

CHAPTER I

INTRODUCTION

This chapter delves into a number of specifics regarding the analysis of the translation techniques used in Islamic Studies in an Indonesian context. This chapter contains the research background, research questions, research purposes, research significance, conceptual framework, and previous study.

A. Background of the Study

Translating on Islamic terms is considered one of the most difficult challenges a translator may face. This is due to the fact that it derives from local cultures and "Islam" as a religion that Muslims assimilate. To guarantee that readers understand the same linguistic nuance as Muslims, writers must use English words that are equivalent to Islamic terms (Farkhan, 2018). However, sometimes cultural backgrounds and points of view can lead to difficulty in translating words into English. Therefore, translators need the capacity to select appropriate techniques to produce equal meaning in both source languages (SL) and target languages (TL). Aminuddin, Yang and Munaraka-Vuletich (2020) responded by stating that in translating Islamic terms, translators are required to be bicultural, so they have enough knowledge about the cultures of both the source and target languages.

Writing research papers such as journal article is required for advancement in academic standing. For example, lecturers and students in the university write academic journal to earn a higher degree or be promoted to a new position. In this context, abstracts play a vital role in these journal articles by providing concise descriptions that offer an overview of the research. They assist readers in easily determining the study's objective, methodologies, findings, and conclusions. Abstracts must be well-written in order for researchers to determine which articles to read. While abstracts can vary in terms of length and structure, they should consistently strive to be clear, concise, and accurately represent the primary themes and contributions of the research. Overall, abstracts are significant components of journal articles and are necessary for understanding the relevance of a study. In light of this, some universities obliged the researchers to translate the abstracts of their academic journal. For Napitupulu (2017), the researchers interpret abstracts quickly

and erroneously utilizing whatever resources they have available. As a result, the abstract's content contains numerous errors, especially in cultural and religious contexts, such as Islamic terms. Therefore, this study focuses on the translation techniques used in translating Islamic terms in Indonesian-English abstracts.

This research on Islamic Studies focuses on translating Islamic terms in the Indonesian-English abstract with the intention of fostering an academic environment and improving the quality and number of academic articles. According to Aminuddin, et al. (2020), translating Islamic texts is an arduous and difficult task due to their cultural ties and concepts of Islam. For example, the Islamic word *toujiihad* is interpreted as equivalent to "Qur'anic injunctions" in English (Chebbo, 2006). In another example, the word *dakwah* interpreted as a noble call. However, Alhumaid (2015) argues that some Islamic terms are untranslatable. Bahameed (2014) explains that the lack of international equivalence between languages is what makes something impossible to translate. For example, the word 'Al-Ghusl' means showering or washing. This could contribute to a mistaken understanding of al-ghusl, since the actual meaning is a symbolic washing of the entire body after a sexual intercourse (Alhumaid, 2015).

Because English is in continuous contact with other languages, it is essential that translation in English language teaching (ELT) prepares students for multilingualism and multiculturalism. Balboni (2017) argues that oral language and intercultural communication skills are emphasized in ELT. He continued by saying that activities involving translation have an impact on both abilities (comprehension, translation, and production) and mental competencies. In line with it, Siregar's research (2018) shows that translation assists students in developing a deeper understanding of the two languages, cultures, and grammatical structures through speaking and writing. Therefore, both findings support the notion that translation is important in ELT.

This study, carried out within the academic boundaries of UIN Sunan Gunung Djati, responds to the growing demand for accurate translations of Islamic language among Indonesian Islamic institutions. The motivation for this study stems from a common issue observed by Aminuddin et al. (2020), which revealed

major inconsistencies among students in applying strategies and techniques for translating Islamic terms. Using this as a basis, the researcher selected UIN Sunan Gunung Djati as the site of investigation to explore deeper into this phenomenon. Because of its unique status as a center for Islamic education and research, this school is an appropriate setting for investigating the complexities of translation procedures within an Islamic framework. This study aims to enrich the understanding and dissemination of Islamic concepts within UIN Sunan Gunung Djati and the broader educational sphere by shedding light on the factors underlying these inconsistencies and proposing improved translation strategies.

However, a translator needs several techniques and skills for translating Islamic terms. Some translation techniques are commonly used by translators, namely Borrowing, Calque, Literal Translation, Transposition, Modulation, Equivalence and Adaptation (Vinay & Darbelnet, 1995). Those techniques can be used as a method for conveying the message, analyzing and categorizing translation equivalence. Previous studies are used as a comparison for this study in order to account for the varied techniques of translating Islamic terms.

The first study by Wahyono and Yuliasri (2019) investigated translation techniques and grammatical errors in students' Indonesian-English translation of a narrative text. The translation technique analysis in this study used Molina and Albir's theory. The result of this study showed that the most commonly used translation techniques were literal translation and modulation. The second was held by Aminuddin et al. (2020). This study focused on the translation and transliteration strategies used by Indonesian translators, where transliteration was used much more than translation strategies.

Alwazna (2018) has also done research with a different focus. His study investigated techniques for coping with the untranslatable legal terms between Arabic and English. According to the argument made in the current paper, there are specific translation methods that can address the problem of a legal term's inability to be translated and produce a legal translation that satisfies legal, cultural, and linguistic standards. Furthermore, this study argues that legal criteria determine the translation techniques in Arabic-English legal translation.

However, there is a gap between the previous study and this research. This research concentrates on techniques used in the Indonesian-English abstracts in the translation of Islamic terms at UIN Sunan Gunung Djati Bandung. Meanwhile, the participants are students in Translating Text on Islamic Studies (TTIS) class. This study should find readers interesting to learn more about translating techniques in Islamic terms. As a result, the title of the present research is formulated as follows, “An Analysis of Students' Translation Techniques in Translating Texts on Islamic Studies at the English Education Department, UIN Sunan Gunung Djati Bandung.”

B. Research Questions

This study explores the translation techniques used in translating Islamic terms by students in TTIS class. Thus, two inquiries are placed in an attempt to find out more about translation techniques in translating Islamic Study texts, especially in Islamic terms. The two research questions are presented as follows:

1. What translation strategies and techniques are most commonly used by students in translating an abstract of Islamic study?
2. What are the rationales for using particular translation strategies and techniques?

The first research question requires document analysis to collect the data. Translation tasks by students of the TTIS class are used as the document in this study. Each student is assigned to translate an abstract from Indonesian to English to learn their techniques for translating Islamic terms.

The second research question calls for a different methodology, focusing on interviews to uncover the underlying reasons behind the translation strategies techniques selected by students. To delve into this aspect, the study will conduct semi-structured interviews with a carefully chosen subset of students who participated in the translation assignments analyzed in the previous phase.

C. Research Purposes

The primary purpose of this study is captured in two distinct research questions. The first inquiry digs into the investigation of the common translation

strategies and techniques used by students while translating an abstract of Islamic study. The primary goal of this investigation is to map out the landscape of translation strategies and techniques in the context of Islamic terminology. The research attempts to develop a complete baseline understanding of the technique's students take in translating complicated Islamic concepts into a different linguistic framework by identifying the most regularly used strategies.

The second research question supports the study's objective of getting deeper insights into the rationales that guide the choosing of various translation strategies and techniques. The study aims to uncover the cognitive processes that support students' translation decisions by exploring into the underlying reasons and arguments for their choices. This portion of the research focuses on cognitive processing and contextual reasoning, with the goal of uncovering the elements that influence their strategic choices, such as cultural sensitivity, linguistic nuances, and interpretive considerations.

D. Research Significances

The research is focused on investigating how students in the English Education Department at UIN Sunan Gunung Djati Bandung translate Islamic terms and the reasons behind their choices. The practical significance of this study lies in its potential to enhance the teaching of translation techniques within the context of Islamic terminology. By understanding the strategies students commonly use and the reasons guiding their choices, educators can tailor their teaching methods to address specific challenges students face when translating Islamic concepts. This directly contributes to more effective language instruction, improving students' translation skills and their ability to communicate complex Islamic ideas accurately in English.

This study provides theoretical insights into the cognitive processes and language issues involved in translating Islamic words. The study contributes to the greater field of translation theory by unearthing the rationales behind the chosen translation procedures, offering insight on how language, culture, and religion intersect in the translation process. By presenting a case study that investigates the

unique issues given by Islamic language, this insight can expand the theoretical framework of translation studies. In summary, the study's dual practical and theoretical value highlights its potential to improve language teaching and develop translation theory in the field of Islamic studies.

This thesis holds value for both educators and students, offering improved techniques for translating Islamic Studies texts. It recommends students to employ a range of strategies for translating Islamic terms to identify the most effective ones. Consequently, teachers can evaluate and guide students based on their chosen techniques. This research extends its usefulness by aiding in the development of teaching materials and methods for Islamic studies education, fostering a deeper grasp of language, culture, and history. Additionally, the study's outcomes can serve as a reference for students and researchers, providing valuable insights into Indonesian-English translation in the realm of Islamic Studies.

E. Theoretical Frameworks

This theoretical framework seeks to analyze the techniques used by students at the English Education Department of UIN Sunan Gunung Djati Bandung in translating texts related to Islamic Studies. This framework explores how these students use their knowledge of linguistics, general translation techniques, and principles of both Islamic Studies and English when they undertake translations. Additionally, it evaluates the faithfulness of their translations as well as their precision and the techniques they employ to get there. Furthermore, this theoretical framework will evaluate the students' ability to take into account cultural and religious aspects of the source text and its target language. Finally, this framework looks at the potential impact of their translations on readers and any useful lessons that can be drawn from their work.

Language is a crucial instrument for overcoming cultural differences and fostering understanding among people from various backgrounds. It provides the exchange of ideas between people and the transmission of finer details. Language translation is crucial for preserving intercultural harmony and promoting global understanding (Ki-moon, 2009).

Numerous studies have demonstrated that language translation results in a community that is more accepting, tolerant, and peaceful (Uslaner and Robinson, 2009; Goldsmith and Wu, 2018). Everyone may learn more effectively from others and gain a deeper knowledge of other cultures. Additionally, better intercultural cooperation and communication are made possible with the aid of language translation, fostering deeper connections among people all over the world.

Knowing Islamic texts' language, culture, morals, and terminology is critical for proper translation. Islamic Studies, according to Rahman and Haniff (2018), are critical in the translation process because they help translators accurately portray the desired concepts. Al-Adawy (2011) emphasizes the importance of understanding the complexities and language of Islamic texts in order to provide an accurate translation. According to these researches, having a good understanding of Islamic studies is critical for ensuring that the target language adequately transmits the original purpose and meaning of the text.

Translating words and terms with Islamic roots may be difficult due to the complexities of the language and the importance placed on religious and spiritual values. Al-Kanani and Saidi (2017) state that such words are strongly connected to culture, ideology, background, and humanism. Consequently, translating Islamic terminology accurately requires a comprehension of both the primary language and the surrounding culture (Al Farsi, 2009). Additionally, Ahmedov, Aliyev, Hajiyeu, and Guliyeu (2021) suggest that translators must understand the literal and implied meanings of terms.

In order to translate a text, especially in Islamic terms, a translator needs several techniques. According to Tirkkonen-Condit and Jääskeläinen (2000), some techniques, such as textual analysis, cross-checking, and back-translation, can be used to verify accuracy and consistency in the target text. On the other hand, Vinay and Darbelnet (1995) divided translation techniques into seven types; Borrowing, Calque, Literal Translation, Transposition, Modulation, Equivalence, and Adaptation.

Tirkkonen-Condit and Jääskeläinen (2000) focus on techniques that can be used to verify accuracy and consistency in the target text, while Vinay and

Darbanelnet (1995) focus on seven types of translation techniques. Borrowing refers to taking a foreign word or phrase and essentially “borrowing” it into another language, while calque is a form of literal translation where a phrase or sentence is translated word-for-word. Literal translation is taking the original meaning of the source text and preserving it as much as possible in the target language. Transposition involves rearranging words or phrases in a target language, while modulation involves changing the point of view of the target text. Equivalence involves locating a term or expression in the target language that expresses the same idea as the source language. Finally, adaptation entails changing words or expressions from the source language to better reflect the culture of the target language.

The four most common translation strategies for Islamic terms are as follows: (1) Arabic words that have been absorbed into English; (2) quotations from the English translation of the Qur'an and Hadith; (3) Arabic quotations are reprinted in italicized transliteration with an English gloss; and (4) Arabic words and concepts are transliterated but not translated (Chebbo, 2006; Kirk, 2005, cited in Aminuddin et al., 2020).

Related to the topic, the researcher figures out a research scheme to clear up the theoretical framework of this research, as presented below:

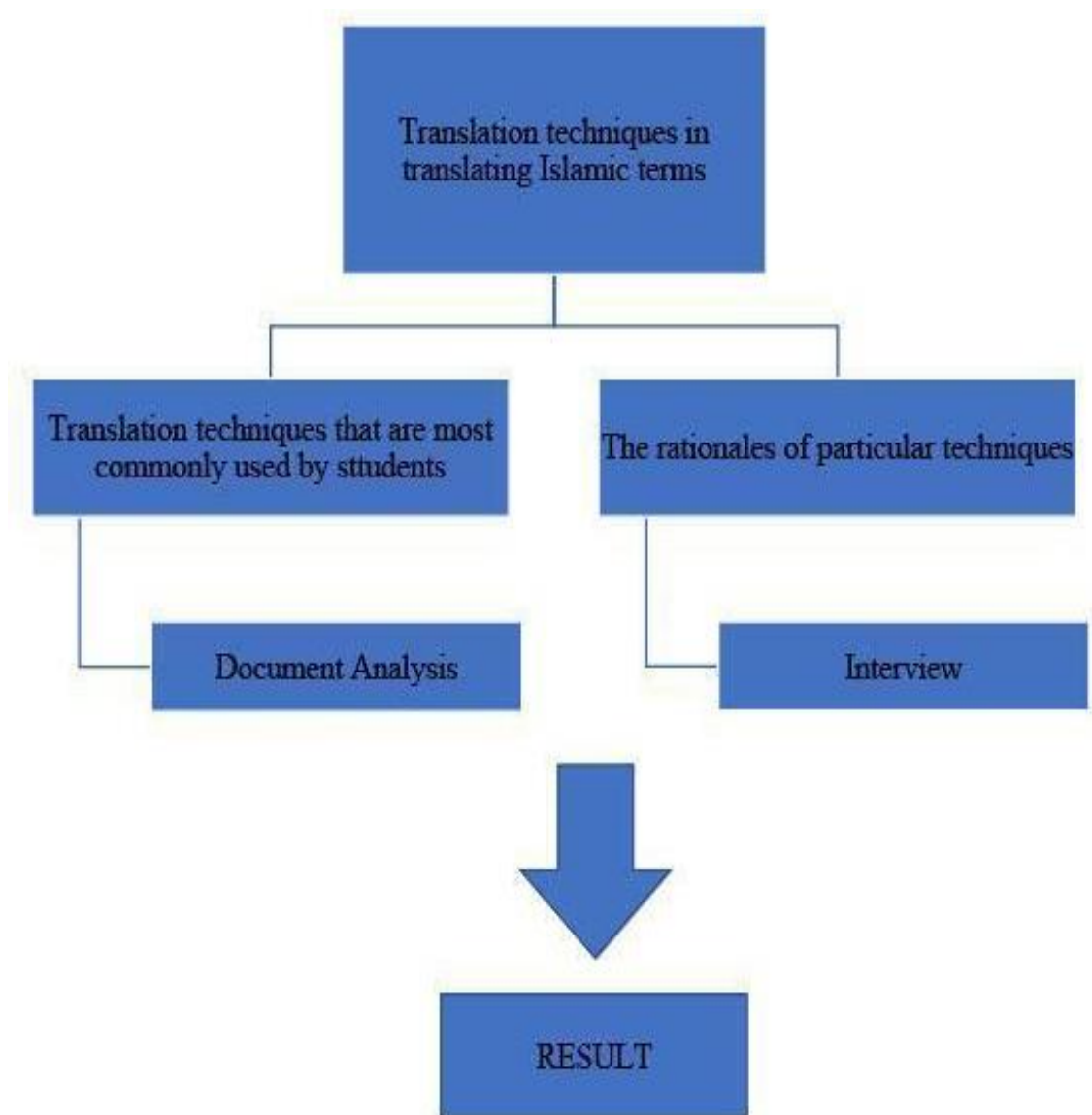


Figure 1. 1 Research Scheme

F. Previous Study

The purpose of this section is to review the existing scientific literature related to the topic. Using these studies, the scholar is encouraged to utilize the data available to them in order to expand upon knowledge and further advance the field.

Wahyono and Yuliasri (2019) investigated student translation techniques and grammatical errors in translating narrative text. The participants in this research were 24 students from the Indonesian-English translation class of the English department of Universitas Negeri Semarang. The data on translation techniques

were analyzed using Molina and Albir (2002) theory and the grammatical errors proposed by Azar (1989). The finding indicates that the most translation techniques used by students are literal translation (30.1%) and modulation (22.6%) and the most grammatical errors are capitalization (18.2%) and verb tense (16.6%).

Similar to the previous studies, the goal of the current project is to identify the translation techniques used in students' translation tasks. However, there are some differences between the earlier study and the present investigation. The participants of this study are students from a translation class at a different university than where the research is being conducted. The aim of the current study is to analyze and identify the common translation techniques used by students, as well as the rationales for those choices, using Vinay and Darbelnet's theory of translation technique classification. This research builds upon previous studies in this area, which focused on discovering the most and least popular translation techniques used by students, while also utilizing Molina and Albir theory. Moreover, this investigation goes beyond previous research in this field by incorporating Islamic texts instead of narrative texts.

Aminuddin, et al. (2020) examined how English-language Islamic terms are conveyed in Indonesian, particularly through transliteration or translation. 34 participants with different backgrounds (university translation students, teachers, and certified translators) were asked to translate abstracts. Frequency analysis was then used to analyze how often the Islamic terminology was translated using either the transliteration or translation technique. The results showed that the transliteration technique occurred twice as often as the translation technique in the translations of the Indonesian abstracts. Previous research looked at two methods of translation, transliteration and translation, while the current research classifies various translation techniques by Vinay and Darbelnet. The participants differ as well: the earlier study had 34 translators from varied backgrounds, while the current one used 20 students from the English Education Department of UIN Sunan Gunung Djati's TTIS class.

Alwazna (2018) focused on the issue of the untranslatability of legal terms between two originally unrelated languages, which are: legal Arabic and legal

English. This paper examines particular translation methods that can accurately translate legal terms in a way that abides by legal, cultural, and linguistic standards. Additionally, this study also makes the case that the translation strategies used in Arabic-English legal translation are determined by legal standards.

The differences between the previous study and the current research lie in their objectives. Particularly, the purpose of this research is to explore the translation criteria and methods used in Arabic-English legal translation, as well as identify any issues that may be encountered during the translation process. At the same time, this research concentrates on the techniques used to translate Islamic text, specifically an abstract. Thus, the research that has been conducted before is different from the current study. However, the previous data can still be used to back up the current research.

The last related study was conducted by Ayyad and Mahadi (2019). This paper examines the challenges that Qur'anic cultural terms pose to translators, particularly when translating from Arabic into English. It looks at several strategies that can be employed to accurately bridge the gap between language and culture and presents a framework for successful translation. The paper also outlines some of the key challenges of literary translation, such as finding the appropriate register and balancing the literal meaning with cultural implications. The methodology used in this research was a qualitative approach that involved interviews with 10 participants. The results of the research showed that a successful translation strategy must involve an understanding of both languages and cultures in order to effectively bridge the gap between them. Some of the key challenges identified when translating from Arabic to English were finding the appropriate register and balancing the literal meaning with cultural implications. Additionally, the paper provides an integrated model for bridging the gap between languages and cultures in translation.

The preceding studies focus on the challenges encountered in translation and utilize different methods or techniques for navigating these challenges. However, the participants differ across the studies and their objectives also vary; for example, Ayyad and Mahadi (2019) focus on the challenges of Qur'anic cultural

terms while Alwazna (2018) looks at Arabic to English legal translation. Additionally, the research conducted by Aminuddin et al. (2020) utilized a frequency analysis approach, whereas the current study uses Islamic texts rather than narrative texts. Ultimately, this shows that translation studies are broad and diverse, but also that there is still much to learn about translation. Moreover, this research could benefit from further analysis of the various challenges and techniques that translators encounter when translating one language into another. With further understanding, it could be possible to develop an even more comprehensive framework for high-quality translations that are both accurate and respectful of their source languages and cultures.

