning and when needed to translate later when their interest drive them to indulge in language especially translating.

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