

**THE TRANSLATION OF ECOLOGICAL TERMS WITH REFERENCE
TO SENIOR HIGH SCHOOL TEXTBOOK ENTITLED BIOLOGI
BILINGUAL**

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Abstrak

Proses menerjemahkan itu tidak mudah dikarenakan adanya perbedaan budaya dan istilah-istilah ekologi, banyak kata atau frasa yang sulit diterjemahkan karena tiap kata mengandung unsur budayanya masing-masing. Salah satu cara untuk menerjemahkan istilah-istilah budaya yang terkadang sulit dipahami, adalah dengan menggunakan komponensial analisis. Komponensial analisis menjelaskan fitur-fitur semantic yang terkandung dalam tiap kata. Dalam menerjemahkan istilah-istilah budaya tidak bisa hanya dengan fokus pada unsure-unsur budaya namun juga harus fokus pada keadaan ekologinya. Metode yang digunakan dalam mengumpulkan data adalah metode kualitatif dan dianalisa secara deskriptif berdasarkan teori yang relevan dengan topik. Ditemukan banyak istilah ekologi dalam buku ini dan istilah-istilah itu sudah diklasifikasikan ke dalam dua jenis, yaitu istilah ekologi dalam jenis tumbuhan dan istilah ekologi dalam jenis hewan. Data-data tersebut akan dianalisa dengan menggunakan dua teori. Teori pertama adalah teori terjemahan dan yang kedua adalah teori komponensial analisis. Kedua teori tersebut dikemukakan oleh Newmark (1988). Teori komponensial analisis yang dikemukakan oleh Newmark sangat membantu dalam menerjemahkan karenateori ini memaparkan fitur-fitur semantic dalam suatu kata. Kesimpulan dari tesis ini kebanyakan prosedur terjemahan yang digunakan adalah cultural equivalent dan metode yang digunakan adalah semantic translation. Karena fitur-fitur semantiknya memaparkan banyak kemiripan dari istilah-istilah ekologi tersebut.

Kata kunci: terjemahan, budaya, istilah ekologi

1.1. Background of the study

Historically, speaking English offers more opportunities for people to communicate globally. Nowadays English was used not only in casual conversation, but also in news report such as newspapers, magazines, etc. In daily

life, human beings are always curious about history or stories from other parts of the world. Therefore, English was also used in translating literary works. In the translation of literary works, magazines or newspaper, it is necessary to have wide range of general knowledge about culture between source language and target language. Generally, every language is unique and there are always changes. Words, sentences and grammar are continuously changed and update.

In the process of translation, many obstacles of verbal and non-verbal were found. The translator should find an equal meaning and not fully oriented to the dictionary. With the difference of the environment, culture and geography is certainly both languages have equivalent translation though there are some words that have no equivalent. As being mentioned that, there are some words that have no equivalent; those words are translated directly or in other word, it becomes “loan word.”

1.2. Problems

This research will focus on three major problems that will be analyzed, and these are:

1. What kind of ecological terms are found in the *Biologi* a senior high school textbook?
2. What procedures and methods are applied in the translation?
3. What is the meaning of the translation are found in the *Biologi* a senior high school textbook?

1.3. Aims of the study

Generally, this study aims to provide full comprehension of the problems referred to above. They were classified onto three instances, as follows:

1. To find out the kind of ecological terms in the *Biologi* a senior high school textbook.
2. To analyze the procedures and methods applied in the translation process.
3. To analyze the meaning of the translation in *Biologi* a senior high school textbook.

1.4. Research Method

1.4.1. Data Source

Data source is the resource of data, which has value for the analysis of the research, which must be authentic, has scientific value, and relevance to the topic discussed the data usually taken from the original sources, such as novels, magazines, interview result etc. In this study, the data used is accordingly taken from a senior high school textbook entitled *Biologi Bilingual* (2010) written by Nunung Nurhayati as the source language and the target language. This book was consisting of two languages Indonesian and English. The instructional material was translated directly into English.

1.4.2. Method and Technique of Collecting Data

The method and technique in collecting the data is qualitative method, by reading the textbook and the steps in collecting the data are describe as below:

1. The first step is reading the source material carefully to find the sentences, quoting the passages that have relevance with the topic discussed to mark out the relevant data.
2. Highlighting the important data to identify the expected data.
3. Note taking and classifying the data.

1.4.3. Method and Technique of Analyzing Data

The analysis was focused on the ecological terms, which were translates into English and the processes of analyzing are described as below:

1. Checking the note-taking of the data source.
2. Selects the ecological terms, which translates into English and analyzed by applying the theory of componential analysis and the procedures of translation, which Newmark (1988) proposes both theory.
3. The analysis data were also supports by examples in order to give clearer comprehension.

1.5. Discussion and Result

1.5.1. The Ecological Terms in Type of Plant

The ecological term in type of plant to be analyzed was “Kenanga” flower which translated into *Cenanga*. The data can be found in source language (page 3) and their translation in the target language (page 3). The uses of the data are as below:

Data 7:

SL: Perkembangan adalah terspesialisasinya sel-sel menjadi struktur dan fungsi tertentu. Perkembangan tidak dapat diukur, tetapi dapat dilihat dari terjadinya perubahan bentuk dan tingkat kedewasaan. Contohnya pada bunga *kenanga*, perkembangannya ditunjukkan oleh terbentuk organ bunga.

TL: The development is the specialization of cells to be certain structure and function. The development cannot be measured, but it can be seen from the change of shape and maturity level. For example, *cananga* flower. The development is shown by the formations of flower organs.

From the data above, it can be analyze that the word “Kenanga” can be categorized as ecological term because the word “Kenanga” is the term refers to living creature that is plant in specific a flower that has green color and has fragrance smell. This flower was often used in some places as an offering.

The translation procedure which is used is cultural equivalent. The translator tries to look for the equivalent of the word “Kenanga” in English. But, since the translator’s culture does not familiar with the word “Kenanga”, so the word *Cananga* which is more familiar is used.

The method of translation that is used was semantic translation. The translator translates the word “Kenanga” into *cananga* by looking the semantic features of the word. Semantic translation was more flexible because it allows the translator intuitive empathy with original but not eliminate the grammatical elements that cause changes of meaning.

The componential analysis of the term “kenanga” and *cananga* is as below:

Diagram 3.12
The componential analysis of “Kenanga” and *Cananga*

Semantic Features	SL	TL
	Kenanga	<i>Cananga</i>
Object	+	+
Flower	+	+
Has fragrance smell	+	+
Has religious function	+	-
Has green color	+	+

From the analysis, it can be seen that *cananga* is kind of landscape tree which is often used to decorate garden as an ornamental plant. Its flower has seven or eight long petals. *Cananga* has green color and spreads fragrant smell, as older it is the smell grow stronger. *Cananga* not only used as ornamental plant, but also has religious function. In some cultures, for example Hindu people often used this flower to make offering. The smell of the flower could make the people feel calm and relax by inhale it. There is another type of *Cananga*, which is grown in Bali and was known as Balinese *Cananga*. This flower was bigger than the common *cananga*, but the color and the smell was the same like the common *cananga*. All kind of *cananga* can be used to make offering.

1.5.2. The Ecological Terms in Type of Animal

The next ecology term from the second type to be analyzed was *Pterois*, which was translated into “Lionfish.” The data can be found in SL (page 48) and its translation in TL (page 48). The uses of the data in sentence are as below:

Data 2:

SL: *Pterois* adalah jenis ikan laut berbisa kebanyakan ditemukan di Indo-Pasifik. *Pterois* ditandai oleh warna merah, hitam, putih, dan hitam, sirip dada mencolok dan berbisa. Sinar sirip runcing.

TL: *Lionfish*, is a genus of venomous marine fish found mostly in the Indo-Pacific. Lionfish is characterized by red, white, and black bands. showy pectoral fin sand venomous spiky fin rays.

From the data above, it can be analyzed that the word *Pterois* is the term of ecology refers to the part of living creature that is animal in specific a fish that has red, white or black color. It is a kind or genus of venomous marine fish. There is a little difference between *Pterois* and “Lionfish.” That difference was found in their habitat.

The translation procedure that is used is cultural equivalent. The translator tries to look the equivalence between these two animals and as a result, many similarities were found. However, *Pterois* was given name “Lionfish” because in TL, the receptor language look that the fish was look like a lion, because it has feathers around it neck.

The method of translation, which is used in this study, was semantic translation. The translator translates the word “*Pterois*” into *Lionfish* by looking at their semantic features. From the analysis of the semantic features, many similarities were found.

The componential analysis of the term “Lionfish” and *Pterois* is as follow:

Diagram 3.2
The componential analysis of *Pterois* and “Lionfish”

Semantic Features	SL	TL
	<i>Pterois</i>	<i>Lionfish</i>
Object	+	+
Kind of venomous fish	+	+

Live in Indian ocean	-	+
Has red and white zebra strips	-	+

From the analysis above, it can be conclude that *Pterois* and “Lionfish” were the same type or genus of venomous fish. The difference was found only on their habitat. Their different habitat results in their different color. As mentioned above that *Pterois* mostly found in Indo-Pacific while “Lionfish” commonly found in Indian Ocean. Both *Pteoris* and “Lionfish” has feather around its neck that is why people given them name “lionfish”. Colors and feathers around their neck are similar to lion.

1.6. Conclusion

From the analysis of the study, that conclusion that can be drawn based on the problems is, translation process does not only involved two languages but also two cultures. This statement is true, because translation cannot be separated from the culture of source language and target language. Any kind of text or material requires a good knowledge of the culture when translate, so that there is no misunderstanding between source language and the target language. In translating the ecological terms, the translator does not simply translate the cultural words but also the ecological situation.

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