

## **EXPLORING STUDENTS' STRATEGIES IN TRANSLATING AUTHENTIC TEXTS FROM ENGLISH TO INDONESIAN LANGUAGE**

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### **ABSTRACT**

*Translation is an essential skill for language learners, especially students. Many translation techniques can be used by translators. This study aimed to identify the dominant translation techniques employed by sixth-semester students in the English Education Department at state university Z. To comprehend the phenomenon of this study, qualitative research approaches were utilized. Relevant theories were discussed to achieve the research objectives. The data were gathered by asking the students to translate a video and we recorded them when they did it. A total of 402 utterances of the translation results from the students were used as the data for this study. The researchers analyzed the data by making a transcription of the video. We then read the transcription of the video (translation results from the students), identified the translation techniques used by the students, classified these techniques based on the video, analyzed the data, and made conclusions. The findings revealed that 11 translation techniques were employed by the sixth-semester students. These techniques include amplification, borrowing, calque, established equivalents, generalization, linguistic amplification, linguistic compression, literal translation, modulation, reduction, and transposition. Among these techniques, literal translation is the dominant translation technique used by students with a frequency 125 out of 402 utterances.*

*Keywords: students' strategies, translation, translation techniques*

### **ABSTRAK**

Penerjemahan merupakan keterampilan yang penting bagi pembelajar bahasa, khususnya pelajar. Banyak teknik penerjemahan yang dapat digunakan oleh penerjemah. Penelitian ini bertujuan untuk mengidentifikasi teknik penerjemahan yang dominan digunakan oleh mahasiswa semester enam di Jurusan Pendidikan Bahasa Inggris di Universitas Negeri Z. Untuk memahami fenomena penelitian ini, pendekatan penelitian kualitatif digunakan. Teori-teori yang relevan dibahas untuk mencapai tujuan penelitian. Data dikumpulkan dengan meminta mahasiswa menerjemahkan video dan kami merekamnya saat mereka melakukannya. Sebanyak 402 ujaran hasil terjemahan mahasiswa dijadikan data penelitian ini.

Para peneliti menganalisis data dengan membuat transkripsi video. Kami kemudian membaca transkripsi video tersebut (hasil terjemahan dari siswa), mengidentifikasi teknik penerjemahan yang digunakan mahasiswa, mengklasifikasikan teknik tersebut berdasarkan video, menganalisis data, dan membuat kesimpulan. Temuannya mengungkapkan bahwa 11 teknik penerjemahan digunakan oleh mahasiswa semester enam. Teknik-teknik tersebut meliputi amplifikasi, peminjaman, calque, padanan tetap, generalisasi, amplifikasi linguistik, kompresi linguistik, penerjemahan literal, modulasi, reduksi, dan transposisi. Di antara teknik-teknik tersebut, terjemahan literal merupakan teknik penerjemahan yang dominan digunakan siswa dengan frekuensi 125 dari 402 ucapan.

Kata Kunci: strategi mahasiswa, penerjemahan, teknik penerjemahan

## **A. INTRODUCTION**

Translation involves the act of conveying meaning from one language (the source language) to another (the target language), while preserving the core elements of the original message. As described by Venuti (2004), translation is the act of transforming a text from the source language into the target language by interpreting its meaning. Baker (2011) offers a similar definition, stating that translation is the process of substituting textual content in one language with corresponding textual content in another language. This definition underscores the fundamental principle of translation, which is to bridge linguistic and cultural gaps while maintaining the faithfulness of the source text's

message in the translated version. Translation serves as a means of communication between diverse linguistic and cultural communities, enabling the exchange of information and ideas across language barriers and borders. Achieving this requires a deep understanding of both the source and target languages, along with a keen awareness of the cultural context in which the content resides, making translation a multidimensional blend of art and science. Catford (1965) articulated that translation is a process of moving text from the Source Language (SL) to its equivalents in the Target Language (TL).

In addition, according to Venuti (2000), translation involves the concepts of 'equivalence' and

'function.' Equivalence is defined as 'accuracy,' while 'function' refers to the potential of the translated text. Building on this, Pym (2014) defines equivalence as an effort to achieve parity. To achieve this, a translator doesn't need to rely on a single method or approach but can balance the text using various methods or elements. In his book "Introducing Translation Studies: Theories and Applications," published in 2022, Munday explains that the process of translating between two different written languages entails transforming 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 a different verbal language (the target language, or TL). According to Robinson (2012), translation goes beyond words, phrases, or sign systems, as it can become more dynamic through the application of the translator's creative imagination. Translation, as both a discipline and an art, is fundamentally grounded in accurately conveying the intended meaning and stylistic nuances of the original text. However, Ardi (2015) emphasizes that translation is far from simple,

presenting many challenges. It's not just about converting the source language text into the target language; therefore, translators need to have a strong grasp of knowledge and theory as a basis for addressing the challenges encountered in translation activities.

Moreover, as outlined by Baker (2018), it is imperative for a translator to convey the meaning of an entire language by commencing with the smallest linguistic unit, which is the 'word.' This concept asserts that a word encompasses any sequence of letters with orthographic spaces on both sides. It's essential to recognize that words in different regions adhere to their respective orthographic conventions. A translator must be fully aware of the cultural references, customs, and historical foundations of the text. Ignoring these elements can lead to misinterpretations. This highlights the importance of translation for language learners, especially students. Acquisition of these skills is an important component of language education. This equips students with a deeper understanding of the intricacies of their chosen language and cultural environments. Because of its

essential role, translation and interpretation are offered in the form of courses, especially in the English Education Department at University A. The courses were offered in three stages. The first is an IT-Based Translation in semester five. The second was interpreting in semester six. The last level was subtitling in semester seven. These three courses are compulsory courses that must be taken by students of the English education department at a University Z.

Furthermore, when dealing with these three courses, students often experience difficulties, especially in the process of translation. Some students were able to do so, but most were not able to do it. According to Hadrus (2017), he identified four broad categories of challenges that students encounter in the field of translation: the challenge of comprehending the meanings of words not present in the dictionary, the difficulty in translating idiomatic expressions that conflict with cultural norms, the struggle in translating lengthy and intricate sentences, and the challenge of composing text in the target language. Consequently, the issues in translation can be

categorized into two main groups: linguistic challenges, which encompass grammar, vocabulary, and the meaning of individual words, and cultural challenges. These difficulties arise due to the potential application of various translation techniques.

Many translation techniques have been proposed by experts. Newmark (1988) outlined several translation techniques that serve as essential tools for translators. These techniques include semantic translation, which emphasizes conveying meaning while allowing for flexibility in word choice; communicative translation, focused on ensuring effective communication with the target audience; literal translation, which involves word-for-word rendering; adaptation, for aligning the source text with the target culture and context; free translation, allowing for creative interpretation; idiomatic translation, using target language idioms; and oblique translation, involving structural modifications for clarity. Newmark's classification offers a comprehensive framework for understanding how translators navigate linguistic and cultural

challenges to produce translations that are accurate and contextually relevant to the target audience.

Nida (1964) introduced the concepts of formal equivalence and dynamic equivalence as fundamental translation techniques. Formal equivalence focuses on a literal and word-for-word approach, aiming to reproduce the structure and form of the source text in the target language. On the other hand, dynamic equivalence prioritizes conveying the meaning, intent, and function of the source text in a way that makes it natural and comprehensible in the target language, even if it requires rephrasing or adaptation. The latest translation techniques have been proposed by Molina and Albir (2002). These techniques include adaptation, amplification, borrowing, calque, compensation, description, discursive creation, established equivalents, generalization, linguistic amplification, linguistic compression, literal translation, modulation, particularization, reduction, substitution (linguistic and paralinguistic), transposition, and variation. This study focuses on the translation techniques proposed by Molina and Albir (2002).

Previous relevant studies on this matter have been conducted by various researchers, with the first conducted by Rodríguez (2020), focusing on translation techniques in remote interpreting by Spanish-English interpreters. Their study examined techniques such as literal translation, reformulation, and omission, and found that factors such as interpreting mode, language pair, and discourse type influenced technique usage. Another study by Torres (2020) compared the use of translation techniques in court interpreting by English-Spanish and French-Spanish interpreters, and investigated techniques such as literal translation, adaptation, and reformulation, with differences noted between this research and Torres's comparative study. Qiu (2019) explored the use of translation techniques in community interpreting, while Ishihara (2018) studied translation techniques in conference interpreting by Japanese-English interpreters. Both studies investigated factors impacting technique usage, such as context, cultural background, and speaker background, with Ishihara focusing on discourse topics and interpreting modes. Jiang, Y

(2021) delved into the use of translation techniques in medical interpreting by English-Chinese interpreters, examining elements like context, participant language proficiency, and medical discourse types as influential factors. The last study was by Setyaji (2021), who focused on the examination of the techniques employed by students in their sixth semester when translating a text from English to Indonesian.

So far, research on this matter, especially in the English education department, is very limited, and there is a lack of literature and information about this field. These problems encourage the researcher to need a more in-depth study to examine the translation techniques mostly used in interpreting classes. Therefore, this research analyzed translation techniques mostly used by sixth-semester students in the English Education Department at State University Z.

## **B. RESEARCH METHODS**

The purpose of this study was to determine the translation technique mostly used by the sixth semester at the English Education Department at a state University Z, the researchers

used descriptive qualitative research in this study. As Creswell (2014) explains, qualitative research is a method for understanding the significance of individuals or groups in relation to social or human issues. This approach involves descriptive data analysis and focuses on text and visual information, offering a more in-depth perspective than quantitative research.

The subjects of this research were 16 students practicing translation. The object of the study was video recording which consisted of 402 utterances as the total data. This was then transcribed by the researchers. Purposive sampling is used in this study. According to Creswell (2014), purposive sampling is synonymous with qualitative sampling. This is because researchers can choose participants and research sites related to the phenomena and research problems being studied. As a result, the researchers chose 16 students as participants of this study because they were categorized as students who focused on translation and interpreting classes. The video was recorded during the translation practice in the classroom, when

students practiced translating Barack Obama's final Speech in the United States, and it was recorded from May until June 2023. The researchers analyzed the data by making a transcription of the video, then read the transcription of the video consisting the students' translation results. The researchers looked at the emerging data and categorized them into themes. The themes were classified according to pre-determined categories of the translation techniques advocated by Molina and Albir (2002). These include adaptation, amplification, borrowing, calque, compensation, description, discursive creation, established equivalent, generalization, linguistic amplification, linguistic compression, literal translation, modulation, particularization, reduction, substitution (linguistic, paralinguistic), transposition, and variation. The data analysis was made by looking at the frequency of the theme occurrences found in the data.

### **C. FINDINGS AND DISCUSSION**

#### **Findings**

The results of the analysis of the translation technique used by the

sixth-semester students of the interpreting class for 402 utterances in interpreting Barack Obama's speech are presented in the table below. Table 1 shows the techniques used by the sixth-semester students interpreting practice in the interpreting class, with reference to Molina and Albir's (2002) classification of 18 translation techniques.

**Table 1.** Translation techniques used by the 6<sup>th</sup> semester students in the translation class

No.	Translation Techniques	Frequency	Percentage
1.	Amplification	34	8,4%
2.	Borrowing	7	1,7%
3.	Calque	1	0,2%
4.	Established Equivalent	8	1,9%
5.	Generalization	1	0,2%
6.	Linguistic Amplification	59	14,1%
7.	Linguistic Compression	70	17,4%
8.	Literal Translation	125	31,09%
9.	Modulation	5	1,24%
10.	Reduction	33	8,2%
11.	Transposition	28	6,9%
	Students' Error	31	7,7%
	TOTAL	402	100%

The findings showed that 1) literal translation technique occurs 125 times, 2) linguistic compression technique occurs 70 times, 3) linguistic amplification occurs 59 times, 4) amplification technique occurs 34 times, 5) reduction technique occurs 33 times, 6) transposition technique occurs 28 times, 7) established equivalent technique occurs 8 times, 8) borrowing technique occurs 7 times, 9) modulation technique occurs 5 times, 10) generalization and 11) calque technique occurs one time. It means that, that there are 11 of 18 translation techniques used by the sixth Semester Students, included:

amplification, borrowing, calque, established equivalent, generalization, linguistic amplification, linguistic compression, literal translation, modulation, reduction, and transposition. The Literal translation technique was the most dominant translation technique used in the interpreting that comprises 31,09% of the total utterances (125 of 402 utterances). All of these findings mean that sixth-semester students have a strong preference for using literal translations in their interpretation. This could be because of their focus on maintaining the exact meaning and structure of the original text.

### 1) Amplification

This technique is generally used to enhance the source text by adding additional information, details, or explicit paraphrases that may not be explicitly present in the original text. The purpose of amplification is to provide the target audience with a clearer and more comprehensive understanding of the source text, especially when certain information is implied or not fully articulated in the source language.

(1) Data 12

SL : "Part of this was due to misperceptions and misinformation about my country"

T : "saya sadar bahwa ini semua disebabkan oleh kesalahan persepsi seluruh dunia terhadap Amerika, terhadap negara saya"

In this example, the term "**my country**" is amplified by explicitly mentioning "**Amerika**" (*America*) in the target language. The addition of "**Amerika**" provides a more specific reference, ensuring that the audience understands that the country in question is the United

States. This amplification clarifies the intended meaning, which might have been somewhat ambiguous without it.

(2) Data 83

SL : "It cannot be a peace of large nations or of small nations"

TL : "**Perdamaian itu** juga tidak bisa menjadi milik hanya negara negara besar atau negara negara kecil"

In this case, the word "**It**" in the source language is amplified in the target language by explicitly using "**Perdamaian itu**" ("*The peace*"). The reason for this amplification is to clarify the reference to "**peace**" in the source text, as the source text may have been previously discussing peace. The addition of "**itu**" ("*the*") makes the reference to "peace" more explicit, ensuring that the audience correctly understands the context.

In both examples, amplification serves to improve the clarity and specificity of the translation, making the text more informative and comprehensible to the target audience. This technique is particularly useful when the source text leaves certain elements implicit, and the translator aims to make these elements explicit for the sake of better communication.

### 2) Borrowing

This technique can be used when there is no equivalent word exists in the TL, so it can be said that this technique is used to borrow a word or phrase directly from another language. There are two types of borrowing, those are: pure borrowing and naturalized borrowing.



**Data 8**

**SL :** "Rather, they are rooted, I believe, in a discontent with a *status quo* that has allowed us to be increasingly defined by our differences, and outpaced by our problems"

**TL :** "dan saya juga sadar bahwa harapan-harapan itu semuanya berdasar kepada ketidak puasan masyarakat terhadap *status quo* yang ada pada saat ini."

**SL :** "Rather, they are rooted, I believe, in a discontent with a *status quo* that has allowed us to be increasingly defined by our differences, and outpaced by our problems"

**TL :** "dan saya juga sadar bahwa harapan-harapan itu semuanya berdasar kepada ketidak puasan masyarakat terhadap *status quo* yang ada pada saat ini."

In the above data, there is a technique of *pure borrowing* from the word **status quo** which is translated into **status quo** by the interpreter. There is no change in writing or pronunciation of the word.

**Data 122**

**SL :** "*non-proliferation and disarmament*"

**TL :** "*non-proliferasi dan perlucutan senjata*"

The data 22, there is a technique of *naturalized borrowing* from the word **non-proliferation** which is translated into **non-proliferasi** by the interpreter. There is an adjustment from the SL to the TL, because the word **non-proliferasi** is borrowed from the SL because the TL does not have an equivalent word for it, so the word is naturalized or adapted to the spelling of the target language.

In summary, borrowing is a valuable translation technique used when no equivalent word exists in the target language. It involves importing a word or phrase directly from the source language. Pure borrowing

preserves the original term without changes, while naturalized borrowing involves adjusting the borrowed term to fit seamlessly within the structure and conventions of the target language. This technique ensures that the translation accurately conveys the intended meaning of the source text to the target audience.

### 3) Calque

In this study, calque technique is the technique that mostly used by the students to interpret. Calque is a literal translation technique of a word or phrase from SL to TL. This translation technique can be done lexically or structurally. This technique is similar to a literal translation, the difference is seen in the SL structure which still appears in TL or lexically which is maintained but follows the TL structure.

**Data 361**

**SL :** "Mr. President, Mr. *Secretary General*, fellow delegates and gentlemen"

**TL :** "Bapak Presiden, Bapak *Skretaris Jendral*, Delegasi, Dan Hadirin Sekalian"

In the data 361, the interpreter translated the phrase **Secretary General** into **Skretaris Jendra**. From the translation of this phrase, it can be concluded that the lexical elements in the two sentences are still maintained. It could be said that the phrase **Skretaris Jendral** can be categorized into the borrowing technique (*naturalized borrowing*) from the word **Secretary General**. It shows that there is an adjustment to the structure of the TL.

### 4) Establish Equivalent

Translators use the established equivalent technique when there are equivalent situations expressed differently in the source and target languages. This technique is also known as conventional translation, where common expressions found in dictionaries or used in everyday language are applied.

**(1) Data 1**

SL : “*Good Morning*”

TL : “*Selamat pagi*”

In the data 1, the interpreter translated the words *Good Morning* into *Selamat pagi* because the word *Selamat pagi* is more commonly used than the word *Baik pagi*, because the translation for *good morning* is indeed *selamat pagi* in the dictionary.

**5) Generalization**

Generalization is a translation technique using terms that are more general or neutral in the TL. This technique is used when a term in the source language refers to a specific part, where there is no equivalent in the target language that refers to the same part.

**Data 2**

SL : “*Mr. President, Mr Secretary General, fellow delegates, ledis and gentlemen*”

TL : “*Hadirin sekalian yang saya hormati*”

The data above shows that the generalization technique changes something specific into a broader form. We can see that there are similarities between ***Mr. President, Mr Secretary General, fellow delegates, ledis and gentlemen***

and ***Hadirin***. those are equally. So it is very possible that the translation of the words ***Mr. President, Mr Secretary General, fellow delegates, ledis and gentlemen*** is translated into ***Hadirin***.

**6) Linguistic Amplification**

Linguistic amplification is a translation technique that adds linguistic elements to the translation of the TL. This text is usually used in consecutive oral translation (consecutive interpreting) or dubbing.

**Data 93**

SL : “*and absolving ourselves of responsibility for our choices and our actions.*”

TL : “*dan melarikan diri dari tanggung jawab atas pilihan dan tindakan yang kita ambil.*”

In this instance, the interpreter has employed linguistic amplification by translating “*our choices and our actions*” as “*pilihan dan tindakan yang kita ambil*” in the target language. The addition of “*yang kita ambil*” (“*that we take*”) serves to clarify and emphasize the meaning, ensuring that the audience understands that the responsibility pertains to choices and actions made by individuals. The linguistic elements contribute to a more explicit and comprehensive translation.

**(2) Data 316**

SL : “*Our goal is simple.*”

TL : “*kami memiliki impian yang sederhana.*”

In this example, the interpreter used linguistic amplification by adding the term “***memiliki***” (“*have*”) in the target language. By introducing “***memiliki***” to the translation, the interpreter emphasizes the idea that the speaker possesses a “*simple*”

*dream.*" This linguistic addition not only conveys the simplicity of the dream but also makes the intention of the speaker more explicit ensuring the audience fully grasps the meaning.

In summary, Linguistic Amplification is a valuable technique used to enhance translations by adding linguistic elements to the target language text, thus making the content more explicit and clear for the audience. This technique is particularly useful in consecutive interpreting and dubbing, where real-time comprehension and effective communication are crucial.

## 7) Linguistic Compression

This technique is a translation technique that summarizes or synthesizes the intent of the TL which aims to make a translation more effective.

### Data 7

SL : "I am well aware of the expectations that accompany my presidency around the world."

TL : "saya menyadari ekspektasi kepresidenan Saya di sini dari seluruh dunia."

Based on the data above, there are some words omitted, included: **am well, of the** dan **that accompany**. The purpose of this technique is not only to shorten the sentence, but more to make translations that are reasonable and not strange to listen to. If for example it is translated by free translation then the sentence becomes: *saya adalah baik menyadari dari ekspektasi yang menemani kepresidenan saya di seluruh dunia*. That is why the interpreter wanted to synthesize

linguistic elements into the TL to make the interpretation more effective.

### Data 24

SL : "and it is **what** I will speak **about** today."

TL : "dan inilah yang akan saya bicarakan hari ini."

Based on the data above, there are two words omitted, included: **what** and **about**. The purpose of this technique is not only to shorten the sentence, but more to make translations that are reasonable and not strange to listen to. If for example it is translated by free translation then the sentence becomes: *dan itu adalah apa saya akan bicarakan tentang hari ini*.

## 8) Literal Translation

This technique can be used to adjust grammar and sentence structure in the target language to maintain the meaning and form of the source language.

### (1) Data 78

SL : "I say this not to sow fear, but to state a fact."

TL : "Saya mengatakan ini bukan untuk menebar ketakutan, tapi untuk menyatakan sebuah fakta."

Literal translation is a translation technique, which translate word by word based on the meaning and also the function of the word in a sentence. In the above data, the interpreter translated *I say this not to sow fear, but to state a fact* into *Saya mengatakan ini bukan untuk menebar ketakutan, tapi untuk menyatakan sebuah fakta*. That is the proof that the interpreter translated it by using literal translation because it was translated word by word and the

SL has the same form and structure to the TL.

(2) Data 115

SL : "and finally gives meaning to the promise embedded in the name given to this institution: the United Nations."

TL : "dan akhirnya memberi makna pada janji yang disematkan dalam nama yang diberikan kepada lembaga ini: Perserikatan Bangsa-Bangsa."

The data above uses literal translation technique because the interpreter translated the SL into the TL directly with a little adjustment to the language structure of the TL.

(3) Data 115

SL : "We have made some progress."

TL : "Kami telah membuat beberapa kemajuan."

The data above shows that the interpreter translated the sentence word by word. The sentence "We have made some progress" translated into "Kami telah membuat beberapa kemajuan", it has the same structure with Indonesian structure and it indicates that it translated by using literal translation technique.

## 9) Modulation

Modulation is a translation technique that changes the point of view, focus or cognitive category in the source language text, this technique can be lexical or structural.

Data 116

SL : "That is the future America wants."

TL : "Itulah masa depan yang diinginkan Amerika."

The data above shows that the interpreter translated the sentence by using modulation technique. As the proof, America wants would be translated into *yang amerika inginkan* (active), but the

translator translated it into *yang diinginkan Amerika* (passive).

## 10) Reduction

Reduction technique is a translation technique that is used to suppress an SL information item in the TL.

(1) Data 10

SL : "But they are also rooted in hope, the hope that real change is possible, and the hope that America will be a leader in bringing about such change."

TL : "dan saya juga sadar bahwa itu semua berakar pada harapan bahwa Amerika mampu memimpin perubahan untuk semua itu."

Based on the data above, the interpreter reduced the sentence to suppress the information in the SL to the TL. If the sentence is translated by literal translation, it should be *namun hal ini juga berakar pada harapan, harapan bahwa perubahan nyata bisa terjadi, dan harapan bahwa Amerika akan menjadi pemimpin dalam mewujudkan perubahan tersebut*. Even if some information is omitted, the point of the sentence is still set.

## 11) Transposition

Transposition is a translation technique, which replacing the grammatical structure of the SL into a grammatical structure of the TL. This technique is done to change the original structure of the SL in order to achieve a comparable effect. This change can be in the form of changing the plural form to the singular, the position of the adjective, to changing the overall sentence structure.

(1) Data 133

SL : "A *fragile consensus* stands in the way of this frightening outcome."

TL : "*Kesepakatan yang rentan* menghalangi hasil hasil yang menakutkan."

The data above shows that the interpreter used transposition technique. The proof is that in the above sentence, there is a noun phrase which is a formation of adjective and noun (***fragile consensus***). In English, adjectives that function as explaining elements must be placed in front of what is being explained, while in Indonesian, adjectives that function as explaining elements are placed behind or after what is being explained. So, that is why instead of translate it into *rentan kesepakatan*, the interpreter prefer to translate it into ***Kesepakatan yang rentan***. The same as the data below:

(2) Data 205

SL : "Israelis have facilitated greater freedom of movement for the Palestinians."

TL : "Orang Israel telah memfasilitasi kebebasan bergerak yang lebih luas untuk rakyat Palestina."

The data above shows that the interpreter used transposition technique. In English, adjectives that function as explaining elements must be placed in front of what is being explained, while in Indonesian, adjectives that function as explaining elements are placed behind or after what is being explained. So, that is why, the interpreter translated ***greater freedom of movement*** into ***kebebasan bergerak yang lebih luas***.

## Discussion

Based on the data, it can be understood that the results of the data analysis showed that among the 18 translation techniques by Molina and Albir (2002), 11 were used by sixth-semester students in the interpreting class in the English Education Department, Faculty of Teacher Training and Education, University of Mataram. The techniques included amplification, borrowing, calque, established equivalents, generalization, linguistic amplification, linguistic compression, literal translation, modulation, reduction, and transposition. The translation technique that had been used the most by students was the Literal Translation technique, which was 125 out of 402 utterances. Meanwhile, on the other hand, the least technique that had been used by students were the Generalization and calque technique, specifically 1 out of a total of 402 utterances. Thus, this study supports the theory proposed by Molina and Albir (2002).

However, the results of this study show a different direction, where there are seven techniques that were not used by the students out of the 18 existing techniques. This is because the staff may not know about translation techniques, and not all translation techniques proposed by Molina and Albir (2002) can be used in interpreting, because these

techniques are found in translation. However, because translation and interpretation are interconnected, several techniques can be used in interpreting, such as amplification, borrowing, calque, established equivalent, generalization, linguistic amplification, linguistic compression, literal translation, modulation, reduction, and transposition. In addition, students do not use several translation techniques in the interpreting class because there are no difficulties or words that require them to use these techniques, including adaptation, compensation, discursive creation, particularization, substitution, and variation. It shows that the implication of the study is that the concept of these 18 translation techniques needs to be emphasized to students before starting practice interpreting so that they know and understand more about these techniques. As a result, they will be aware of translation techniques and apply them when they practice interpreting.

## **E. CONCLUSION**

The present study shows that not all translation techniques proposed by Molina and Albir (2002)

appeared in the data. Out of 18 predetermined categories of translation techniques, only 11 appeared in the data. This might bring an implication that there may be other factors at play in the translation process that influence the students' choice of techniques. These findings indicate that there might be certain variables or individual preferences that affect the selection of translation techniques by the students. Further research could explore these unaccounted factors to gain a comprehensive understanding of the translation process and enhance translation pedagogy. Further research is therefore needed to explore these factors and their impact on translation techniques.

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