Translation Analysis of Emotional Intelligence Term of Root Word on Working with Emotional Intelligence by Daniel Goleman

By Nur Hasyim

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[1]Nur Hasyim, [2]M.R. Nababan, [3]Djatmika, [4]Tri Wiratno

ABSTRACT--- *The research focuses on translation technique and translation quality of root word on emotional intelligence terms in the book entitled Working with Emotional Intelligence by Goleman. The research goals are to a) describe the word class that was used to reveal emotional intelligence terms; b) describe the translation technique which was used in translating the emotional intelligence terms; c) describe the translation technique which influences the translation quality. The research is the descriptive qualitative paradigm by using a purposive sampling technique. There were three classes of words found in the source text. They were nominal, verbal, and adjectival. There are five categories of emotional intelligence. The frameworks of the categories are self-awareness, self-management, motivation, emphatic, and social ability. There were ten translation techniques in translating the emotional intelligence terms in each classification. There were established equivalence, transposition, pure borrowing, modulation, discursive creation, generalization, addition, deletion, implicitation, and literal translation. The quality translation score was 2.96 for nominal; 2.94 for verbal; and 2.90 for adjectival. From the translation versions, it could be concluded that the translation quality was excellent. It caused by choosing certain techniques that be able to keep translation quality stays high such as established equivalence, transposition, and modulation. Then, certain techniques were lowering the translation quality, such as deletion, addition, discursive creation, and literal translation.*

Keywords--- *emotional intelligence term, root word, translation technique, translation quality.*

I. INTRODUCTION

In a competitive global era like nowadays, the need for developing knowledge is essential because the competence becomes opener and opener. One of the ways to achieve the development of knowledge is by understanding the potency of self through understanding emotional intelligence. It is required by someone to reach the top achievement in social life. Most of society want to understand emotional intelligence. Emotional intelligence is usually called by the character, soft skill, personality, and competent (Goleman, 1998). For example, the terms of emotional intelligence such as sensitive, success, aware, awareness, lead, leadership, stress, distress, rational, and creative, openness, innovation, competent, competitiveness, rationally, impulsivity, responsibility, rationality, etc.

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[1] *Post-Graduate Program, Doctoral Program in Linguistics Study, Sebelas Maret University, Surakarta, Indonesia, 57126, hajinurhasim@gmail.com*

[2] *Post-Graduate Program, Doctoral Program in Linguistics Study, Sebelas Maret University, Surakarta, Indonesia, 57126, amantardja@yahoo.com*

[3] *Post-Graduate Program, Doctoral Program in Linguistics Study, Sebelas Maret University, Surakarta, Indonesia, 57126, djatmika@uns.ac.id.*

[4] *Post-Graduate Program, Doctoral Program in Linguistics Study, Sebelas Maret University, Surakarta, Indonesia, 57126, wiratno.tri@gmail.com. https://orcid.org/0000-0002-9637-9769*

Emotional intelligence is at least three skills: emotional awareness, or the ability to identify and name one's own emotions; ability to harness those emotions and apply them to tasks like thinking and problem-solving. The ability included for managing emotions, which consists of both regulating one's feelings when necessary and helping others to do the same. Further, Goleman classified the emotional intelligence categories into five categories. The types are self-awareness, self-management, motivation, emphatic, and social ability (Goleman, 1998).

Most of society wants to know more about emotional intelligence by reading some texts tell about it as understood that documents are mostly in English, and it needs more comprehension about the emotional intelligence terminologies. Based on some examples above, it can be seen that the terms can be an adjective, noun, or adverb, which are for most people who feel awkward to see the equivalency in a target language, in this case, in Bahasa Indonesia as the product of translation. The terms can also be in root words or derivative words. Understanding the English Emotional Intelligence terms is not an easy job for most people. Even the society faced difficulties in understanding the system or structure of the words in English. Thus, it will make the community less understand and also do not understand the meaning correctly, so the self-existence or self-potency achievement cannot be able to reach optimally. Understanding the terms in the source language is one of the ways of understanding the kinds of emotional intelligence terms. Therefore, the source texts need to translate to transfer knowledge and deliver the meaning in the target language.

Many translation scholars described the meaning of translation by using different points of view. The translation is the process of transferring the meaning or message from the source text into target text by considering the meaning equivalence, generally (Emzir, 2015; Hoed, 2006; Larson, 1989; M. R. Nababan, 2003). In other words, the main goal of translation is reproducing the message to deliver into the target language. To replace the idea, the translator needs to consider the grammatical and lexical rules in both languages to obtain natural equivalence. It means that the meaning equivalence is more prioritized than the form or structure, so in most cases, the translator does the strict change toward the text form to maintain the message. It needs to be done to obtain as equivalent as between source language into the target language. The form change is limited to the clause or word level structure in order the equivalence keeps being similar, especially the language style of both texts. For example, a word in the source text is an adjective class, so it should be translated in the target language with the adjective class also. It may change the word class, but the message must be maintained.

The definition above supported by Larson (1989), who defines translation as a process of transferring the meaning between source text into target text through three steps of the approach. The steps are as follows: 1) comprehending the lexicon, grammatical structure, situation of communication (context), and culture context from source language; 2) analyzing source text to find out the meaning; 3) re-express the meaning equal with a lexicon and grammatical structure which is suitable into a target language.

Ideally, the primary goal in translating is transferring the written information from the source text into a target text by considering the same equivalence effect (Newmark, 1989). Most of the cases faced in translating are equivalence. One of the main issues in bringing is difficulties in finding out equivalence between the source text and target text either in a form (structure) or meaning. The leading cause of it is the difference in the grammatical rule system between the source text and target text (Emzir, 2015; Hoed, 2006; M. R. Nababan,

2003). The translation process can run well if the translator understands the language system and structure in the source text and target text (M. R. Nababan, 2003).

Non-equivalence can occur in various levels of a linguistic unit. It can be at word level; above word level such as group level, clause, etc.; grammatical equivalence; textual equivalence; and pragmatic equivalence. One of them is non-equivalence at the word level. It means that the target language has no direct equivalent for a word which occurs in the source text (Baker, 2011). Meanwhile, there are many factors or common problems of non-equivalence in translation. The problems are: 1) culture-specific concepts; 2) source-language concept is not lexicalized in the target language; 3) the source-language word is semantically complex; 4) the source and target languages make different distinctions in meaning; 5) the target language lacks a superordinate; 6) the target language lacks a specific term; 7) differences in physical or interpersonal perspective; 8) differences in expressive meaning; 9) differences in form; 10) differences in frequency and purpose of using specific forms; 11) the use of loan words in the source text (Baker, 2011). Such issues that are related to the way in finding out the direct equivalent of the terms of emotional intelligence in root word and derivation word need to provide the solution. One of the solutions is conducting translation research, which discusses the appropriate translation technique to obtain the best translation quality, especially in the translation of root word and derivation word of emotional intelligence.

A root word is a morpheme at the core of the word in which affixes can be added. Meanwhile, the derivative or derivation can be shaped from the affixation process, so it produces the new concept which has a different class and provides the compound word. The affixation process is also able to shape the new concept, such as the word with reduplication (Carstairs-Mccarthy, 2002; Katamba, 2005).

II. TRANSLATION TECHNIQUE AND TRANSLATION QUALITY ASSESSMENT

The translation technique is the process which oriented to the translation result after the translator analyzes and classifies the linguistic units. In other words, the translation technique can be said as the realization of making the decision process, and the result can be seen in translation quality. There are 18 translation techniques adapted from Molina and Albir (2002). The translation techniques are: 1) adaptation; 2) amplification; 3) borrowing; 4) calque; 5) compensation; 6) description; 7) linguistic amplification; 8) substitution; 9) established equivalent: 10) variation; 11) transposition; 12) modulation; 13) generalization; 14) particularization; 15) discursive creation; 16) reduction; 17) linguistic compression; and 18) literal translation. Each translation technique which is used, it will give the impact toward the translation quality.

The translation technique can be seen in three aspects. There are accuracy, acceptability, and readability (M. Nababan, Nuraeni, & Sumardiono, 2012). Accuracy means the text in the source text must be transferred accurately. Acceptability means the translation must be transferred in line culturally and grammatically into the target text. Further, the readability means the degree of readable, and it means that the translation result as possible as to understand easily into target text by target readers.

III.   RESEARCH OBJECTIVES

Based on the background of the study, literature, and research reviews which were done and explained in the previous part, it can be concluded that the research objectives are:

1.   to describe the word class that was used to reveal emotional intelligence terms;
2.   to describe the translation technique which was used in translating the emotional intelligence terms;
3.   to describe the translation technique, which influences the translation quality.

IV.   RESEARCH METHODOLOGY

This research was conducted with the descriptive qualitative research paradigm by using purposive sampling technique (Sutopo, 2006). The descriptive method draws the qualitative data obtained dealing with the subject or the phenomenon of the population as well as the researcher involved in the research. The qualitative data was obtained then to be analyzed to generalize the phenomenon (Santosa, 2017). The data were terms of emotional intelligence on books that were used as a research location. The current view to validate the data in this research is using a method and source triangulation. Triangulation, using several forms of data collection to study a single phenomenon, is another method for increasing validity.

I.I.   *Technique of Collecting Data*

By collecting data from several sources, each individual data point was strengthened (Creswell, 2009). Method triangulation was the triangulation technique related to the technique of collecting credible data. It can be done by using various methods in collecting data by 1) content analysis, 2) questionnaire and 3) in-depth interview, in this case, is focused on group discussion (FGD) to classify the linguistic data (root word) and the translation data (translation technique and translation quality). Meanwhile, the source triangulation was providing credible data by using various sources of data such as 1) the sourcebook of Working with Emotional Intelligence by Goleman, 2) the target text (its translation) entitled *Kecerdasan Emosi untuk Mencapai Puncak Prestasi*; and 3) validator (raters). In the translation data, the researchers used the translation technique theory by Molina and Albir (2002) and in assessing the translation quality used in the qualitative parameter by Nababan et al. (2012). The data source in the research was the document of the book entitled *Working with Emotional Intelligence by Daniel Goleman*.

I.II.   *Analysis of Data*

After the data was collected, it was analyzed by qualitative data analysis, which included: (1) domain analysis, (2) taxonomic analysis, (3) cross tab analysis, (4) cultural themes analysis (Spradley, 1980).

V.   LITERATURE REVIEW

Many scholars discussed and conducted translation researches by seeing the part of linguistic and translation aspects such as the translation terminologies issues in different fields. Their mission is to try in analyzing translation techniques, and translation quality in terms of many areas such as legal document, medical, engineering, economics, taboo terms, etc. (Handayani, 2009; Khoirunnisa, 2015; Sari, Nababan, & Djatmika,

2016; Siregar, 2009). Even, there is also translation research, which discusses the translation pattern and its translation technique, which is related to the translation quality in translation terms in different fields such as economics term and research term (Hasyim, 2015; Sukaesih, 2015). Further, there is research that tries to analysis the transposition and modulation technique implemented by the translator to obtain the equivalence of the massage between source language (SL) and target language (TL) and the types of shift happening in implementing these techniques (Mardiana, 2014). The researches above try to analysis the pattern of word and phrase between source language into the target language and word class. Most of the researches above haven't done yet about the model of translating root word which could be used to translate the term properly.

Some scholars discuss the shift occurred as a result of the translation technique (Hatim & Munday, 2013; Hidayat, Nababan, & Djatmika, 2019). Their mission is to analyze the types of shift occurred in translation, either form or meaning. Deals with translation technique, modulation, transposition, implication, explication, and reduction are the most exciting techniques to study. Those techniques are usually changing or shifting, either in the grammatical level of meaning level.

Again, the translation techniques give the best contribution to the translation quality, which is still in line with the researches above and is built up by using established equivalent, transposition, modulation (Fachruddin, Santosa, & Wiratno, 2017; Hasyim, 2015; Sukaesih, 2015). The translation technique affects the way of micro-units of the text are translated. Thus, it should be chosen the technique appropriately because it affects the result translation of micro-units of the text, which is translated.

The translation technique is supporting that the way to translate the emotional terms can be realized in the linguistic unit at the micro-level. The strategy is choosing the appropriate translation technique, which is a tool for analyzing the translation based on the micro-unit that will be analyzed (Molina & Albir, 2002). Based on the review above, this research gives big support in translation research, which is combined with the research about the translation of root word by using translation technique and its impact on translation quality.

VI. ANALYSIS AND FINDINGS

Root Word Category

There are 204 data of emotional intelligence terms in root word form. Based on 204 data, it can be seen the word classes in root word, which represent the emotional intelligence terms. The data distribution can be drawn in the following table:

Table 1: Word class of emotional intelligence terms in the root word

No	Word Class	Freq.	Percentage (%)
1.	Noun	123	60
2.	Adjective	57	38
3	Verb	24	12
	Total	204	100

Based on Table 1, known that the most word class of emotional intelligence terms in root word which was be found in the source text is a noun. It is about 60 %. The second rank is verbal, and the last rank is adjectival. This condition is acceptable and common because of the noun can be used to express the knowledge more completely and briefly. Nominal in certain texts is very important to compress the information (Martin, 1991). Besides, noun represents that the name of something (such a person, animal, thing, quality, idea, or action) and is typically used in a sentence as subject or object of a verb or as the object of the preposition. A general definition would involve both grammatical and semantic considerations of a noun. The grammatical considerations of noun express a person, another being, inanimate object or abstraction, bounded or unbounded, etc. While the semantic one is either count or mass; if count, may be either singular or plural, plural usually inflected with -s; can be made possessive, adding -'s/-'s; can take the in front; can be subject in a clause, etc.(Halliday, M. A. K., & Matthiessen, 2014).

Based on this explanation the kinds of the noun to represent the subject or object, it will be possible that a clause or sentence dominated by a noun in several contexts. This is one of the supporting argumentations which is in line with the findings of research done by Werdiningsih (2009) and Hasyim (2015). Both of them tried to research the most frequent classes of words which emerge in translating economics and research terms. The research found that the nominal class placed in the first rank, and then to be were followed by verbal and adjectival.

If it is seen based on the emotional intelligence framework by Goleman (1999), there are 5 categories of emotional intelligence. The frameworks of the categories are *self-awareness, self-management, motivation, emphatic, and social ability*. The data distribution of emotional intelligence terms in root word can be seen in the following table:

Table 2: Emotional intelligence terms in the root word

No.	Categories	Freq.	Percentage
1	Self-management	135	67
2	Self-awareness	33	16
3	Social ability	21	10
4	Emphatic	9	4
5	Motivation	6	3
	Jumlah	**204**	**100**

Some categories will be provided in the following examples:

I.III. Self-awareness terms

Table 3: Self-awareness

Data	Source Text	Word Class
1	Others include chronic indecisiveness, especially under pressure; shying away from even the smallest **risk**; and failing to voice valuable ideas.	Noun
2	I taught him how to use self-talk, like athletes do, to prepare for situations where he's prone to get angry—he'll remind himself going in, "I'm not going to let this happen to me, I'm not going to lose **temper**. (727)	Noun
3	The failure to **convince**	Verb
4	Are you combative, undermining other people's self-confidence, or do you inspire and **guide** other people	Verb
5	A "competence," in this tradition, is a personal trait or set of habits that lead to more effective or **superior** job performance – in other words, an ability that adds clear economic value to the efforts of a person on the job.	Adjective
6	While that has a **pernicious** effect, so does another common failing: neglecting to give any performance feedback at all.	Adjective

The term *risk* in the sentence (1) and *temper* in the sentence (2) are the terms of emotional intelligence. The category of terms is self-awareness because the word *risk* refers to the self-awareness about the risk that will occur at someone while he or she does something. While the word *temper* refers to the self-awareness when someone loses control. Further, c*onvince* and *guide* in the sentence (3) and (4) include in the terms of self-awareness in verb form which refers to the awareness in self-weaknesses and self-potency or self-power. The last, the word *superior* and *pernicious* in the sentence (5) and (6) refers that someone is able to know the feeling, emotion, especially in knowing the feeling of "superior" and its impact.

I.IV. Self-management terms

Table 4: Self-management

Data	Source Text	Word Class
7	Adaptability: Flexibility in handling **change** and challenges.	Noun
8	Innovation: Being comfortable with novel ideas, **approach**, and new information	Noun
9	Star performers are artful at sending emotional signals, which makes them powerful communicators, Able to **sway** an audience – in short, leaders.	Verb

10	Like DeLibero, the helpful coach gives specific information about what is wrong, combined with corrective feedback and a positive expectation of the person's ability to **improve**	Verb
11	Her facility escaped the damage wreaked on the other American outpost manned by those less **adept** at these human skills	Adjective
12	First, emotional intelligence does not mean merely "being **nice**".	Adjective

The word *change* in the sentence (7) classified as the term of self-management because of the word *change* related to the capability and ability in facing the change in life. While, the word *approach* in the sentence (8) related to the ability to accepting the idea, open-minded in every something new, or new information which is emerged in life. Further, the word *sway* and *improve* in the sentence (9) and (10) include self-management because it is related to the skill to work and effort to be responsible in every task given or done. The last, *adept* and *being nice* have similar meanings with the word *change* in the sentence (7) and *approach* in the sentence (8).

I.V. Emphatic terms

Table 5: Emphatic

Data	Source Text	Word Class
13	Coaches who showed **respect**.	Noun
14	Model team qualities like **respect**, helpfulness, and cooperation.	Noun
15	**Respect** and relate well to people from varied backgrounds.	Verb
16	She's being **smart**	Adjective
17	DeLibero shows people she appreciates them while giving them a consistent stream of **positive** and constructive performance feedback	Adjective

Respect in the sentence (13) and (14) included in terms of emphatic because of both words related to the skill in understanding the emotion or feeling and perspective of others. While the verb *respect* in the sentence (15) refers to the skill in looking for the opportunity by building up the social interaction and communication with others. Further, the words *smart* and *positive* related to the ability to feeling someone's emotion or perspective and also shows interest to the others.

I.VI. Motivation terms

Table 6: Motivation

Data	Source Text	Word Class

9	Personal management, confidence motivation to work toward goals, a sense of wanting to develop one's career and take *pride* in accomplishments	Noun
10	Operate from the *hope* of success rather than fear of failure	Noun
13	A *spirit* of cooperation always worked best.	Adjective

The word *pride* in sentence context (9) refers to the self-esteem that someone feeling happy when someone does something good or even something difficult which can achieve or solved. *Hope* in the sentence (10) included in the motivation domain because of the word *hope* related with the persistence in defending and achieving the goal though there are many obstacles faced by someone. *Spirit* in the sentence context (13) refers that someone has the willingness to be better in his/her life.

I.VII. Social ability terms

Table 7: Social ability

Data	Source Text	Word Class
7	Use complex strategies like indirect influence to build consensus and *support*	Noun
8	Then there's *diplomacy*--do you sense personal and organizational sensitivities?	Noun
9	*Promote* a friendly, cooperative climate.	Verb
10	A self-mastery cluster, including emotional self-control, achievement, and adaptability, and an interpersonal cluster, including *influence,* service, and teamwork.	Verb
11	Foster open communication and stay receptive to bad news as well as *good*.	Adjective
12	Beyond zero tolerance for intolerance, the ability to leverage diversity revolves around three skills: getting along well with people who are different, appreciating the *unique* ways others may operate, and seizing whatever business opportunity these unique approaches might offer.	Adjective

Support and *diplomacy* in the sentence (7) and (8) included in the social ability domain because of both words related to the skill in creating a good relationship with others. Meanwhile, the word *promote* and *influence* in the sentence (9) and (10) related to the skill to inspire someone or guide a group of people. Further, *Good* and *unique* in the context number (11) and (12) related to the ability to communicate and send the message or signal and doing cooperation or collaboration with others.

VII.   TRANSLATION TECHNIQUE AND ITS IMPACT ON TRANSLATION QUALITY

Molina & Hurtado (2002) differentiated the term strategy and translation technique based on the logic that strategy takes place in the translator's mind (internal memory system). While a translator is thinking the way to solve the translation problem, he decides to use the proper strategy which is represented in choosing the translation technique. The translation was technique-oriented to the product of the translation. In other words that strategy is process-oriented while the translation technique is product-oriented.

The translation technique takes place on the micro level such as word; such in this research supports the theory which is the data which are used in root word seen from various word classes. There is 18 translation technique recommended by Molina and Albir. The translation technique in each word class can be seen in the following table. Some of them appropriate to use in translating the certain word of emotional intelligence terms in a certain context which is found in the book entitled *Working with Emotional Intelligence by* Daniel Goleman and its translation book entitled *Kecerdasan Emosi Untuk Mencapai Puncak Prestasi by* Alex Tri Kantjono Widodo.

It can be seen that there is 5 translation technique used in translation the emotional intelligence terms in noun form. The translation techniques mostly used are established equivalence (81.3%), transposition (15%), pure borrowing (3.25%), modulation (1.62%), and discursive creation (1.62%). The final score of the translation quality of a noun in emotional intelligence terms is 2.96.
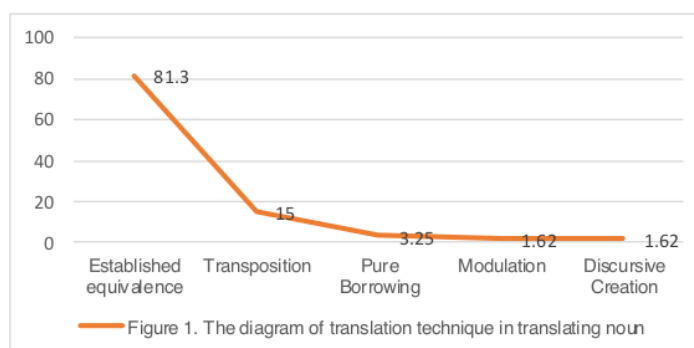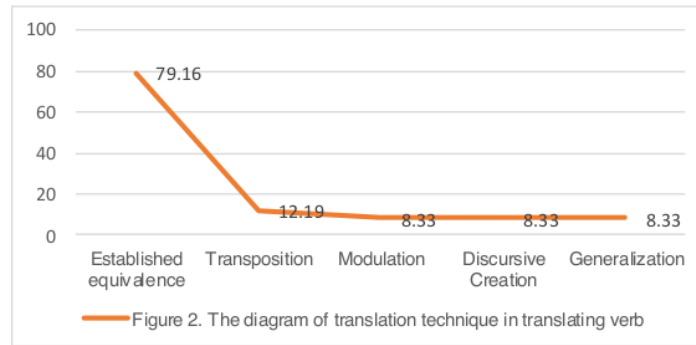

Figure 1: The digram of translation technique in translating noun

Transposition and modulation are the translation technique which is interesting to study. The use of transposition and modulation refer that the translator feels rather difficult to find the specific equivalence in meaning. It may be a certain word in the source text is available but unavailable in target text caused by the difference of grammatical rules. So, most of the grammatical systems can be changed but it doesn't change the meaning and its translation is also still accurate.

Figure 2. The diagram of translation technique in translating verb

Figure 2: The digram of translation technique in translating verb

Based on the figure above, it can be seen that there are 5 translation techniques used in 24 translation data in translating the emotional intelligence terms in noun form. The translation techniques mostly used are established equivalence (79.16%), transposition (12.19%), modulation (8.33%), discursive creation (8.33%), and generalization (8.33%). The translation quality is not too far from the previous one. The translation quality is 2.94. It is influenced by the translation technique used. The most translation technique which gives the significant result is established equivalent and transposition. The modulation, if we see based on the two figures above; both techniques are still used and found.

Table 8: Here, an example of translation technique by using modulation

No	Source Text	Target Text
83	Skill alone is not enough to guarantee our best performance—we have to **believe** in our skills in order to use them at their best.	Keterampilan itu sendiri tidak cukup untuk menjamin kinerja terbaik kita—kita harus **yakin** akan keterampilan kita agar dapat menggunakannya secara maksimum.

In the example above, the verb *believe* is a verb that realizes a part of thinking related to the cognitive aspect and involved mental awareness. *Believe* means thinking that something is true. The verb *believes* in source text translated into *yakin* in target text which changes structurally and grammatically into an adjective in Bahasa Indonesia. The translation result is changing structurally and in meaning. In meaning, the translator used obligatory modulation and structurally the translator used transposition. The translator decided to use modulation because of the difference in grammatical rules between the source text and the target text. So, this case caused the shift of point of view and cognitive aspect between the source text and target text.

In addition, the research finding still in line with Vinay and Darbelnet in Newmark (1988: 88) stated that modulation is a variation through a change of viewpoint, of perspective and very often of a category of thought. It is also similar to Molina dan Albir (2002) that modulation which is used by the translator changes point of

view, focus, and cognitive category. It will possibly happen because of the differences in the grammatical rule of both languages.

Table 9: This is the example of translation of the emotional intelligence terms by using addition

No	Source Text	Target Text
92	She's being **smart**	Dia **betul-betul pintar**

The word *smart* in the sentence (92) translated *betul-betul pintar* by adding reduplication word *betul-betul* in target text. This is changing the original meaning from source text although the target text is clearer. But it can change not only grammatical but also in meaning. Thus, it will impact accuracy and will make it lower although it has a high score in acceptability.

Table 10: The next example is about the translation by using discursive creation

No	Source Text	Target Text
84	Star performers are artful at sending emotional signals, which makes them powerful communicators, able to **sway** an audience – in short, leaders	Orang yang meraih prestasi tinggi terampil dalam mengirimkan sinyal-sinyal emosi, yang menjadikan mereka komunikator hebat, mampu **menenangkan** pendengarnya—pendek kata, mereka adalah pemimpin sejati

Lexically, the word *sway* has the meaning of *a controlling force or influence* or *the ability to exercise influence or authority*. Simply, it means *memengaruhi* in Bahasa Indonesia. But, *sway* in source text translated with *menenangkan* in Bahasa Indonesia and it is unsuitable in the context of the source text. The translator decision used this technique was less appropriate toward the translation quality. In the context situation of the target text, a leader is able to give influence others to do something, so it will be more appropriate if the word *menenangkan* replaced by *memengaruhi*.

Table 11: The translation by using literal translation

No	Source Text	Target Text
95	If we enter into a conversation while preoccupied by a **strong** mood, the other person is likely to experience us as being unavailable, or what the sociologist Irving Goffman has called "away"—just going through the motions of the conversation while obviously distracted.	Jika kita bergabung ke dalam suatu percakapan ketika kita sedang dikuasai suasana hati **yang kental**, orang lain bisa jadi mengganggap kita tidak siap, atau yang oleh sosiolog Irving Goffman disebut "jauh"—yakni kelihatan terliat dalam percakapan padahal pikirannya ke tempat lain.

Based on the example above, it can be seen the word *strong* is an adjective which translated into phrase *yang kental*. The word *strong* based on the dictionary means *kuat, keras, bersemangat, yakin, pekat hitam*. The translation result is less accurate and acceptable grammatically and in meaning. *Strong* in noun phrase *strong mood* related to productivity. It's a generalized state of feeling and a temporary state of mind. *A strong mood* makes someone enthusiastic and focused. In other words, the strong mood in the context sentence number (95) means someone doesn't focus on their current activities.

Figure 3 : The digram of translation technique in translating adjective

The addition is part of the amplification translation technique. Amplification here can be exploitation, addition, description, paraphrase, and annotation. The addition is a translation technique by adding detailed information that is not loaded in the source language. In fact, using this technique, especially addition will be possible to make the translation quality is low. So, the translation result is less appropriate grammatically although the structure is acceptable in the target language.

In this part will be provided the table explains the general finding of the research related to the translation techniques used in translating the root word of emotional terms and its impact on the translation quality. The table realizes the whole aspects (componental) to draw the interconnected-discussion.

Table 12: the interconnected-discussion.

Technique	Word Class			Total
	Noun	Verb	Adjective	
Established-Equivalence	100	19	43	162
Transposition	15	2	6	23
Pure Borrowing	4	0	0	4
Modulation	2	1	2	5
Discursive Creation	2	1	1	4
Generalization	0	1	0	1

Addition	0	0	1	1
Deletion	0	0	1	1
Implicitation	0	0	1	1
Literal	0	0	1	1
Final Score	**2.96**	**2.94**	**2.90**	**2.93**

Based on the table above, know that the most translation technique contributes to the finding above is established equivalence. Established-equivalent can result in a high score of inaccuracy. It is in line with the theory that established equivalent is the technique a term or expression recognized (by dictionaries or language in use) as an equivalent in the Target Language (Molina & Hurtado Albir, 2002). The findings of the research supported the translation technique theory that the translation technique roles in micro-unit in the text. In addition, there are five characteristics of the translation technique. The five characteristics of translation technique are: 1) affecting the result of the translation; 2) classified by comparison with the original; 3) affecting micro-units of text: 4) nature discursive and contextual; 5) functional (Molina & Hurtado Albir, 2002).

Moreover, based on the research review and theory, transposition and modulation can change the grammatical category which can cause the shift (Hidayat;, 2017; Mardiana, 2015). If the translation used the transposition techniques appropriately, it would have not shifted or meant distortion can be avoided. A shift in form is common in translation, but the meaning should be kept to be suitable with the original text. In other words, if it is inappropriate in using the transposition technique, it will cause meaning distortion. So, the translation result will influence the translation quality. This is relevant to (Catford, 1965, p. 73) who stated that transposition is the shift. While Vinay and Darbelnet (Newmark, 1988, p. 85) stated that shift is the result of the grammatical differences between the source text and target text.

Further, transposition and modulation used while the translation process of "word to word" is unable to do. In other words, both techniques can be called indirect translation. Shift (Catford term to state the transposition) is a translation technique by changing the grammatical category; for example, a clause to be phrase; nominal to be a verb; verb to be adjective, and so on.

It is different with modulation. Modulation is a shift in point of view. Whereas transposition is a shift between grammatical categories, modulation is a shift in cognitive categories. Vinay and Darbelnet postulate eleven types of modulation: abstract for concrete, cause for effect, means for a result, apart for the whole, geographical change, etc., e.g., the geographical modulation. While, Hoed states that modulation is to give the equivalence by the translator semantically which has a different point of view in meaning, but it still in the same context or same goal (Hoed, 2006).

VIII.   CONCLUSION

Based on the research findings above, it can be concluded that there are three kinds of word classes in the book entitled *Working with Emotional Intelligence* by Goleman. Based on 204 data of root words, the classes of words found are a noun, verbal, and adjectival. While the translation techniques used by the translator to translate 204 data of the emotional intelligence terms of the root word in the book entitled *Kecerdasan Emosi untuk Mencapai Puncak Prestasi* by Alex Tri Kantjono Widodo are ten translation techniques. They are established

equivalence placed in the first rank. It is mostly used in translating emotional intelligence terms. The second is the translation, pure borrowing, modulation, discursive creation, generalization, addition, deletion, implicitation, and literal translation.

The translation technique which result from the high score in accuracy is established equivalent, translation, implicitation, modulation, and generalization. Sometimes is pure borrowing. Those techniques are either to translate noun, verb, or adjective. While the translation techniques which is lowering the score tends to addition, deletion, discursive creation, and literal translation.

IX. RECOMMENDATIONS

It is suggested that further studies can be conducted on the basis of the findings of this study. After this topic was studied, the research was expected to give the benefit and contribution in translating not only the terminology cases but also the classification of translation to translate the certain classification of the word to find out the appropriate pattern. In the end, the translator hoped to be able to use the appropriate technique to get the appropriate translation result based on the classification of a word which is translated by considering the root and derivation word. In addition, the translator should avoid certain techniques which can cause the shift structurally, although it cannot cause the meaning shift especially in translating root word which can be realized in different class or category.

However, the breakdowns of the specific translation techniques have not been analyzed yet as well as to translate certain patterns of the class of words. It hopefully will be beneficial to a partial re-evaluation of the outcomes. Therefore, to strengthen and sharpen the study, future research studies are expected to focus on certain translation techniques to translate certain terms either root word or derivation. It also can be developed about the translation technique model to translate certain terms.

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