

## Translation Quality of Figurative Languages on School Notice Boards

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### Abstract

The objective of research is to figure out different kinds of figurative language in school board notice, to present translation techniques employed in school board notice, and to find out the effects of translation techniques used by the translator on the quality of translation. The researcher used the qualitative research by using content analysis. This study employs three parameters: accuracy, acceptability, and readability. The study covered collecting, analyzing, and interpreting the data of figurative languages types. The noticeboard in school contains figurative languages namely metaphor, idioms, hyperbole, contextual expression. They were found in the noticeboard in school. Based on the analysis, however, there were only twelve techniques namely linguistic compressions, literal translation, adaptation, modulation, linguistic amplification, discursive creation, compensation, transposition, established equivalent, borrowing, generalization, particularization used to translate figurative language utterances in noticeboards at school. The findings show that figurative language found in the translation of noticeboards is contextual expression. It encompasses indexical demonstrative expression. The hidden indexical expression shows environmental report and automatic indexical.

**Keywords:** notice board, translation quality

### Introduction

Nowadays, in the globalization era, translation becomes important practices, especially in Indonesia. Translation activity has a large benefits in developing knowledge and international exchange of culture. Translation is not only transformed one language to another language yet it also give right information in order to be conveyed well.

Then, doing translation activity is not always easy. Besides translating language, the translator is also translating culture since no language and culture in the world is the same, or exactly the same (Baihaqi, 2017). Translation has a role to transfer culture to

other culture with or without changing it. It means that if the translator has to translate a word or a sentence which contains the cultural aspect of a country, then they have to find its equivalence to the target language that is suitable to the source language. In fact, many Indonesia translators who have been proficient in English and familiar with various styles of English overlook those aspects of translation works when the source language is English and the target language is Bahasa Indonesia.

The problems of translation mastery are caused by non-linguistics aspect that include of the use of less appropriate media. The use of less interest media influences the



students' low motivation in translation process. The use of incorrect media will influence the learning process of translation boring, less straightness the influence of environment, low psychological aspect that include low translation mastery motivation, and low interest to translation.

Since the previous investigations regarding this issue had been analyzed by Baihaqi & Oktaviani (2019); Nuraeni, Kusumawati, & Nababan (2016); and Rezaini (2019); therefore, the researcher was interested in conducting this type of research considering that the school notice board uses language that must be seen for its validity in terms of language and translation. In addition, this research was useful for students and teachers in making announcements that use figurative language carefully or can be an important reference.

Furthermore, the researcher was investigate the existence of translation field in school and the students' works in translation in senior high school in Serang Banten. At this time in various schools, the rules for the use of school bulletin boards that are affixed to the walls of the school and the language used in English with varying words. School notice board is a surface intended for the posting of public messages, for example, to advertise items wanted or for sale, announce events or provide information. Bulletin boards are often made of a material such as cork to facilitate addition and removal of messages, as well as a writing

surface such as blackboard or whiteboard. A bulletin board which combines a pinboard (corkboard) and writing surface is known as a combination bulletin board. Bulletin boards can also be entirely in the digital domain and placed on computer networks therefore people can leave and erase messages for other people to read and see, as in a bulletin board system as planing research.

The researcher observed the existence of writing technical problems in writing and translating words and also sentences on the school bulletin board because on the basis of a lot of bulletin boards in schools that uses English language. In this study the researcher wants to analyze of translation quality school notices board in the senior high school

## **Theoretical Review**

The word translation comes from Latin; trans, across and datum, to carry. From its terminology we can see that translation is the connection between two different languages. But for the beginning, the translator should know what translation means are. There are many theories which define the translation. Translation is as a process of replacing text in one language (the source language) with a text in a different language (the target language). The first text is original and independent, but the second only exists as a version derived from the first. The derived version stands in for the original, and the texts are said to be equivalent. The notion of



equivalence, however, is by no means a simple one. It means that translations mediate between languages, societies, and literatures, and it is through translations that linguistic and cultural barriers may be overcome (Cappelle & House, 2011).

The translation has several meaning where it can mention to the general subject field, as process that is the act of producing the translation, otherwise known as translating, or the product that is the text that has been translated. The translation process between two different written languages involves the translator changing an original written text (the source text or ST) in the original verbal language (the source language or SL) into a written text (the target text or TT) in another verbal language (the target language or TL) (Munday, 2008).

To get a good translation result, a good translation process and stages are also needed. The stages referred to are as follows: a. the analysis referred to by the analysis here is that an interpreter prior to doing the translation must be able to analyze what the author wants to say in a text. What purpose do you want to deliver is conveyed in what way? Is it by arguing, narrating or doing persuasion. Efforts to convey the purpose can be seen from the style of language, the selection of words and their manifestations in kalimathingga into a reading text (Machali, 2000).

According (Choliludin: 2005) In translating the text of course there are some

processes that the translator has to do to make the translation appropriate with the original text. the researcher concluded that, the translation is the way to transfer one language to another language or how to deliver messages from one language into another language (Choliludin, 2005).

There are two kinds of language meaning: literal meaning and nonliteral meaning. The literal meaning or linguistic meaning is produced by linguistic understanding of the combination of lexical items and linguistic rules. It presupposes to remain in the same form in every context. While literal meaning is understood from the truth expressed in the statement, non-literal meaning, on the other hand, deals with the expression made by the utterers rather than fact within the composition itself (Ariel, 2002). Non-literal meaning is also known as figurative language. Inventive means in literary work and common interaction employed for clarifying utterance 'beyond its usual usage' (Fadaee, 2011). Therefore, figurative language carries meaning that is different from the interpretation of the surface composition. Furthermore, there are six types of figurative languages in English language suggested that comprises metaphor, idioms, hyperbole, verbal irony, contextual expressions, and indirect requests. The elaboration of each kind will be provided in the following paragraphs (Colston, 2015).

The assessment of the quality of the translation focuses on three main things: (1)



the precision of message transfer, (2) the accuracy of disclosure of messages in the target language, and (3) the translation language. Nababan added, a qualified translation requires the fulfillment of three things that measure the accuracy, acceptability, and readability.

A bulletin board or notice board in British English is a surface intended for the posting of public messages, for example, to advertise items wanted or for sale, announce events, or provide information. Bulletin boards are often made of a material such as cork to facilitate addition and removal of messages, as well as a writing surface such as blackboard or whiteboard. A bulletin board which combines a pinboard (corkboard) and writing surface is known as a combination bulletin board. Bulletin boards can also be entirely in the digital domain and placed on computer networks so people can leave and erase messages for other people to read and see, as in a bulletin board system.

Bulletin boards or notices board are particularly prevalent at universities. They are used by many sports groups and extracurricular groups and anything from local shops to official notices. Dormitory corridors, well-trafficked hallways, lobbies, and freestanding kiosks often have cork boards attached to facilitate the posting of notices.

At some universities, lampposts, bollards, trees, and walls often become impromptu posting sites in areas where

official boards are sparse in number. 1. Purposes of Notices Board/notices board : (a) Attract the attention of the student (b) Effective communication of the intended message (c) Promotes the creativity of the students and the teachers. (d) Used as an effective educational media. (e) Can be used for a larger audience. 2. Principle in use of bulletin Board/notice board : (a) A board for posting notice should be kept separate from those of current study and events (b) Suggested plan for placement is near education administrators office, library or study room or main wards. (a) Material should be dated. (d) Board should be divided into sections. (c) It should be kept a little above the eye level. (d) The material should be changed frequently and systematically. (e) Students contributed should be well labelled. (f) The appearance must be neat, orderly and attractive manner. (g) Crowding of display material has to be avoided. 3. Advantaged Bulletin board/noticed board : (a) Work as a good supplement to normal classroom teaching. (b) Arouse students interest. (c) Add colour and liveliness to the classroom as they have decorative value along with educational value. (d) Display can be used to introduce the topic and as well to review it. (e) Makes available to the students or public, those materials, of which there is only one copy. (f) May be place wherever required on classroom wall, in the corridor of the school, or public building or at an information centre. 4. Disadvantaged of Bulletin board/notices



board : (a) Cannot be used for all inclusive teaching. (b) Has to be used only as a supplementary aid. (c) At times the collection of relevant material for certain specific topics may be difficult. (d) Arranging the display material on the board may be a challenging task for the teacher, as it requires artistic and creative potentialities. (e) If not used properly, may fail in its purpose to convey the central theme. 5. Uses of Notice board/bulletin board : (a) Display of holidays for the current year. (b) Issue of any notice. (c) New joined note. (c.) Any revision or new policies. (d) Current information. (e) Provide one-way information. It provides information about upcoming events and activities. 6. Characteristics of the notices board : (a) Sizes of the board. (b) The notice board come in various size and kinds. (c) The type and size used will depend on the purpose for which it is used and the approximate number of people it will serve. (d) Material required for notice board: wooden wood or cardboard or ply wood or thermo coal, colour papers, flannel cloth, gum or fevicol, straight or coloured pins, letters, material, notice etc. Bulletin boards or notices board are particularly prevalent at universities.

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## Method

The researcher used the qualitative research by using content analysis. The study also covered collecting, analyzing, and interpreting the data of figurative languages types from. In doing data analysis, this

research had several steps. To begin with, all clauses and sentences in SL text that comprise figurative languages were classified. They were then analyzed to see what figurative languages were employed in school notice board.

Afterwards, the data were analyzed in order to draw conclusion. The language units in this research were texts. As it was stated by Sutopo (2002:50-54) that source of the data in qualitative research can be informant, event, place, and document, the researcher used various sources of data in this research. She also used other expert to help her finishing her job.

The researcher analysed the translation techniques in school notices board and then they were given numbers for each datum. The researcher also classified all of the translation techniques and finally drew conclusions.

The other method was used in this research is questionnaire. In this method, the researcher got the data from translation qualities. The informants were given questionnaire about the accuracy, acceptability, and readability of the translation, and then they may give comments on the translation. The level of translation which was being checked is in the context of macro-unit or text. the informants required to complete the questionnaire in order to rate the acceptability, accuracy, and readability of the translation based on the scales



determined by the researcher. The following scales are the scoring scales of the quality assessment.

## Result

The section elaborates the effect of translation techniques on translation quality in terms of accuracy, acceptability, and readability. Therefore; the following discussion is threefold viz. accuracy, acceptability, and readability that are obtained from three raters. Furthermore, each category is discussed in the following.

### *Accurate Translation*

Accurate category is given to word meaning and other micro level unit translations (technical terms, phrase, clause, and sentence). As mentioned before, there are 8 accurate translations found from the analysis. Some examples of them are given as follows.

ST : I love studying.

TT : *Saya suka belajar.*

The example above is found in literal translation technique. All the three raters give the same score regarding the translation. The meaning translation equals to the original text. Each lexical item is translated accurately since the translator employs word per word translation. There is omission or adding to ST meaning either. Therefore, all the raters agree to give the highest score to it.

### *Less Accurate Translation*

The second category is applied to translation that has meaning distortion, or the meaning is changed in a way that it affects the entire meaning construction. There is less accurate translations found from the analysis. The examples are provided below.

ST : Hey, Get back!

TT : *Hei, segera kembali!*

The above example is found in linguistic compression translation technique. It is considered less accurate because there is meaning distortion *Hey, get back* is changed into *jangan mundur untuk belajar*, the translator changes *wed* into *untuk belajar* which does not have the same meaning. However, the meaning shift in TT does not completely affect the whole meaning construction.

### *Not accurate Translation*

The last category is given to the translation that is not transferred accurately or omitted. There is only 1 datum showing not accurate translation. The following are the data translation.

ST : This really fantastic.

TT : *Sungguh fantastis.*

The datum above is observed from adaptation translation technique. The meaning of this really fantastic itself refers to what situation that teachers might say in Noticeboard, in what moment will be fit to



the learning activities. Students might be confused noticing this statement when there is no previous explanation. In translating it, however, the translator prefers to use fantastic.

Acceptability refers to how translation follows the rules, norms, or culture of TT language both at micro level and macro level. Alike accuracy, this category also falls into three parts: acceptable; less acceptable; and not acceptable. found from the analysis. The further discussion of each category is provided below.

### ***Acceptable Translation***

Acceptable category is applied to translation that is natural, common for the target audience and follows language norms and rules of TT. There 8 acceptable translations found from the analysis from the noticeboards. The following were the examples of the data.

ST : Your teacher is the king.

TT : *Gurumu adalah raja.*

The example above is found in literal translation technique. Besides, it compatible with TT language rules and does not contain anything that violates TT language norms as well. Moreover, the terms are also familiar to the target audience. The next example is discovered from linguistic compression technique. Even though the translator does not translate very in TT, all the raters still consider it is acceptable. *Guru mu adalah raja* is naturally translated into TL and is

common utterance in TL culture. Needless to say, it does not violate TT language norms and rules.

There were six metaphorical dialects utilized in noticeboards at school specifically contextual expressions, idioms, metaphor, verbal irony, hyperbole and indirect requests. The first is a contextual expression that appears 2 times. The second figurative language is idiom. The next figurative language is metaphor that has eight data. It is then followed by verbal irony that comprises two data. The fifth figurative found from the analysis is hyperbole. Similar to verbal irony, it also has two data. The findings show that the most frequent figurative language found in the translation of noticeboards is contextual expression. It encompasses indexical demonstrative expression, hidden indexical expression namely environmental report, and automatic indexical. While the second frequent figurative language is idiom. It expresses experience and event, cannot be interpreted separately yet in the whole construction, represents different meaning in different culture. The third most used figurative language is metaphor.

Furthermore, in relation to the second problem formulation, the findings reveal that there are 12 translation techniques used to translate figurative language expressions in Noticeboards School. They are linguistic compression, literal translation, adaptation, modulation, linguistic amplification, discursive creation, compensation,





transposition, established equivalent, borrowing, generalization and particularization.

It reveals that linguistic compression is mostly employed by the translator. It is found in linguistic compression, verbal irony, and metaphor translations. The second most used translation technique literal translation. It occurs in contextual expression and idiom translations. The next frequent technique is adaptation and is found in idiom, metaphor, and hyperbole translations. Meanwhile, the fourth translation technique is modulation. It is used to translate contextual expression figurative language. The next is linguistic amplification. It is found in contextual expression and idiom translations. Moving on to the sixth translation technique is discursive creation. The use of discursive creation appears in contextual expression and metaphor translations. The seventh most used translation technique is compensation is used to translate contextual expression and idiom. The next translation techniques are transposition, established equivalent, borrowing and generalization. Transposition is applied in verbal irony and contextual expression translation. The use of established equivalent occurs in verbal irony and contextual expression translations. As for borrowing, it is used to translate hyperbole and verbal irony. While, generalization techniques are found in contextual expression translation. The least frequent used of translation technique is particularization and

is applied in hyperbole translation. The results show that some versions of the translation of the school notice board that are not really accurate; however, this prove that the use of notice boards can encourage students' mastery of English as previously confirmed by Baihaqi & Oktaviani (2019); and Rezaini (2019).

## Conclusion

This research concludes that there are six metaphorical dialects utilized in noticeboards at school specifically contextual expressions, idioms, metaphor, verbal irony, hyperbole and indirect requests. The findings also reveal that there are 12 translation techniques used to translate figurative language expressions in Noticeboards School. They are linguistic compression, literal translation, adaptation, modulation, linguistic amplification, discursive creation, compensation, transposition, established equivalent, borrowing, generalization, and particularization. Although the results show that some versions are not really accurate, this prove that the use of notice boards can encourage students' mastery of English.

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