

WORD AND PHRASES TRANSLATION PROCEDURES USED IN THE INDONESIAN SUBTITLE OF TED-ED YOUTUBE VIDEOS

**Fadhil Asyrafi
Yanto**

Universitas Jambi
E-mail: fadielraffy@gmail.com

Abstract

This study identifies the translation procedures used in Indonesian subtitles of TED-Ed YouTube education videos in the level of nouns or noun phrases. This research used descriptive qualitative method where the researcher listed and identified the procedures found and described each of them according to the theory of Newmark (1988, p. 81-93). The objects and the sources of data in this research are only two videos in the channel specifically selected by the researcher, focusing on one translator with most contributions to the TED-Ed Indonesian community as of August 2019: Dewi Barnas. The subtitles are then downloaded and analyzed. The first video (The loathsome, lethal mosquito) has 32 noun phrases belonging to specific translation procedures, whereas the second video (The benefits of a bilingual brain) has 80 noun phrases translated that way. Some procedures that appear quite often are: Naturalization, Transference, Expansion, Reduction, Synonymy, Functional Equivalent, Paraphrase and Transposition.

Keywords: *Subtitle, Translation, YouTube.*

INTRODUCTION

In this digital and global era, English continues to triumph as the most used and well-learned language. A website known as YouTube which is founded in United States, an English-speaking country, also triumphs as the leading streaming source. Albeit mostly consisted of entertainment contents, many education-themed channels do exist in YouTube, also mostly presented in English. One worthy mention is TED-Ed channel, which is created officially by TED organization; a media that posts talks online for free distribution under the slogan "Ideas Worth Spreading" and was conceived by Richard Saul Wurman in February 1984 (*TED: Ideas Worth Spreading*, 2016) as a conference and has been held annually since 1990 (*The Guardian*, 2005). Unlike the main TED channel, TED-Ed focuses on lighter topics and easier-to-digest issues to general audience, even for children. The concept is embedded in its own unique official slogan: "Lessons Worth Sharing".

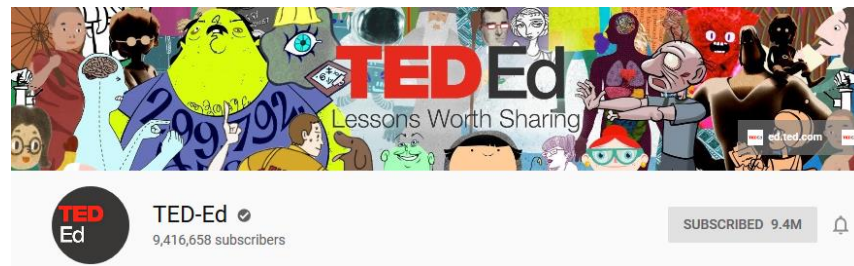


Figure 1. The snapshot of TED-Ed YouTube channel and its banner.

Up to the beginning of September 2019, as seen in the picture above, TED-Ed has been subscribed by around 9.4 million users. As they deliver the whole content in English, translator's positions are inevitably necessary. According to TED-Ed official website (*About TED Translators: 2009*), they developed a system to allow volunteers to translate their favorite talks and videos into any language, thus providing the channel with official and trustworthy translations, unlike the usual automatic translation commonly found in YouTube. In Indonesian language itself, there is a specific woman named Dewi Barnas who has the biggest contributions in the numbers of translations. The videos related to her also have the highest views compared to the other fellow Indonesian translators in the channel.

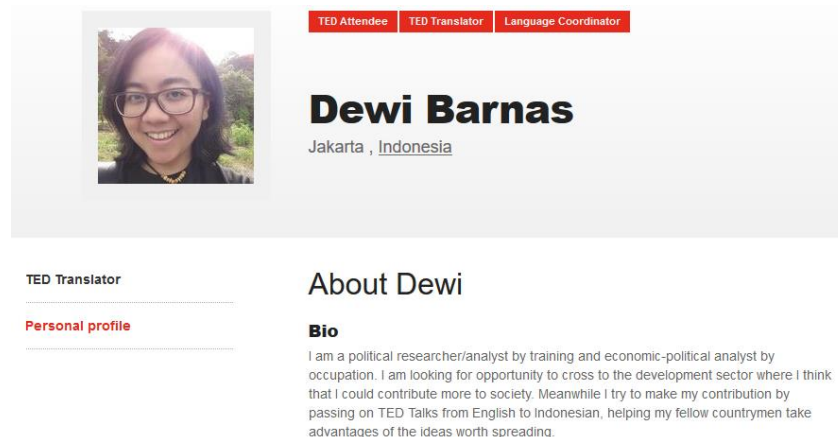


Figure 2. The profile page of Dewi Barnas, the biggest contributor to TED-Ed Indonesian translation.

In the TED official website, Dewi claims that she is a political researcher/analyst by training and economic-political analyst by occupation. She has translated 72 TED talks, reviewed 110 talks and also transcribed 5 TED talks as of August 2019 (TED, 2019). As of in TED-Ed, she has contributed in 28 TED-Ed videos' translation, more than any other Indonesian contributors on the site when this research was conducted.

As viewed by activating the *Closed Captions* feature in YouTube while watching video whose subtitles translated by her, the translator takes on some specific techniques or as Newmark (1988, p.98) called: **translation procedures**, in converting the original video subtitle text into Indonesian language. Quoting Newmark (1988), "while translation methods relate to whole texts,

translation procedures are used for sentences and the smaller units of language”. Therefore, smaller scale translation techniques that are commonly occurring here will be the focus of this research. The small scale that the researcher means here will be on the word level, or to narrow it more, on the nouns or noun phrases only.

It is intriguing to see how she uses any word-by-word or phrase-by-phrase procedures in translating the subtitles into Indonesian language. By this notion, the researcher feel intrigued to analyze what kinds of translation procedures used on words (in this case, it will only be the nouns or noun phrases) in these 2 TED-Ed YouTube video Indonesian subtitles. This research will focus on: “what kinds of words translation procedures by Newmark’s 1988 theory are used in nouns and noun phrases found at Indonesian subtitles of the TED-Ed YouTube videos?”

Catford (1985) claims that translation is the replacement of textual material in one language (source language or SL) by equivalent textual material in another language (target language or TL). Meanwhile, Newmark (1988) states that translation methods may be generally divided by whether it should be done literally or freely. By this claim of Newmark, we can conclude that translation methods can be classified by its emphasis. It can be either emphasized by the target language (TL), source language (SL) or something in-between. Here are 8 methods by Newmark that will be mentioned from the most literal one up to the freest method:

Source Language Emphasis

Target Language Emphasis

Word-for-word translation

Adaptation

Literal translation

Free translation

Faithful translation

Idiomatic translation

Semantic translation

Communicative translation

While translation methods relate to whole texts, translation procedures, that will be the main focus in this research, are used for sentences and the smaller units of language. According to Newmark (1988) in his Chapter 8 (p. 81-90), some of the procedures of translation are:

1. Transference

Transference (loan word / transcription) is the process of transferring a SL word to a TL text as a translation procedure. It is the same as Catford's (1965) transference, and includes transliteration. The word then becomes a 'loan word'. For example: **Adi has been online for 1 hour** is translated into **Adi sudah online selama 1 jam.**

2. Naturalization

This procedure succeeds transference and adapts the SL word first to the normal pronunciation, then to the normal morphology (word-forms) of the TL. For example: **Indonesia government adopts democracy system** is translated into **pemerintahan Indonesia mengadopsi sistem demokrasi**.

3. Cultural Equivalent

This is an approximate translation where a SL cultural word is translated by a TL cultural word. Their translation uses are limited, since they are not accurate, but they can be used in general texts, as well as for brief explanation to readers who are ignorant of the relevant SL culture. For example: **They eat tofu and tempeh** is translated into **mereka makan tahu dan tempe**.

4. Functional Equivalent

This common procedure, applied to cultural words, requires the use of a culture-free word, sometimes with a new specific term; it therefore neutralizes or generalizes the SL word. For example: **Last night Doni felt asleep even though he was only on straw mat** is translated into **semalam Doni tertidur pulas walau hanya beralas tikar jerami**.

5. Synonymy

This procedure is used for a SL word where there is no clear one-to-one equivalent, and the word is not important in the text, in particular for adjectives or adverbs of quality. The example: **The red veil** is translated into **kerudung merah**.

6. Shifts or Transpositions

A “shift” (Catford’s term, 1965) or “transposition” is a translation procedure involving a change in the grammar from SL to TL. For example: **We had a very long talk** (source language) translated into **Kami berbicara lama sekali** (target language). In source language **talk** is categorized as a **noun** meanwhile target language **berbicara** is a **verb**.

7. Reduction and Expansion

Newmark (1988) says this procedure uses **reduction** by removing some of the translation, or **expansion** by adding more elements in the translations.

Those are several of the translation procedures that will be referred in this research.

METHODS

This research is a descriptive qualitative research. According to Fraenkel, Wallen & Hyun (2015), it is a type of research where it dominantly depends on the narration and collects information from a sample that has been drawn from a predetermined population or object.

Qualitative research in general is used to investigate a problem in order to get clear understanding of certain phenomenon (Creswell, 2012). Indeed, the researcher decided to mainly list and identify the translation procedures of the nouns or noun phrases found in the Indonesian subtitles of the 2 educational videos and described each of them according to the Newmark's (1988) translation procedures theory. The objects and the sources of data in this research are only those two videos whose subtitles translated by Dewi Barnas. The two chosen videos have the highest amount of views among all of her translated videos, each exceeding 6 million as of September 2019. Those 2 videos are:


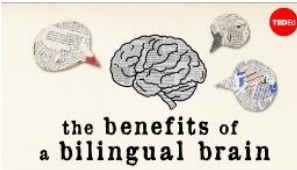
Video title	Thumbnail view in TED official website	Original writer	Year published	Views (as of September 2019)	Duration
The loathsome, lethal mosquito	<p>Subtitled in Indonesian</p>  <p>THE LOATHSOME, LETHAL MOSQUITO</p> <p>Nyamuk yang dibenci, nyamuk yang mematikan - Rose Eveleth</p> <p>Translator: Dewi Barnas Reviewer: Indra Wibisana</p> <p>Subtitled in Indonesian</p>	Rose Eveleth	2013	11.6 millions	2 minutes and 39 seconds
The benefits of a bilingual brain	<p>Subtitled in Indonesian</p>  <p>the benefits of a bilingual brain</p> <p>Keuntungan otak bilingual - Mia Nacamulli</p> <p>Translator: Dewi Barnas Reviewer: Gita Arimanda</p> <p>Subtitled in Indonesian</p>	Mia Nacamulli	2015	6.1 millions	5 minutes and 3 seconds

Figure 3. The table explaining the two TED-Ed videos being researched.

The data being researched here are the translated texts of the video taking form in a subtitle file. The collection of the necessary data was done by downloading them using a specific subtitle downloader apps found in *Mozilla Firefox* browser. After installed, the app automatically enabled features of downloading any subtitles provided officially by the channel. The subtitles are in 2 kinds: one in the videos' original language (SL): English and its TL: Indonesian. The subtitles were stored in a specific text files which can be opened by *Notepad*. Here is the view of the opened subtitle files that the researcher downloaded:

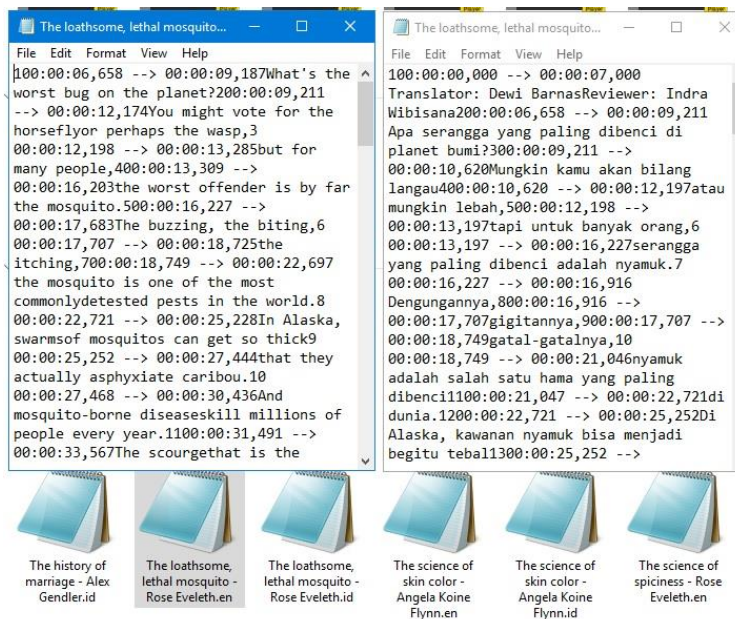


Figure 4. The downloaded official subtitles, stored in a specific format which need to be opened by *Notepad*.

The different subtitles then were being compared side-to-side as in the above picture. After that, the researcher skimmed the subtitles thoroughly and focused on every available noun or noun phrases found in the subtitles and caught on several unique ways of translation that can be categorized with Newmark's translation procedures' theory (1988). The words analyzed are not limited to literally 1 word unit in the technical sense but can be the combinations of multiple nouns, as long as it is still within the formations of the noun phrase and contributes to the whole meaning of the words.

RESULTS AND DISCUSSION

Here are the "procedures of translation" discovered by the researcher for some of the words found in the 2 videos:

a. The loathsome, lethal mosquito



Figure 5. The sneak peek thumbnail image for several scenes in this video.

The first video has total of 32 noun phrases found that belong to Translation Procedures, but here are the 3 examples that only will be discussed:

- **all sorts of species= *berbagai spesies yang ada di muka bumi***

This uses **Functional Equivalent, Naturalization** and **Expansion**. “All sorts” would have been translated literally as “segala jenis” but it is translated to “berbagai (various)” instead. This may seem as synonymy but the two words (all sorts vs. various) cannot be direct synonyms due to them are in different forms. “Various” consists of only 1 word whereas “all sorts” consists of 2 words where the word “all” acts as the quantifier there. Therefore, this procedure belongs to functional equivalent instead. Then, the word “species” is naturalized into “spesies” where the alphabet and the phonology of “c” are changed into “s”. Translator also adds words “yang ada di muka bumi” which means “that/which lives/exists on earth”. Obviously, those words do not exist in the original text. The normal translation should just be stopped until “berbagai spesies”. This procedure of translation clearly belongs to expansion.

- **a pollinator = *spesies penyerbuk***

This uses **Expansion**. “Pollinator” can be just plainly translated as “penyerbuk”. Nonetheless, the translator adds the word “spesies” (which in English is, obviously, “species”) to her translation work. This may be done to, once again, provide more comprehensive meaning of the text: to give clear information of what kinds of subject who do the process of the pollination referred in the text.

- **deaths from malaria= *kematian karena malaria***

This uses **Functional Equivalent**. “Deaths from malaria”, when translated literally, it would be “kematian dari malaria”. However, in Indonesian language, word “from” is not quite suitable for indicating something that becomes a source of a death. In response to this, the translator uses word “karena (because)” instead because it informs more correctly about the position of “malaria” as something that becomes a cause of a death, and not as a source. Word “because” and “from” in English may have quite different functions but in Indonesian, they sometimes are able to fill in the same functions, especially in this case.

b. The benefits of a bilingual brain

The preview thumbnail image for several scenes of this video:



Figure 6. The sneak peek thumbnail image for several scenes in this video.

The second video has total of 80 noun phrases that belong to Translation Procedures, but here are the 6 examples that only will be discussed:

- **world's bilingual and multilingual majority = *mayoritas penduduk dunia yang bilingual dan multilingual***

This uses **Transference**, **Expansion** and **Naturalization**. In this translation finding, the word “bilingual” and “multilingual” is left as it is without any change. Both words are adjectives which mean the capability a person has to communicate in two or more languages. Also, the translator expands her translation by adding the word “penduduk”, meaning “citizen” or just “people”. This might be added to emphasize what kinds of multilingual majority subject that is referred. Lastly, the word “mayoritas” is a naturalization of the word “majority”: by changing the letter “j” to “y” and the ending of “-y” with “-as”.

- **an easier time traveling = *lebih gampang saat berlibur***

This uses **Transposition** and **Functional Equivalent**. Here the word “time” is shifted from its role as a noun to a preposition. The word “saat” in the Indonesian translation above is codependent to the next word it refers to (berlibur), which is a clear attribute of a preposition. “Traveling” which in literal meaning should be “berjalan-jalan” is translated to “berlibur” instead. “Berlibur” as a word in Indonesian means as a condition of having a state of free times, a holiday or a vacation, which is actually the English equivalent of Indonesian word “liburan”. “Berjalan-jalan” or the word “traveling” is more like a verb that denotes an action in its meaning. However, as Indonesian people mostly associate the

act of traveling with vacation or holiday, this makes the use of word “berlibur” to represent “traveling” is justified as it clearly serves the same function.

- **her teenage brother = *Abangnya yang sudah remaja***

This uses **Cultural Equivalent** and **Expansion**. The word “brother” is translated into the word “Abang”, clearly indicating the cultural equivalent and adjustment into the Indonesian context. The translator also expands her translation by adding the word “sudah” here, as a kind of emphaziser and time signifier to the word “remaja (teenage)”.

- **accent = *aksen***

This uses **Naturalization**. The word “accent” is being naturalized into “aksen”, changing the first “c” into “k” and the second “c” into “s”. Moreover, the last letter of “t” at the end of the word is omitted.

- **the brain’s left hemisphere = *otak kiri***

This uses **Reduction**. “Hemisphere” in Indonesian could be directly translated as “bundaran” or “belahan”, noting that the word is rooted from the word “sphere” which is a synonym of the word “ball” meaning “bola” in Indonesian. Nonetheless, the word “hemisphere” could also be replaced by synonyms such as the word “bagian”, which in English means “part”. The words then would have been translated as “otak bagian kiri”. In this translation finding however, the word “hemisphere” is omitted completely.

- **language acquisition = *belajar bahasa***

This uses **Transposition**. The word of “acquisition” is a noun where its Indonesian meaning is closest to “pembelajaran” or in the most literal way translates to “pemerolehan”. Yet in this finding, the word “acquisition” is shifted its role from a noun into a verb, by translating it into the word “belajar”.

- **focusing while filtering out irrelevant information = *berkonsentrasi ketika memilah informasi irelevan***

This uses **Synonymy** and **Naturalization**. “Berkonsentrasi”, which in English is “concentrating” is the synonym of the word “focusing”. In addition to that, the words “irrelevant” and “information” are both naturalized. “Irrelevant” became “irelevan”, by omitting the double “r” into a single “r” and also cutting the letter of “t” at the end of the word. The word “information” is naturalized into “informasi”, by changing the letter of “t” into “s” and changing the ending sound or suffix of “-ion” into “-i”.

These research findings furthermore proved that lots of the noun phrases translated in the videos used specific procedures of translation that are not so direct or literal. This kind of

translation correlates too with Catford's (1965) theory of unbounded or free translation. From all of this, the researcher concluded that in translation, especially in more modern mass media content such as YouTube, there are indeed various kinds of procedures of translation that can be applied to enrich the language transfer from English to Indonesian language. The first video (The loathsome, lethal mosquito) has 32 noun phrases belonging to specific translation procedures, whereas the second video (The benefits of a bilingual brain) has 80 noun phrases translated that way. Out of all those translation procedures found by the researcher, some that appears quite often are: Naturalization, Transference, Expansion, Reduction, Synonymy, Functional Equivalent, Paraphrase and Transposition. The other translation procedures also appear even though not in a higher frequency.

CONCLUSION

In terms of translation, it is always well-known that flexibility and adaptability is more encouraged rather than transferring foreign languages into our own language literally without any modifications. The important thing to note is that even though it is good to be flexible in translating, there are specific rules and techniques that needs to be paid attention to, whereas in this research's context, Newmark's Translation Procedures (1988, p.81-90) theory is the one that became the main focus of the rule. The researcher here then suggests that in a real-life situation, we should also be more aware of this kind of flexibility going on in the world of translation, either as the active executor or merely the passive receiver of it.

ACKNOWLEDGEMENTS

The researcher would like to thanks a lot to Mr. Yanto who has been patiently supervising me doing this research from the rough draft until the very end of the finish line. I also need to give my gratitude to Mr. Zamzam as my second supervisor who enabled me to submit this research into this online journal catalogue. Mr. Adrefiza, Mr. Yulhenli Thabran and Maam Duti Volya are also several other lecturers that have been giving me various constructive criticism for the development of my research.

REFERENCES

- Catford, J. (1965). *A Linguistic Theory of Translation*. Oxford: Oxford University Press.
Creswell, J. (2012). *Planning, Conducting, and Evaluating Quantitative and Qualitative Research: 4th Edition*. Boston: Pearson.

- Fraenkel J., Wallen N. & Hyun H. (2015). *How to Design and Evaluate Research in Education: 9th Edition*. New York: McGraw-Hill.
- Newmark, P. (1988). *A Textbook of Translation*. Shanghai: Shanghai Foreign Language Education Press.
- TED. (2016). *History of TED*. Retrieved May 11, 2016, from <https://www.ted.com/about/our-organization/history-of-ted>
- TED. (2009). *About TED Translators*. Retrieved June 06, 2019, from <https://www.ted.com/about/programs-initiatives/ted-translators>
- TED. (2019). *Dewi Barnas Translator Profile* Retrieved July 01, 2019, from <https://www.ted.com/profiles/254595/translator>
- The Guardian. (2005). *What's the big idea?* Retrieved December 20, 2014, from <https://www.theguardian.com/science/2005/jul/24/observerreview.theobserver?INTCMP=SRCH>
- Wikipedia. (2019). *TED (Conference)*. Retrieved June 18, 2019, from [en.wikipedia.org/wiki/TED_\(conference\)](https://en.wikipedia.org/wiki/TED_(conference))
- Wikipedia. (2019). *YouTube*. Retrieved June 29, 2019, from en.wikipedia.org/wiki/YouTube