

TEXTUAL COMPETENCE AS ONE OF TRANSLATOR COMPETENCES

Sriyono*

Abstrak: Kemampuan seorang penerjemah tidak hanya dituntut untuk menguasai pengetahuan bahasa sumber dan bahasa sasaran, namun juga kemampuan lain seperti kemampuan memahami budaya bahasa sumber dan bahasa sasaran. Selain itu, kemampuan lain yang perlu dikuasai oleh seorang penerjemah adalah kemampuan textual. Kemampuan textual tidak bisa hanya dipahami oleh seorang penerjemah sebagai kemampuan memahami teks, namun juga memahami teks yang mempunyai unsur *unity*. Kemampuan mengidentifikasi dan memahami *unity* suatu teks akan membantu penerjemah untuk mengalihkan pesan dari bahasa sumber ke dalam bahasa sasaran secara komprehensif.

Kata Kunci: Penerjemahan, penerjemah, kompetensi penerjemah, tekstual kompetensi.

Introduction

Translator competences is Translation consists in reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style (Nida and Taber, 1969:). In Addition, Hoed (2006) states that translation is replacement of message from ST into TT. Translation is the process in which a written communication or a text in a first language is produced as the written communication or text in the second language interpreting the same meaning. Here the text in the first language is the "source text" and the equivalent text that communicates the same message is the "target text" or "translated text". Initially translation has been a manual activity.

The word "translation" is not a new word in daily life. Many of linguists state that the task of translation is very difficult to be done. The first problem will be faced by a translators is problems in ST . It also involves the problems on analysis on ST and understanding of ST. Other obstacle for translators is translation process and the difficulties in getting equivalence of the ST into TT. Furthermore, a translator should be able to solve problems on reconstruction. To reconstruct from ST in TT is not an easy one. A Translator is purposed to be able to adjust with both grammatical and meaning of the source text into target text.

Today, together with manual translation, there is also automatic translation of natural-language texts, which is referred to as machine translation or computer-assisted translation which use computers as an aid to translation. However, problem on translation is not merely the equivalence between the source text and target text, but in translation activities, a translator should also considers the problems on linguistics and non linguistics problems. Furthermore Larson (1984) states that naturally and supposedly what changes is the form and the code and what should

* Sriyono adalah dosen Prodi Sastra Inggris, Universitas Trunojoyo Madura

remain unchanged is the meaning and the message in translation. Translation, according to Nida (1984) consists in reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style. As a matter of fact, a perfect theory of translation should be an overall concern of all theories and should meet the functional requirements of an accepted and adequate translation theory, that provides some guidelines for translating to facilitate the task and transfer cultural elements in the source language to the target language, and thus achieve the same effect on the target receivers as on the original receivers.

Any difference between SL and TL that became obvious in a translation was attributed to the differences in the two linguistic systems. Consequently, translation studies was conceived as a linguistic discipline. The precise description of the systematic regularities between signs and combinations of signs in the two languages involved was seen as a precondition for the faithful and accurate reproduction of the source-language text.

Discussion

A. Translation Competence

Competence is the perfect knowledge of an ideal speaker-listener of the language in a homogeneous speech community. In communication, among communicators should have ability in competence, although competence in translation is different from competence in bilingualism. Competence is the underlying system of knowledge and skills that enable someone to do particular things. A fundamental assumption of this study is that a person with knowledge of the source and target languages has a basic translation ability. This means that he/she is able to perform the task of translating from one language into the other, naturally subject to the constraints posed by the extent of the individual's knowledge of the respective languages, most notably L2 (Toury 1984:190).

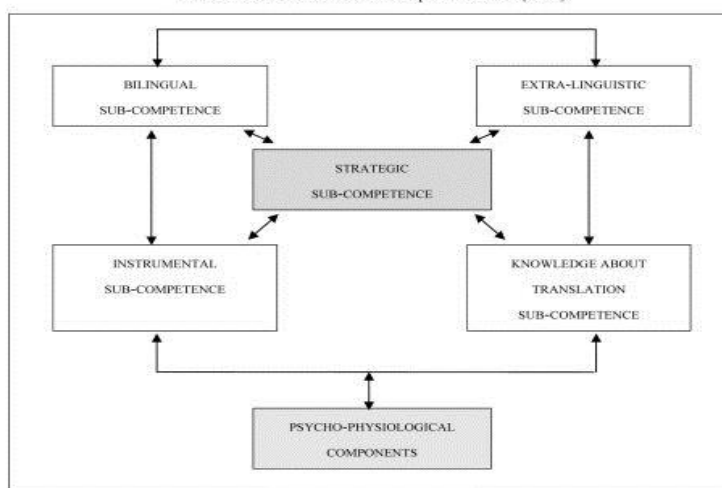
Translation competence is a complex concept that has been addressed by a number of researchers in the field of Translation Studies. Translation competence, that is the professional translator's competence, differs from communicative competence in that it is expert knowledge. The characteristics of expert knowledge and its acquisition have been studied in psychology, cognitive psychology, pedagogy, etc. Expert knowledge is defined as being categorical or abstract and having a wide knowledge base; it is conscious and can be made explicit; it is organised in complex structures and can be applied to problem solving. (PACTE: 2003). Willis, further, states that competence in translation is not as "professional minimum qualification". Shreve in Nababan (2004) states that translation competence is a specialized form of communicative competence. It is about knowing how to do translation. It is about producing translation that are well formed, referentially accurate with respect to source text, and socially appropriate in their cultural contexts.

Translation competence has been viewed as at least 1) a mode of bilingualism, open to linguistic analysis, 2) a question of market demands,

given to extreme historical and social change, 3) a multicomponent competence, involving sets of skills that are linguistic, cultural, technological and professional, and 4) a "supercompetence" that would somehow stand above the rest. (Pym: 2010 http://www.tinet.cat/~apym/online/training/Pym_competence_meta.pdf).

Moreover, Bell (1991: 43) defines translation competence as "the knowledge and skills the translator must possess in order to carry out a translation"; Hurtado Albir defines it as "the ability of knowing how to translate" (1996: 48); Wilss says translation competence calls for "an interlingual supercompetence [...] based on a comprehensive knowledge of the respective SL and TL, including the text-pragmatic dimension, and consists of the a PACTE 2000), in addition, defines translation competence as "the underlying system of knowledge and skills needed to be able to translate." This definition is completed with four affirmations, namely that (i) translation competence is actualised in different ways in different situations, (ii) it consists basically of operative knowledge, (iii) strategies play a basic role in translation competence and (iv) as in any kind of expert knowledge, most translation competence processes are automatic. bility to integrate the two monolingual competencies on a higher level" (1982: 58).

FIGURE 1. PACTE Translation Competence Model (2003)



The bilingual sub-competence consists of the underlying systems of knowledge and skills that are needed for linguistic communication to take place in two languages. It is made up of comprehension and production competencies, and includes the following knowledge and skills: grammatical competence; textual competence (which consists in being proficient in combining linguistic forms to produce a written or oral text in different genres or text types); illocutionary competence (related to the functions of language); and sociolinguistic competence (concerned with appropriate production and comprehension in a range of sociolinguistic contexts that depend on factors such as the status of the participants, the purpose of the interaction, the norms or conventions at play in the interaction, and so forth).

B. Textual Competence

The translation should be taken not as an equivalence-based language replacement, but as a communication process mediation which is

a multiple-dimensional, purposeful with pragmatic principles and cross-cultural communication to be taken into consideration. Regulative principles of textual communication are efficiency, effectiveness, and appropriateness.

The degree to which a translator can effectively transfer the message is the question of translation competence and the quality of the final product. The translator is the one who links concepts and languages aiming to relay a message across cultural and linguistic boundaries. The professional world requires that communication proceed efficiently and expects from a professionally trained translator a combination of effectiveness and efficiency in the form of translator competence which is regarded as textual competence and presents the acquisition of linguistic skills, world knowledge and experience. The translator is supposed to make a good deal between the parties involved in spite of their linguistic and cultural difference. Acting as a broker he or she has to follow the rules of the game to make the exchange of the meaning successful. In translation activity, a translator is purposed to have multi competences.

An essential element in understanding how expert knowledge works and is acquired, is the distinction between declarative and procedural (or operative) knowledge made by Anderson (1983). On the one hand, declarative knowledge consists of knowing what: it is easily verbalised; it is acquired by being exposed to information and its use is normally controlled (e.g., knowing the addresses of web pages that are useful for translator documentation). On the other hand, procedural knowledge consists of knowing how: it is difficult to verbalise; it is acquired through practice and its use is mainly automatic (e.g., knowing how to use a web page to guarantee a translation's precision and economy). The procedures with which this knowledge is acquired or built (strategies and techniques) are very important. It is rarely found that a translator only find one type of a texts. They often are able to adjust with the text structure in source text and target text. Textual is not merely underlined with position of a text. It must be comprehended that textual competence refers to the ability of translator in comprehending the text structured both in source text and target text. Fraser (1996a) finds that different translators tend to use different textual strategies for translating the same cultural concepts for example, even for the same translation brief. Textual competence is knowledge of regularities and convention of texts, genres and text types.

It is important to distinguish texts; this is closely related to how a text is translated. For instance, translating a narrative text is different from translating expository text, because the structures of those texts are different. Having competence to distinguish texts is very crucial for a translator. However, working with text translation is not only about distinguishing texts, but also knowing the convention of those texts. For several foreign languages, similar expression may be written in different way, this phenomenon is really about social convention of the language users. A translator must be competent to look deeply how different is target language receiver utter or write certain expression which differs from source language user; failure on this regard may create misunderstanding on reading the translated text produced. Translating a letter is different from translating advertisement or invitation, translating a novel is different from

translating a scientific paper. Word selection in translating texts based on the genre or the text type becomes very important for a translator.

In relationship with this, text as word and vice versa, it should be reminded that word is 'something' translated, of course because there is nothing else to translate (Newmark, 1988:73). Text, as well as word, has its own context which needs to be considered in translation. Some text must be translated faithfully, word for word, and some texts are enabled to translate freely. A pragmatic textbook is possible to be translated freely, as long as the translator is competent to keep the information in the text. It is different to translate mathematic textbook that is tightly and prescriptively stated, so the translation should be word for word. The importance of having textual competence in translation also takes place in teaching translation. In line with this, Ressereccio et.al (2008) stated that text genre can be useful educational aid when it comes to planning and carrying out the teaching of specialized translation. Students who are studying translation must be introduced with text genres, which they can use as the instrument or even object to be translated. Working translation with text genre finally means giving emphasis on the text itself. The translator or students learning translation ought to be competent to recognize text genre, learning certain text convention, and translate it without 'destroying' its convention to make it more communicative and not change its original genre.

Textual competence enables a translator to see how certain text genre functions in certain culture. If a translator does not have or is not qualified in this regard, it is possible that there will be dysfunction of translated text. Discourse competence is used to refer to two related, but distinct abilities. Textual discourse competence refers to the ability to understand and construct monologues or written texts of different genres, such as narratives, procedural texts, expository texts, persuasive (hortatory) texts, descriptions and others. These discourse genres have different characteristics, but in each genre there are some elements that help make the text coherent, and other elements which are used to make important points distinctive or prominent. A translator is also the medium or interaction between the originator of source text and the receiver of the target text in different culture.

To avoid the misunderstanding and the dysfunction of text is being translated the translator must be qualified of textual competence. Textual competence can help to establish the status of the participants and the degree of authority they each have, infer and create the purpose of interaction, recognize and establish the situationality of the source and target text, create and infer intentionality of the source texts, have a thorough understanding of the socio-linguistic context, acquire bicultural knowledge, and acquire thematic context Ressereccio (2008). By seeing at the description above, the function of textual competence is to enable translator to keep the original genre of the text, to keep the function of the text, to avoid misunderstanding from the receiver on the text, to avoid the dysfunction of the text, and to create communicative situation from both the sender and the addressee interaction. The difference from the linguistic competence is that textual competence gives emphasis on the text type,

genre and convention rather than the concept of language understood by the originator of the text and the receiver of the translated text.

Conclusion

Textual competence as one of translator competences cannot be parted in translation activity. Therefore, a translator must also acquire the ability in understanding of textuality of translation in both Source Text and Target Text. Therefore, translators have to have adequate competence since textual competence is one of requirements of translator competences. Subject-matter of textual science (and consequently of translational theory) has not been an easy one to define due to its comprehensive nature and the variety of disciplines that claim interest in it.

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