DIFFICULTIES FACED BY STUDENTS OF
DIAN NUSWANTORO UNIVERSITY IN TRANSLATING COMIC

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Abstract: *Comic is the most favorable book for many people. Not only youth but also adult likes reading comic most, since it contains sequential art in the form of narrative. Recently many translated comic have been published. The aim of this study is to describe the evaluation of classical comic translation which was done by students of Translation Section. This paper also addresses the problems that the students found in translating comic. They were interviewed and asked to answer the questionnaires. The classroom observation during the project of comic translation was also conducted. The result of the data reveals that most of students faced the difficulties in translating comic, such as (intra) linguistic and extra linguistic problems. For (intra) linguistic, phrases, idiom and slang words are the problems that students got. One of the interesting result is the students are challenged to translate comic which is adjusted to Indonesian culture. They did not only learn how to translate comic well but also how to operate the computer in scanning and editing pictures.*

Keywords: *comic, classical comic translation, intra linguistic, extra linguistic, Indonesian culture.*

Translation study has been growing rapidly recently since there many translated book have been published. People said that being a translator is an interesting and challenging job. Translation is not only about how to change the words of source language into target language, but it needs some competencies such as being master in two languages (which are involved in a process of translation) and also culture. Comic is one favorite book of many people especially, teenagers and adults. It is defined as a magazine or book containing sequential art in the form of a narrative.

Comic which consists of some pictures is an imagery media between film and book. Recently there are many titles of comic found in Indonesia, originally from foreign languages such as, Japanese, English, and France. Then, those have been translated into Indonesia. It is an interesting subject for students who take Translation section to analyze, then to make the translation work of comic better. The students have a keen interest in translating comic since they learn many new things, such as how to use computer program to scan and edit the utterances in a speech boxes or bubbles.

Language expresses culture. To comprehend words on a text, a translator should be able to analyze the intra linguistic and extra linguistic in order to grab the idea/ thought of the writer. Those competencies need to be regularly explored and trained well. Most of people think that translation is easily done. They consider everyone who has learnt a foreign language, or at least, has understood two languages, she/ he is able to translate any kinds of text. Sometimes translation is done by a person who has never studied any foreign languages before. She/ he just depends on a dictionary or by using Google translate to change the text word by word automatically. Translation is done through a complex process. Brislin stated that," Translation is the general term referring to the transfer of the thought and the ideas from one language (source) to another (target), whether the language are in written or oral form" (1967;1). In grabbing the ideas, a translator will firstly find some difficulties, such as intra linguistic and extra linguistic problems. Next a translator must comprehend and solve the difficulties in order to transfer the message for the target readers.

The different structure between source language and target language is a main problem to transfer the writer's idea into target readers. The problems of (intra) linguistic are commonly found by a translator when he reads words, phrases, clauses and sentences of a text. Hence a translator should learn syntax, semantic and Systemic Functional Language well before he does a work of translation. Words that expresses the writers' thought must be analyzed well by a translator as a communicator. Basically, the replacement of the source text into the target text of the same communicative value is possible because both are produced in human speech governed by the same rules and involving the same relationship among language, reality and mind. All language units are meaningful entities related to non linguistic realities. All speech units convey information to the communication. A translator is like a bridge between two languages and two cultures. He should perform persuasive strategy and the way this is differently handled in different cultures. The differences are considered to exist both within the same language and between different languages.

A translation process from one language into another makes interlingual communication possible, as the sequence a translator should aware that intralinguistic is an important factors in a process of translation. Theory of translation is an important, if somewhat neglected aspect of general linguistics. Moreover, it became evident that the study of translation could be of great value to the further of linguistics. Having made good progress in the study of linguistic form, it turned its attention to the semantic. Semantic deals with the meaning of words and how the meanings of the sentences are derived from them. The other branches of linguistics have emerged including sociolinguistic, psycholinguistics, contextual linguistic, text linguistic, etc. In a process of translation, a translator is trying to transferring the idea/thought to the target readers. Some steps must be done by a translator. Arjona (1978:37) described the translation process includes the analysis process as an execution to solve some problems such as language (linguistic), culture and also situation. For additional information a translator

should possess not only the ability of linguistic but also broad knowledge (cultural points). Having an equivalence relation to the source language is problematic.

1. Munday (2001:47) describes these five different types of equivalence as follows:

    Denotative equivalence is related to equivalence of the extralinguistic content of a text.

2. Connotative equivalence is related to the lexical choices, especially between near-synonyms.

    Text-normative equivalence is related to text types, with texts behaving in different ways.

3. Pragmatic equivalence, or 'communicative equivalence', is oriented towards the receiver of the text or message.

4. Formal equivalence is related to the form and aesthetics of the text, includes word plays and the individual stylistic features of the source text

In addition, finding the best equivalence is a translator's main job. It is not an easy job, especially related to culturally bound words. That is the reason why a translator is an intelligent person since he should be able to solve the problems of translating a text. A translator needs to practice more and more in order to get the new words and broad knowledge. Baker (1992:23) classifies various problems of equivalence in translation and suggests some strategies dealing with them. Adopting a bottom-up approach, she begins with simple words and phrases and continues with grammatical, textual and pragmatic equivalences.

Solving the problems in translation such as the difficult words, phrases and grammatical should be understood well by a translator. Those problems are well-known as (intra) linguistic problems. In a comic, the language is expressed through pictures. There are four kinds of text type in a comic, they are :

1. Characters' utterance, they are:
2. Characters' idea (in mind)
3. Narrators'' comments
4. Onomatopoeia

Those should be understood well by a translator before he translates the comic, since those utterances express a deep meaning. Onomatopoeia is used to describe words that look like the sound they are describing. For example sound of a gun shooting *"bang, bang",* then it is commonly translated into *"dor, dor, dor",* the sound of duck *"quack, quack",* then it is commonly translated into *"kwek,kwek".* Onomatopoeia is often the big problems for a translator. Proper name and slang words are also problematic.

LaPlante in his thesis explained that translating comic is similar to prose, since both have plot, characters, setting and a reliance on deliberate sequence in their telling. In other words reading and comprehending a comic should be done carefully to grab the story or the idea which is expressed through pictures. Lastly, some problems of translating text are obviously found by a translator. As an intelligent person, a translator needs to learn more. Last but not least, as quoted from. Practice may not make perfect, but it certainly helps; the more words,

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phrases, and whole text a person has translated, the better a translator that person is likely to be. The problems which are presented in this paper are

1. What difficulties are the students faced in translating comic?
2. How did the students solve the problems?

METHOD

To obtain the data, the students were interviewed and also asked to answer the questionnaires. The classroom observation during the project of comic translation were made were also conducted. At the end of the project, the writer evaluated the project by interviewing the students using open-ended questions. When the students have finished their project, the focus group discussion was also conducted to investigate the difficulties or the problem which each student got, then discussed it.

FINDINGS AND DISCUSSIONS
Findings

The result of the data reveals that most of students faced the difficulties in translating comic, such as (intra) linguistic and extra linguistic problems. For (intra) linguistic, phrases, idiom and slang words are the problems that students got. There are some onomatopoeia which must be translated and adjusted to the culture. Some students also got difficulty in understanding the characters' expression in a comic then to write down to the text. To overcome those problems the students tried to find out the right equivalence by searching into some dictionaries and also web-dictionary. For extra linguistic problems or culture, the students needed to ask experts for some advices, or suggestions. Being good at computer is also the important one to finish this project perfectly since they must scan and edit the text.

The students were interested in learning the computer program such as Adobe Photoshop and Photoscape. Hence the students did not only try to practice their skill of translating but also their skill in operating some programs of computer. All those need to be done by students for a good and professional translator. One of the interesting result is the students were challenged to translate comic which is adjusted to Indonesian culture. As the result the comic will be more interesting and easily understood by the readers

Discussions

Many foreign comic has been translated into Indonesian, namely, Sponge Bob, Pokemon, Batman, and others. There are various genres of comic such as fiction, nonfiction, essay, autobiography, biography, historical, journalism, "art comics," and superheroes. The transferring process from source comic into target comic certainly entails some problems.

The classical comic translation deals with the exploring the translation skill of students who take translation section in Dian Nuswantoro university. Translation section is a new program which has been delivered by Faculty of foreign languages and letters since last years. Some students are interested most

in learning Translation and exploring their skill of translation. Assignment of comic translation was given by the students but it must be done in class which is equipped with some computers. Meanwhile the students can discuss with their friends. At the end, the students must submit their own work of translation, and it is possibly different idea with their friends in group. There were four different titles of comic which were given to the students, and each comic was translated by 6 students. There are some steps in doing the translation assignments, they are:

1. Reading the text carefully and finding some difficult words/phrases, including analyzing text. In this step, the students must see the pictures and comprehend not only the characters' utterances in box but also some onomatopoeia.
2. Discussing the meaning, such as doing the transferring process of the idea from source language into target language but at last each students probably had different ideas.
3. Scanning the comic
4. Editing the comic, in this case the students must think about number of words which will be put in the bubble. Everything has got to fit in bubble in the space

There are some problems occurred in each step. Beside that the cultural categories are also problematic. Newmark (1988:123) stated that as a flexible bur orderly method of bridging the numerous lexical gaps, both linguistic and cultural, between one language and another. In other words, comic as an art work expressed culture, where the setting is.

In the classical comic translation, there are five comic which have to be translated by the students. It takes 4 meetings for accomplishing the assignment. At the first and second meetings, the students discussed their comic in group in order to find the message/ idea of the story. There are some unfamiliar words/ phrase which are found and they try to get the best equivalence. At the third meeting, the students have already got the scan of the comic, they try to edit the utterances in box or bubbles. Lastly the students check their work before submitting the assignment. Then the works are evaluated by the teacher. The Focus group discussion was held to share about their difficulties in doing the assignments. Based on that there some problems which are faced by the students. The difficulties are described as follows :

1. Characters' names

Names of characters in the comic seem problematic for students. They felt a dilemma if they would change those names into target language or not, in other words, they had considered it well to translate those names into target language. Most of students didn't change those names into target language. For example : *Pokemon, Pikachu, Charley, Woozy Winks* etc. For any reason some students don't want to deny the setting occurred. Related to the case, it can be concluded that the students don't want to put the style of *domestification* in their comic. They still want to represent the setting where the story occurred.

The characters' name are also unique, and some of them are familiar, that's why the students didn't change any names of the characters in the comic.

2. Idiomatic expressions

Figure 1

Figure 1 is an example taken from the comic which had a deal with idiomatic expression. As Fernando's thought that idioms, or conventionalized multiword expressions, often but not always non literal, are hardly marginal in English though they have been relatively neglected in lexical studies of the language (1996:1). Those will be indefinably if the translator will translate those approximately. From figure 1 it shows that there are two idiomatic expression on the picture above, they are *"I owe you"* and *"the long face"*. Those phrases have been well translated, since the student has tried to transfer the idea by giving the best equivalence for those expressions. The expression of *I owe you* has been translated into *aku terima permintaan maafmu.* It sounds more natural than if it is translated into *aku berhutang padamu*. Based on the reason, it can be said that the student has tried to understand the context of situation in the comic, and make the target reader understand easily. The culture of target language, *'hutang'* usually refers to money hence the expression *"I owe you"* means that someone has done the best one for us so it is normally said that how thankful we are for him/ her. Next is another example of idiomatic expression taken from different title with the previous figure.
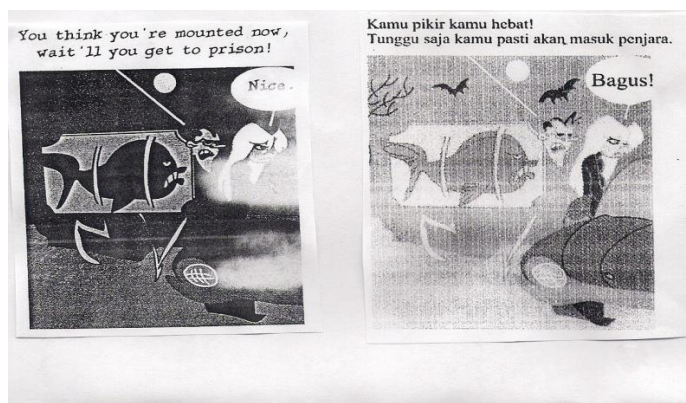
Figure 2

The phrase *you're mounted* was well transferred into *"kamu hebat"*. It seems hard to find out the equivalence of the phrase. In fact the student was able to grab the idea by understanding the picture and the context, so she got the idea to put her idea of *you're mounted* with the phrase of *"kamu hebat"*. It is an idiom since the meaning is absolutely different from the literal meaning. "mount" is defined as *mountain* or *ascend*, in fact the students didn't put the equivalence as the previous words. She chose the phrase *"Kamu hebat"* to transfer the idea of *"You're mounted"*

Based on those examples and explanation, it is shown that by understanding the text through some pictures in a comic, the students can solve the problems of finding the equivalence of idiom expression. The students will also enlarge their knowledge especially about idiom expressions which are not easy to put the equivalence.
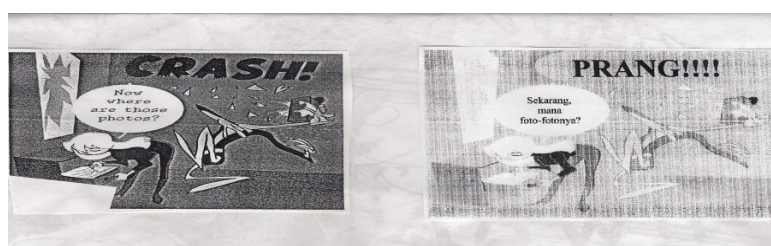
3. onomatopoeias

Figure 3

As it is said at the previous page that onomatopoeia is the use of such words for rhetorical effect and one of the difficulties of translating comic is onomatopoeia. In doing this assignment, some students got some onomatopoeias which must be transferred into target language. Based on that reason, some students didn't translate the onomatopoeia. Some of them think that without changing the onomatopoeia while the target readers would

understand it by seeing the picture. Figure 3 shows the onomatopoeia which was successfully translated into target language. *"Crash"*, is actually a sound of soothing collide violently, but in the picture it is changed into *"prang"* which refers to the sound of glasses broken. By seeing the picture well, the students put the word prang, though it is sometimes expressed by the word *"pyar"*
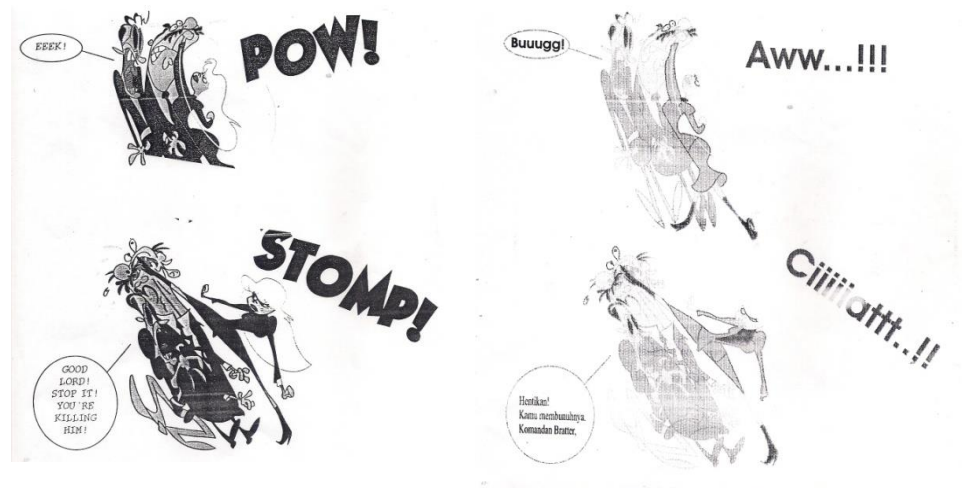

Figure 4

The meaning of *'pow'* and *'stomp'* don't seem as difficult words for the students. From figure 4 shows that the students just tried to see the picture carefully then tried to express the idea through giving the equivalence as usually she knows.

When she tried to grab the idea of the author to express the sound of a fight, then the students gave the familiar words of target language to express it.

The word *"Pow"* was changed into *"aww"* as a sound of someone screams in a fight. *"stomp"* was translated into *"ciattttt"* to present the sound of hitting.The sound of *"eeeek"* actually represents the sound of someone when someone else chokes him, but the students put the equivalence of *"eegg"* on *"buuugg"*. It seems that it is not the appropriate equivalence, but it is not a big mistake to do it, since it still presents the sounds of fighting.

Based on that the reason, it is concluded that onomatopoeia is not the little and easy matter in translating comic. Here the students need to know how important to list some Indonesian onomatopoeias before they get a job of translating comic next day.

CONCLUSION AND SUGGESTION

Translation needs practice and more practices to make it perfect. Translation as a skill subject, should be done and applied regularly. Students, especially who take Translation section should be given many kinds of texts to analyze the difficulties in translating each text.

Due to the analysis on classical comic translation, the students need to be encouraged to do more and more of practicing translation many kinds of text in different genre. The difficulties of each translating work should be solved well by doing more practices of translation hence the students will posses broad knowledge not only intra linguistic but also extra linguistic, namely culture. We hope the findings can be used to encourage the students to appreciate, evaluate, and even participate in the class of translation, especially Translation as a skill subject for university students.

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