ACCEPTABLE INDIGENOUS AND FOREIGN LANGUAGE TO ACCEPTABLE NATIONAL LANGUAGE SHIFTING: SOCIOLINGUISTICS CASE STUDY OVERVIEWED WITHIN TRANSLATION STUDIES

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Abstract

If there are two languages in contact, there will be a problematic situation, language shift. When language is dominating, the dominated one should be maintained unless it will be potentially endangered, it will undergo some changes in structure and translation. They happened in UNS print and copy area, customers and employees interact by using Javanese and English terms. They are well customized use them in printing papers, copying data, searching materials, uploading and downloading references. Unfortunately, Indonesia language applied as the minor blended one. Based on the research gap above, a case study applied in sociolinguistics approach about acceptable indigenous and foreign language to acceptable Indonesia language shifting overviewed within translation study. The research has a goal to explain how far those languages affect to Indonesia language and their effects to translation quality. Research design is descriptive qualitative. Its locations are divided as focus determined boundary that consist of UNS print and copy area (setting), customer, employee, and researcher (participant), and translation quality (event). Sources of data are document and informant with the purposive data sampling. The data collection techniques are document analysis (script) and recording (transactional interaction). Their data validation presented by using source of data and methods triangulation techniques. Then data analysis delineated by four stages, they are domain, taxonomy, componential, and cultural theme analysis. Those data can be concluded that first translator whom in un-translation studies background empowers the indigenous language in data 1 and 4, and the foreign language in data 2 and 3. They support to national language in 50%. Meanwhile, that second translator whom in un-translation studies background empowers the indigenous language in data 1, 2 and 4, and the foreign language in data. They also support to national language in 75%. The research findings showed that four indigenous languages are two acceptable as Indonesia language shifting (50%) and two unacceptable as Indonesia language shifting (50%). Meanwhile, the two foreign languages are three acceptable as Indonesia language shifting (75%) and one unacceptable as Indonesia language shifting (25%) Furthermore, the supports of first translator in translation techniques are established equivalent, omission, transposition, and addition. Then, the supports of first translator in translation techniques are established equivalent, omission, and transposition. In conclusion, those languages have a great contributions in sociolinguistics and translations study through their shifting.

Keyword: indigenous language, foreign language, Indonesia language, translation technique, translation quality

INTRODUCTION

If there are two languages in contact, there will be a problematic situation, language shift (Winford, 2003: 11). When language is dominating, the dominated one should be maintained unless it will be potentially endangered, it will undergo some changes in structure and translation. The structure will do the shifting. It can be categorized by verb changed into noun, question to statement, and other communication utterances. The translation is also affected the most, when speakers utter the goal in English term, but the hearer deeply does not comprehend the one, it can be dangerous for the communication.

Nawas et al (2012: 2) states that the incubating globalization has established English

language as a standard of communication, inciting the entire world to the extent of leaving no chance of immunity to adopt this standard for better survival and utilitarian benefits in this global community. To cope with this need of hour an ever growing trend of abandoning native languages in favor of English language sprouts.In such a bilingual speech community,the speakers retract their allegiance to the second language. And whenever "a big and a powerful language such as English appears in foreign territory, small, indigenous languages will die" (Jan Blammaert). This language shift so far becomes the initial step of the course of language death.

They happened in UNS print and copy area, customers and employees interact by using Javanese and English terms. They are well customized use them in printing papers, copying data, searching materials, uploading and downloading references. Unfortunately, Indonesia language applied as the minor blended one. The study is conducted to custom full indigenous language or full national language applied in appropriate area.

Based on the research gap above, a case study applied in sociolinguistics approach about acceptable indigenous and foreign language to acceptable Indonesia language shifting overviewed within translation study. The research has a goal to explain how far those languages affect to Indonesia language and their effects to translation quality.

METHODOLOGY

Research design is descriptive qualitative in form of embedded research namely translations and the context of them such as techniques and qualities. Lincoln and Guba (1985) via Santosa (2014: 47) defines research location as focus determined boundary, it literally means "research limitation based on focus or object". Spradley (1980) via Santosa (2014: 48) states that research location must have main elements, they are setting, participant, and event. Setting is "UNS Print Copy Area", participant is the student and employee, and event is the utterances.Sources of data are interaction utterance and informant (translation quality rater). The sampling is criterion-based sampling

Data collection technique is documentary (bibliography study) that applied in content analysis, Yin (via Sutopo, 2002: 69) states the techniques of studying document is a way to find the findings of dealing with research question and goal. The technique as follows: recording the communication, doing transcription and tabulation, making the regulation of those translators, delivering the data to them, analyzing those data and their effects to translation quality by using accuracy and acceptability translation indicator and drawing conclusion.

The documentary study is also applied in questioner as a list of question that has a goal to collect the data both in spoken and written form (Sutopo, 2002: 70). It is given to translation quality rater as rater to measure accuracy and acceptability level. The table following indicates the translation quality instrument of the study

Tabel 1. Scale and Information of Accuracy Instrument (Bahasa Indonesia)

Translation Category	Score	Qualitative Parameters
Akurat (Accurate)	3	Makna kata, istilah teknis, frase, klausa, kalimat atau teks bahasa sumber dialihkan secara akurat ke dalam bahasa sasaran: sama sekali tidak terjadi distorsi makna.
Kurang Akurat (Less Accurate)	2	Sebagian besar makna kata, istilah teknis, frase, klausa, kalimat atau teks bahasa sumber sudah dialihkan secara akurat ke dalam bahasa sasaran. Namun masih terdapat distorsi makna atau terjemahan makna ganda (taksa) atau ada makna yang dihilangkan, yang mengganggu keutuhan pesan.
Tidak Akurat (Not Accurate)	1	Makna kata, istilah teknis, frase, klausa, kalimat atau teks bahasa sumber dialihkan secara tidak akurat ke dalam bahasa sasaran atau dihilangkan (deleted).

Tabel 2. Scale and Information of Acceptability Instrument (Bahasa Indonesia)

Translation Category	Score	Qualitative Parameters
Berterima (Acceptable)	3	Terjemahan terasa alamiah: istilah teknis yang digunakan lazim digunakan dan akrab bagi pembaca: frase, klausa, dan kalimat yang digunakan sudah sesuai dengan kaidah-kaidah bahasa Indonesia
Kurang Berterima (Less Acceptable)	2	Pada umumnya terjemahan sudah terasa alamiah: namun ada sedikit masalah pada penggunaan istilah teknis atau terjadi sedikit kesalahan gramatikal
Tidak Berterima (Not Acceptable)	1	Terjemahan tidak alamiah atau terasa seperti karya terjemahan: istilah teknis yang digunakan tidak lazim digunakan dan tidak akrab bagi pembaca: frasa, klausa, dan kalimat yang digunakan tidak sesuai dengan kaidah-kaidah bahasa Indonesia

Nababan, et.al (2012: 50-51)

Spradley (via Santosa 2014: 66) states that data analysis technique divided into four stages. They are domain, taxonomi, componential, and cultural theme analysis. The research applies pragmatics approach, Santosa (2014: 68) states that sociolinguistics consists of situational context diversity in translated data. Each kind of data overviewed within translation techniques (established equivalent, transposition, omission, and addition)

Tabel 3 Domain and Taxonomy Category Analysis of Acceptable Indigenous and Foreign

Translator	Data	Translation Technique	Note
TI (name initial) Third semester doctoral students of Universitas Sebelas Maret (UNS) Surakarta	1/TTI	Establish Equivalent (EE)	√
		Transposition (TP)	-
		Omission (OM)	-
		Addition (AD)	-
		Adaptation (AT)	-
	1/TTII	Establish Equivalent (EE)	√
		Transposition (TP)	-
		Omission (OM)	√
		Addition (AD)	-
		Adaptation (AT)	-
	2/TTI	Establish Equivalent (EE)	√
		Transposition (TP)	-
		Omission (OM)	√
		Addition (AD)	-
		Adaptation (AT)	-
	2/TTI	Establish Equivalent (EE)	√
		Transposition (TP)	-
		Omission (OM)	-
		Addition (AD)	√
		Adaptation (AT)	-
	3/TTI	Establish Equivalent (EE)	√
		Transposition (TP)	-
		Omission (OM)	-
		Addition (AD)	-
		Adaptation (AT)	-
	3/TTII	Establish Equivalent (EE)	√
		Transposition (TP)	-
		Omission (OM)	-
		Addition (AD)	√
		Adaptation (AT)	-
	4/TTI	Establish Equivalent (EE)	√
		Transposition (TP)	-
		Omission (OM)	-
		Addition (AD)	-
		Adaptation (AT)	-
	4/TTII	Adaptation (AT)	-
		Establish Equivalent (EE)	√
		Transposition (TP)	-
		Omission (OM)	√
		Addition (AD)	-
		Adaptation (AT)	-
AS (name initial) Third semester doctoral students of Universitas Sebelas Maret	5/TTI	Establish Equivalent (EE)	√
		Transposition (TP)	-
		Omission (OM)	-
		Addition (AD)	-
		Adaptation (AT)	-
	5/TTII	Establish Equivalent (EE)	-

		Transposition (TP)	√
(UNS) Surakarta		Omission (OM)	-
		Addition (AD)	-
		Adaptation (AT)	-
	6/TTI	Establish Equivalent (EE)	√
		Transposition (TP)	-
		Omission (OM)	-
		Addition (AD)	-
		Adaptation (AT)	-
	6/TTI	Establish Equivalent (EE)	-
		Transposition (TP)	-
		Omission (OM)	√
		Addition (AD)	-
		Adaptation (AT)	-
	7/TTI	Establish Equivalent (EE)	√
		Transposition (TP)	-
		Omission (OM)	-
		Addition (AD)	-
		Adaptation (AT)	-
	7/TTII	Establish Equivalent (EE)	√
		Transposition (TP)	-
		Omission (OM)	-
		Addition (AD)	-
		Adaptation (AT)	-
	8/TTI	Establish Equivalent (EE)	√
		Transposition (TP)	-
		Omission (OM)	-
		Addition (AD)	-
		Adaptation (AT)	-
	8/TTII	Adaptation (AT)	-
		Establish Equivalent (EE)	√
		Transposition (TP)	-
		Omission (OM)	-
		Addition (AD)	-
		Adaptation (AT)	-

Tabel 4. Componential Category Analysis of Acceptable Indigenous and Foreign Language to The Acceptable Indonesia Language Shifting

Data Coding of Domain and Taxonomy Category	Translation Quality

	Accuracy			Acceptability		
	3	2	1	3	2	1
TI/1/TTI/EE	√	-	-	√	-	-
TI/1/TTII/OM	-	√	-	√	-	-
TI/2/TTI/EE	√	-	-	√	-	-
TI/2/TTII/EE-AD	√	-	-	√	-	-
TI/3/TTI/EE	√	-	-	√	-	-
TI/3/TTII/EE-AD	-	√	-	-	√	-
TI/4/TTI/EE	√	-	-	√	-	-
TI/4/TTII/OM	√	-	-	-	√	-
AS/5/TTI/EE	√	-	-	√	-	-
AS/5/TTII/TP	-	√	-	-	√	-
AS/6/TTI/EE	-	√	-	√	-	-
AS/6/TTII/OM	-	√	-	-	-	√
AS/7/TTI/EE	√	-	-	√	-	-
AS/7/TTII/EE	-	√	-	-	√	-
AS/8/TTI/EE	-	√	-	√	-	-
AS/8/TTII/EE	-	√	-	-	√	-

Tabel 5. Cultural Theme Category Analysis of Acceptable Indigenous and Foreign Language to The Acceptable Indonesia Language Shifting

Data Coding of Componential Analysis	Discussion
1/TI/1/TTI/EE/AR-3/AP-3	The finding is accurate and acceptable
2/TI/1/TTII/OM/AR-2/AP-3	The finding is less accurate and acceptable
3/TI/2/TTI/EE/AR-3/AP-3	The finding is accurate and acceptable
4/TI/2/TTII/EE-AD/AR-3/AP-3	The finding is accurate and acceptable
5/TI/3/TTI/EE/AR-3/AP-3	The finding is accurate and acceptable
6/TI/3/TTII/EE-AD/AR-2/AP-2	The finding is less accurate and less acceptable
7/TI/4/TTI/EE/AR-3/AP-3	The finding is accurate and acceptable
8/TI/4/TTII/OM/AR-3/AP-2	The finding is accurate and less acceptable
9/AS/5/TTI/EE/AR-3/AP-3	The finding is accurate and acceptable
10/AS/5/TTII/TP/AR-2/AP-2	The finding is less accurate and less acceptable
11/AS/6/TTI/EE/AR-2/AP-3	The finding is less accurate and acceptable
12/AS/6/TTII/OM/AR-2/AP-1	The finding is less accurate and not acceptable
13/AS/7/TTI/EE/AR-3/AP-3	The finding is accurate and acceptable
14/AS/7/TTII/EE/AR-2/AP-2	The finding is less accurate and less acceptable
15/AS/8/TTI/EE/AR-2/AP-3	The finding is less accurate and acceptable
16/AS/8/TTII/EE/AR-3/AP-3	The finding is accurate and acceptable

FINDING AND DISCUSSION

All displayed data below shows conversation among the students of UNS print copy area by coding each subject of student (M: *Mahasiswa* or S: Student) and employee (K: *Karyawan* or E: Employee). Each conversation is categorized by two texts. They are a source text and two target texts. A source text is translated into two target texts, they are target text I and II. Target text I gotten by the translated source text into Indonesia and target text II gotten by the translated target text I into English. Each data has two codes, they are A and B. A has been translated by the translator whom the educational background is not translation studies, but in English Language Teaching. B has been translated by translator whom the educational background is translation studies. Those translators are now still studying in doctoral degree of Universitas Sebelas Maret (UNS), Surakarta, Indonesia.

The context of data 1 presents the student was interacting to the *Risthu* print copy employee at 08.00 a.m. He has finished the activities there, then paying them. Student delivered them in Javanese language "*sampun mas*", the employee replied in blended language "*printberapa lembar?*". *Print* is English and *berapa lembar?* is Bahasa. Then, he said in blended language too "*Jilid, cover satu, copy tiga*". *Cover* and *copy* are English while *jilid, satu,* and *tiga* are Bahasa.

Tabel 6. Data of Un-Translation Studies Doctoral Student in UNS

Data 1A		
Source Text	Target Text I	Target Text II
M: Sampun Mas!	M: Sudah Mas!	S: Done!
K: *Print* berapa lembar?	K: Berapa lembar yang di *print* mas?	E: How many pieces had been printed?
M: Jilid, *cover* satu, *copy* tiga	M: Jilid, *cover* satu, *copy* tiga	S: I bound, one cover, and three copies
K: Sek mbak, tak itunge!	K: Sebentar mbak, saya hitung dulu!	E: Let me count!
M: Ok	M: Baik	S: Ok

Data 1A shows five utterances. Furthermore, they are going to be analyzed as following:

[Sampun mas!] → [Sudah mas!]

[Sudah mas!] → [Done]

The indigenous language of Javanese in the area "*sampun*" translated into Bahasa does not occur the shifting, it also still refers the "*mas*". It empowers and strengthens Bahasa into society. When it translated into English, omission is conducted to make it foreign. The translator uses the omission translation technique for omitting the indigenous nicknaming. Thus, the TTI empowers the indigenous language and TTII does not strengthen the indigenous language.

TTI is translated by established equivalent indicating that it is accurate and acceptable, and TTII is translated by omission indicating that it is less accurate and acceptable. In sum, the code of TTI is 1/TTI/EE/3/3 and TTII is 1/TTII/OM/2/3.

[Print berapa lembar?] → [Berapa lembar yang di print mas?]

[Berapa lembar yang di print mas?] → [How many pieces had been printed?]

The national language in the area "*berapa lembar?*" does not occur the shifting, but it reflects the society shifting, the area includes of indigenous and there is no reply answer

indicates the one. Furthermore, there is "*print*" for asking the main activities done. It clearly explains that foreign language is unquestionable. All the mainstream foreign terms are acceptable, they are proved that the interaction can run well although use any kind of foreign term.

The translator uses the established equivalent and addition from ST to TTI and it empowers the national language, then TTII also used the established equivalent and addition in "*pieces*" of TTI. So, both in TTI and TTII empower the national language.

TTI is translated by established equivalent and addition that it is accurate and acceptable, and TTII is also translated by established equivalent and addition that it is accurate and acceptable. In sum, the code of TTI is 2/TTI/EE/3/3 and TTII is 2/TTII/EE-AD/3/3

[Jilid, cover satu, copy tiga]   →   [Jilid, cover satu, copy tiga]
[Jilid, cover satu, copy tiga]   →   [I bound, one cover, and three copies]

The national language shows only in "*jilid, satu,* and *tiga*", they combine with foreign language in "*cover* and *copy*". They clearly present the national language shifting. The TTI does not empower the nationality, and TTII tends to relay the communication to the foreign term because adding the subject "I".

The translator uses the established equivalent from ST to TTI and it does not strengthen the national language, then TTII uses the established equivalent and addition "I" of TTI. So, both in TTI does not do the language empowerment and TTII deeply also does not empower the national language.

TTI is translated by established equivalent that it is accurate and acceptable, and TTII is translated by established equivalent and addition that it is less accurate and less acceptable. In sum, the code of TTI is 3/TTI/EE/3/3 and TTII is 3/TTII/EE-AD/2/2

[Sek mbak, tak itunge!]   →   [Sebentar mbak, saya hitung dulu!]
[Sebentar mbak, saya hitung dulu!]   →   [Let me count!]

The indigenous language shows in all utterances, then translated into national language occurs the national language shifting by symbolizing "*tak itunge*" into "*saya hitung dulu*", the word "*e*" deeply affects more in emphasizing the time "*dulu*". It is so shown different by English translation, "*let me count*" refers to out of context both in indigenous and national. It does not show the indication time of "*e*" in indigenous language.

The translator uses the established equivalent from ST to TTI and it strengthens the national language, then TTII uses the omission of time in indigenous language, it indicates that TTII does not empower the national or indigenous language.

TTI is translated by established equivalent that it is accurate and acceptable, and TTII is translated by omission that it is accurate and less acceptable. In sum, the code of TTI is 4/TTI/EE/3/3 and TTII is 4/TTII/OM/3/2

Tabel 7. Data of Translation Studies Doctoral Student in UNS

Data 1B		
Source Text	Target Text I	Target Text II
M: Sampun mas!	M: Sudah Kak!	S: How much Bro?
K: Print berapa lembar?	K: *Print* berapa lembar?	E: How many pages?
M: Jilid, cover satu, copy tiga	M: Jilid, *cover* satu, *copy* tiga	S: Binding, one cover, and three copies.
K: Sek mbak, tak itunge!	K: Sebentar Kak, saya hitung!	E: Wait,I'll count!
M: *Ok*	M: Ok	S: Ok

Data 2A shows five utterances. Furthermore, they are going to be analyzed as following:

[Sampun mas!] → [Sudah Kak!]

[Sudah Kak!] → [How much Bro?]

The TTI clearly change the nicknaming of indigenous language (*Mas*) to national language (*Kak*). *Mas* exactly indicates the older boy and *Kak* generally indicates someone older than the hearer. Even, they are used to make it polite and in formal situation. This translation deeply apply the politeness, and tends to national identity. Meanwhile, the TTII hardly change the arrangement from statement to question, although it is in context, but it does not show the reflection of national or indigenous language.

The translator uses the established equivalent from ST to TTI and it strengthens the national language, then TTII uses transposition, it indicates that TTII does not empower the national or indigenous language.

TTI is translated by established equivalent that it is accurate and acceptable, and TTII is translated by transposition that it is less accurate and less acceptable. In sum, the code of TTI is 5/TTI/EE/3/3 and TTII is 5/TTII/TP/2/2

[Print berapa lembar?] → [Print berapa lembar?]

[Print berapa lembar] → [How many pages?]

The utterance shows that foreign language affect the most, the TTII still empowers the *print*, which national language has the equivalence "*cetak*". Although it has the same term, but the word "*print*" had already existed well in National. Then, TTII omits the "*print*" of the focus term utterances. The context of TTII is ambiguity due to the activity for presenting the pages is so general, it can be buying, asking or another. Both TTI and TTII do not empower the national language.

The translator uses the established equivalent from ST to TTI but it does not strengthen the national language, then TTII uses omission, it indicates that TTII does not also empower the national language.

TTI is translated by established equivalent that it is less accurate and acceptable, and TTII is translated by omission that it is less accurate and not acceptable. In sum, the code of TTI is 6/TTI/EE/2/3 and TTII is 6/TTII/OM/2/1

[Jilid, cover satu, copy tiga] → [Jilid, cover satu, copy tiga]

[Jilid, cover satu, copy tiga] → [Binding, one cover, and three copies]

The TTI shows the empowerment of ST although there are many combined language such as *copy* in English and *satu* in Bahasa. They presents the national language shifting due to the equivalence of *cover* is *sampul*, and *copy* is *menggandakan*. But, they are so anti-mainstream when those words delivered. They have customized in the society. TTII shows

the equivalence of the utterance.

The translator uses the established equivalent from ST to TTI but it does not strengthen the national language, then TTII also uses established equivalent, it indicates that TTII does not also empower the national language.

TTI is translated by established equivalent that is accurate and acceptable, and TTII is translated by established equivalent that it is less accurate and acceptable. In sum, the code of TTI is 7/TTI/EE/3/3 and TTII is 7/TTII/EE/2/2

| [Sek mbak, tak itunge!] | → | [Sebentar Kak, saya hitung!] |
| [Sebentar Kak, saya hitung!] | → | [Wait, I'll count!] |

TTI shows the generalized development of *Kak*, because *Mbak* only indicates the girl or politeness-based mentioning. The omission of "*e*" that presents the time also done by TTI. It strengthens the national language then indigenous. Yet, the TTI clearly explains the "*e*" from ST by writing "I'll", it is implicitly relayed on "will" for showing the time. TTII reflects the beauty of indigenous language.

The translator uses the established equivalent from ST to TTI but it does not strengthen the national language, then TTII also uses established equivalent, it indicates that TTII does not also empower the national language.

TTI is translated by established equivalent that is less accurate and acceptable, and TTII is translated by established equivalent that it is accurate and acceptable. In sum, the code of TTI is 8/TTI/EE/2/3 and TTII is 8/TTII/EE/3/3

Those data can be concluded that first translator whom in un-translation studies background empowers the indigenous language in data 1 and 4, and the foreign language in data 2 and 3. Meanwhile, that second translator whom in un-translation studies background empowers the indigenous language in data 1, 2 and 4, and the foreign language in data.. The research findings showed that four indigenous languages are two acceptable as Indonesia language shifting and two unacceptable as Indonesia language shifting. Meanwhile, the two foreign languages are three acceptable as Indonesia language shifting and one unacceptable as Indonesia language shifting Furthermore, the supports of first translator in translation techniques are established equivalent, omission, transposition, and addition. Then, the supports of first translator in translation techniques are established equivalent, omission, and transposition.

CONCLUSION

A case study applied in sociolinguistics approach about acceptable indigenous and foreign language to acceptable Indonesia language shifting overviewed within translation study can be concluded that first translator whom in un-translation studies background empowers the indigenous language in data 1 and 4, and the foreign language in data 2 and 3. They support to national language in 50%. Meanwhile, that second translator whom in un-translation studies background empowers the indigenous language in data 1, 2 and 4, and the foreign language in data. They also support to national language in 75%. The research findings showed that four indigenous languages are two acceptable as Indonesia language shifting (50%) and two unacceptable as Indonesia language shifting (50%). Meanwhile, the two foreign languages are three acceptable as Indonesia language shifting (75%) and one unacceptable as Indonesia language shifting (25%). The supports of two translators in translation techniques are

established equivalent, omission, transposition, and addition. In conclusion, those languages have a great contributions in sociolinguistics and translations study through their shifting.

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